

ORANGE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
OFFICE OF ENGLISH LANGUAGE ARTS

GRADE 7
ENGLISH LANGUAGE ARTS
SPRING BREAK PACKET



School Year 2013-2014

April 18, 2014

Dear Student,

This packet is intended to reinforce skills and strategies you have learned in class this year. Completing these activities will not only sharpen your reading and writing skills but also prepare you to demonstrate your ability on the NJ ASK when school resumes.

Please complete both essays and both lessons. In addition, remember to spend at least 30 minutes reading each day of vacation. Log your reading on the chart at the bottom of this letter. Return the completed packet and both essays when school opens on April 28th.

Sincerely,

The ELA Department

[illegible]

ARGUMENTATIVE WRITING PROMPT

Writing Situation

As part of the “war on drugs” and in reaction to an increase in school violence, many schools across the nation now conduct targeted searches of student lockers and backpacks. Although the Supreme Court has ruled that public school officials have the right to search students’ persons and property when they have reasonable cause to suspect weapons or drugs, many people feel this is a gross violation of students’ right to privacy. Others feel that since school officials are responsible for the well-being of students while they are in the building, they have the right to search for drugs or weapons at any time.

Writing Task

How do you feel about this issue? Write an essay either supporting or opposing the “war on drugs”. State your position and explain your reasons with specific examples.

INFORMATIVE WRITING PROMPT

Writing Situation

In September 2011 President Barack Obama welcomed students back to school in his third annual Back-to-School speech at Benjamin Banneker Academic High School in Washington, D.C. Admitting that he was not a perfect student himself, he explained that doing well in school carries weight beyond college admissions. “Because you’re not just kids. You’re this country’s future. You’re young leaders. And whether we fall behind or race ahead as a nation is going to depend in large part on you.”

Writing Task

Imagine that you are a student who has heard President Obama’s speech. Write a letter in which you inform him that you are, indeed, a young leader. Cite specific evidence from your involvement in activities during or after the school day.



Analyzing the Development of Central Ideas

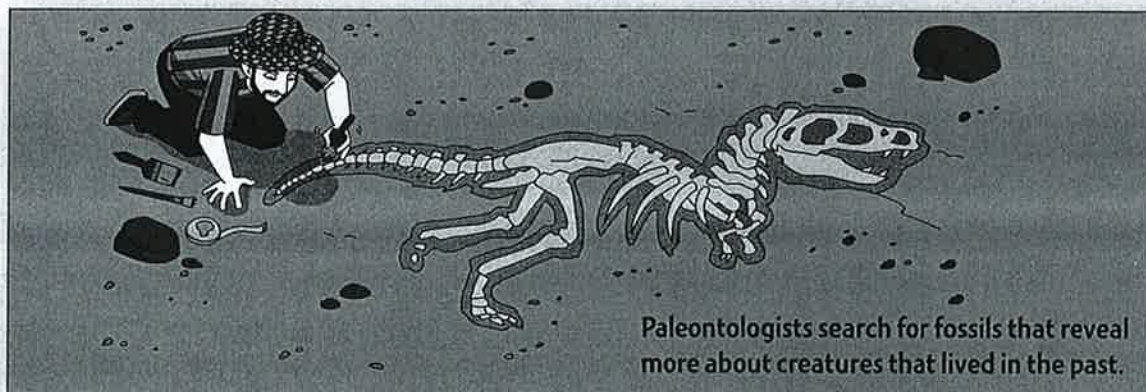
CCSS

RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text . . .

Theme: *Careers*

As you read, do you wonder what the author is trying to tell you in the text? Try to figure out the **central idea**, or the most important point (or points) an author is trying to make about the topic. Sometimes a central idea may be stated directly, but more often it is implied. Then you must figure it out by analyzing the **supporting details**. These facts, examples, reasons, and other pieces of information are meant to explain and expand on the central idea.

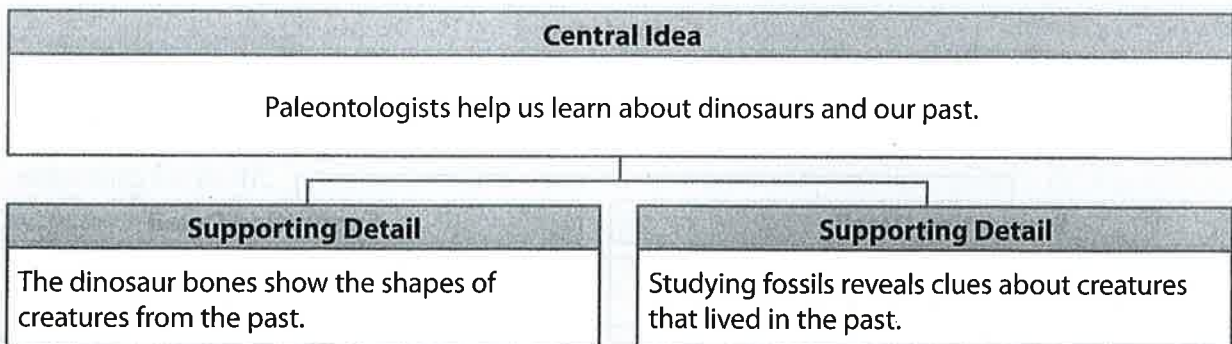
Examine the cartoon below. Think about the central idea and its supporting details.



Paleontologists search for fossils that reveal more about creatures that lived in the past.

What central idea is shown? Circle parts of the picture and caption that support the central idea.

Study the web below that shows the central idea of the picture and details that support it.



As a good reader, make sure you figure out how the supporting details work together to develop the central idea in the text. This will help you understand each important point the author wants to make.



Read the first two paragraphs of an account about deep-sea divers.

Genre: Social Studies Account

Deep-Sea Treasure Hunters *by Ramona Rivera*

Deep-sea diving is a dangerous but fascinating activity. Some people dive for fun or sport, and some make a career out of hunting for sunken treasure. These types of career divers fall into one of two categories: those who want to study their discoveries and those who want to sell the treasures they find.

The divers who study sunken treasures are concerned with preservation of the sites. These divers often locate, map, and study shipwrecks. When they find a site, the divers are interested in using the information that the treasure provides to form a story about the ship that wrecked. By studying artifacts such as coins or jewelry found at a site, these divers learn many things about the lives of the ship's passengers. They also learn more about the cargo and the daily lives of the sailors aboard the ship. Sometimes they even learn why the ship sank.

(continued)

Explore how to answer these questions: "What is the central idea of paragraph 2? What details are given to support it?"

The author describes two career paths: deep-sea treasure diving for money, and deep-sea treasure diving for gathering information. Which career path is described in paragraph 2? How do the details help you learn more about it?

Study the account to figure out the central idea and supporting details in paragraph 2. Then complete the idea web below. Add more supporting details if necessary.

Central Idea	
The goal of some deep-sea divers is to ...	
Supporting Detail	Supporting Detail
The divers study artifacts, like jewelry and coins.	

Work in a group and compare your web with your classmates'. Are your supporting details similar? Discuss how you chose each detail. Revise your web as needed, but remember that your answers can vary from your classmates' and still be correct.



Close Reading

The author mentions two central ideas in these paragraphs. **Circle** the first central idea and **underline** the second central idea.

Hint

Which choice explains more about the central idea you circled?

Continue reading about deep-sea treasure hunters. Use the Close Reading and the Hint to help you answer the question.

(continued from page 4)

The deep-sea divers pursuing profit must carefully research their sites to make sure it is legal to take artifacts from the location. They must also take measures to preserve the artifacts so that they don't corrode and lose value once they are recovered. For these deep-sea divers, the measure of their success is the dollar value of the treasure they find.

Whether deep-sea divers wish to study treasure or collect it, divers must obey the laws, dive in teams, and be careful at all times. We must respect the power and mystery of our oceans if we hope to uncover their many hidden treasures.

Circle the correct answer.

Which sentence provides a supporting detail for the idea that we must respect the oceans and their treasures?

- A Some divers spend a lot of time searching for sunken treasures.
- B Deep-sea diving involves a great deal of physical training.
- C Divers must identify sites that are legal before they collect artifacts.
- D Profit is the main motivation for some deep-sea divers.



Show Your Thinking

Explain how the supporting details given by the author develop the central idea about divers searching for profit.

With a partner, discuss details about each of the two careers described in the account. Then analyze the author's statement in the concluding sentence of the account.



Read the biography. Use the Study Buddy and Close Reading to guide your reading.

Genre: Biography



As I read, I'll think about the central ideas the author is telling me about Suni Williams. Why is she famous? What details about her life does the author want to share?

Close Reading

What does Suni say about why she hadn't yet become an astronaut? **Underline** the quote in paragraph 3.

Reread paragraph 1. Find and **star** (*) a sentence that gives a central idea about Suni Williams. Then **underline** sentences with details that support this idea.

Commander Suni Williams

by Margo Carlin

- 1 As 5-year-old Sunita "Suni" Williams watched Neil Armstrong's fascinating moon walk on television, she thought, "That's what I would like to do." While she never thought of moon walking as a realistic career goal, Williams' story proves that we can't always know where our path is going to lead us. If we believe in ourselves, though, we'll end up in the right place.
- 2 Williams' career path was far from predictable. She says she was just an "okay" high school student. Because her brother had gone to the U.S. Naval Academy, she was drawn there, too.
- 3 Williams graduated from the Naval Academy and trained to become a Navy helicopter test pilot. Listening to a former astronaut talk about flying a helicopter as preparation for flying a moon lander, a light bulb went on in Williams's head. It dawned on her that her helicopter training could be her ticket to space. She realized: "The only one who's telling me I'm not going to be an astronaut is me."
- 4 Williams eventually trained to become a member of the *International Space Station* crew, where she served as flight engineer and set a new record for women in space. Another first: She "ran" the Boston Marathon—on a space station treadmill.
- 5 Williams believes there is a message for young people in learning about the twists and turns that led to her space station adventure. "Maybe you want something, but you get something else. But if you make the best of it, things sorta work out."



Hints

Which choice matches one of the central ideas from the previous page?

Which sentence tells something about Williams not believing in herself?

Which central idea did you choose in the second Close Reading activity?

Use the Hints on this page to help you answer the questions.

- 1** Which sentence best captures a central idea of the biography?
 - A** Career paths are not always easy to identify and follow.
 - B** Suni Williams did not face any difficult challenges in her career.
 - C** The career path chosen by Suni Williams was very predictable.
 - D** People should never change their career path.
- 2** Which sentence from the biography best captures a second central idea of the text?
 - A** "She says she was just an "okay" high school student."
 - B** "It dawned on her that her helicopter training could be her ticket to space."
 - C** ""The only one who's telling me I'm not going to be an astronaut is me.""
 - D** "Williams eventually trained to become a member of the *International Space Station* crew, where she served as flight engineer and set a new record for women in space."
- 3** Describe one central idea about Suni Williams' life. List at least three details from the text that support this idea.



Read the biography about a famous dancer. Then answer the questions that follow.

Martha Graham: Modern Dance Innovator

by Eva Milner

1 In the world of dance, Martha Graham is a giant. A true innovator, it was she who led the way into the brave new world of modern dance, leaving behind the constraints of classical ballet. Through her work as a dancer, choreographer, and teacher, Martha has inspired both audiences and generations of dance students. Her institute, the Martha Graham Dance Company, has produced some of the finest dancers in the world today.

2 Martha Graham was born in 1894 in a small town near Pittsburgh, Pennsylvania. Her father was a doctor who specialized in nervous disorders. He was interested in how illnesses and disorders could be revealed through the way a patient's body moved. Martha also believed in the body's ability to express what is inside. She would channel this belief through dance, not medicine, however.

3 Martha was an athletic child, but it wasn't until after seeing the ballet dancer Ruth St. Denis in her teens that she became interested in dance. Martha was so inspired by the performance that she enrolled at an arts college where she studied theater and dance. After graduating in 1916, she joined the Denishawn School, a dance company founded by Ruth St. Denis and Ted Shawn to teach both American dance and world dance.

4 Though Martha began her eight years at Denishawn as a student, it wasn't long before she became a teacher and one of the school's best-known performers. It was during this time that Martha costarred with Ted Shawn in "Xochital," a duet that Ted created specifically for Martha. In this ballet, Martha played the role of an Aztec maiden attacked by an Aztec emperor. Her wildly emotional performance brought her critical acclaim.

5 By 1923, however, Martha felt ready to try new things. She took a job dancing in a vaudeville show in New York City. Here Martha had the opportunity to create her own dances. While there was some room for creativity, she still had to please the audience. Soon she longed for someplace she could take her experimental dance techniques even further. Her search led her to a job teaching at the Eastman School of Music, where she had complete control over her classes and the dance program. This was her chance to truly experiment.

6 Martha felt that classical ballet focused too much on fluidity and grace and ignored deeper, darker emotions and themes. At Eastman, Martha began to use jerky, trembling movements and falls to express ideas and feelings. She developed a fresh, new method of muscle control she called "contraction and release." Through this method, a dancer creates movement by first contracting a muscle and then allowing the movement to flow as the muscle relaxes. This method of muscle control gives the dancer's motions a hard, angular look. This was a big change from the dance style found in classical ballet.

7 Audiences did not always appreciate Martha's style. They were used to the more graceful, flowing motions of ballet dancers, and Martha's choppy, angular style was shocking to them. Many reviewers criticized her for dancing in an "ugly" way. During her first performance in Paris, she and her dancers were booed by the audience.

8 In 1926, Martha formed her own dance company, the now-famous Martha Graham School for Contemporary Dance. She brought in several of her students from the Eastman school and also began



working with Louis Horst, the musical director from her days at Denishawn. Under Horst's influence, Martha began to use music by modern composers, rather than music from the eighteenth and nineteenth centuries. This was yet another way in which Martha's work departed from classical ballet.

9 Many of Martha's dances explored emotional and psychological themes. One example is her solo piece "Lamentation." In this dance, a grieving figure sits alone on a bench and moves to a mournful piano score. The dancer wears a tube of stretchy, purple fabric. Only the dancer's head, hands, and feet show. The movements of the dancer's body within the fabric create a sort of moving sculpture. The dancer represents the raw emotions of grief.

10 Martha was also interested in exploring social issues and political themes. Her dance "Deep Song" was a statement about the Civil War in Spain, and "Chronicle" looked at the menace of fascism and war in Europe. This second dance was created the same year Martha had turned down an invitation to the 1936 Olympic Games being held in Germany. Both the dance itself and her refusal to attend the games expressed Martha's integrity and desire to highlight important political issues.

11 Martha Graham's career spanned her entire life. Health issues forced her to quit dancing at the age of 76, but she continued teaching and creating works until her death in 1991. In her lifetime, she created 181 masterpieces of dance, which continue to inspire dancers and audiences alike.

Answer the questions. Mark your answers to questions 1–3 on the Answer Form to the right.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

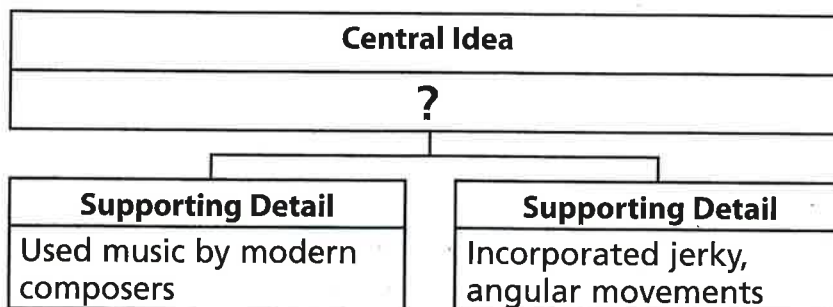
3 (A) (B) (C) (D)

**Number
Correct**

3

1

Study the idea web below.



Which sentence completes the idea web?

- A Classical ballet focused on flowing, graceful movements.
- B Martha's dance style was very different from classical ballet.
- C Martha was one of the best dancers in America.
- D Louis Horst was the musical director at Denishawn.



2

Which sentence **best** supports the central idea that Martha Graham was an innovator?

- A "While there was some room for creativity, she still had to please the audience."
- B "Her search led her to a job teaching at the Eastman School of Music, where she had complete control over her classes and the dance program."
- C "She developed a fresh, new method of muscle control she called 'contraction and release.'"
- D "In 1926, Martha formed her own dance company, the now-famous Martha Graham School for Contemporary Dance."

3

Which sentence could be added to **best** support the idea that Graham was an innovator?

- A By 1927, Graham was working full-time as a dancer and choreographer.
- B Graham was the first choreographer to fully collaborate with other modern artists.
- C During the Depression in the 1930s, Graham sewed her dance costumes herself.
- D Graham was given the title "Dancer of the Century" by *Time* magazine in 1998.

4

Describe the central idea of paragraphs 9 and 10. Identify at least **two** details the author used to develop that central idea.

**Self Check**

Go back and see what you can check off on the Self Check on page 1.

Summarizing Informational Texts

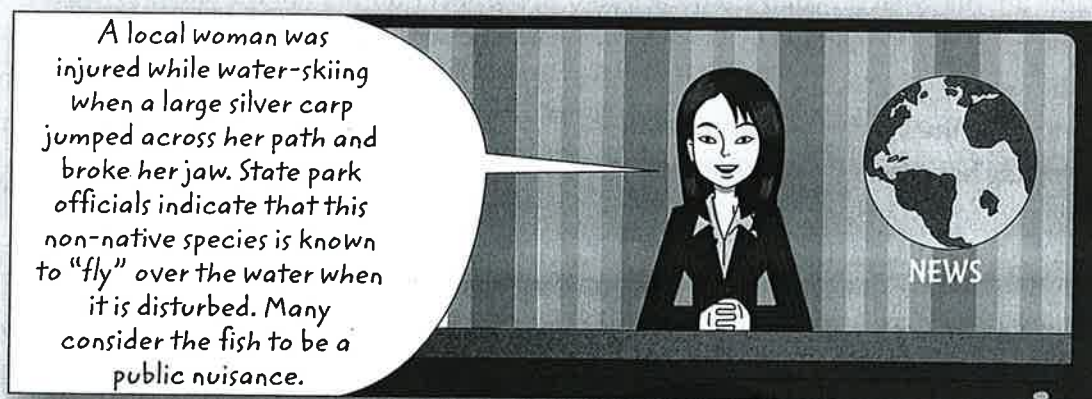
CCSS

RI.7.2: ... provide an objective summary of the text.

Theme: *Invasive Species*

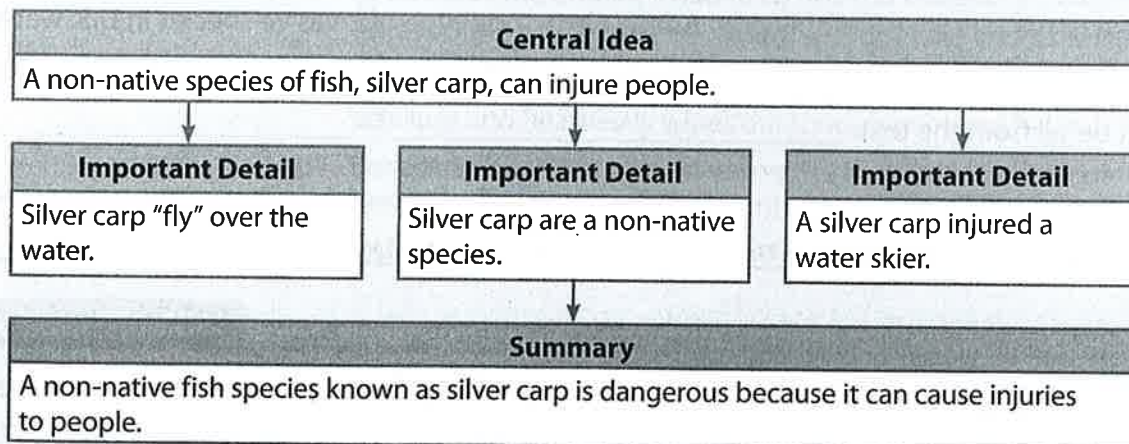
What do you do when a friend sees you reading and asks, "What is that article about?" You don't recite the article word for word or read it aloud. The best response is to give a **summary**, or a brief restatement of the article's important details and central ideas in your own words. A summary should be **objective**, or free of any opinions or personal beliefs.

Read the news report below. Think about what its most important points might be.



Now read the report again. Underline the most important details in the report.

Read the chart below to see how to summarize information.



Good readers recognize central ideas, whether stated or implied, and identify important details in a text. They use those ideas and details when they summarize the text, and they do not include any nonessential information or opinions.



Read the first two paragraphs of a government bulletin about invasive species.

Genre: Public Document

The Invaders *by Mark Sanchez*

During the early 1900s, two kinds of invasive organisms turned up in waterways in the United States. One was the Asiatic clam, a fast-growing shellfish that crowds out other aquatic animals. The other was milfoil, a fast-growing aquatic plant that overcomes and displaces native water plants.

Wildlife officials are seeing once-smooth freshwater beaches littered with sharp, tiny shells. Though Asiatic clams are rarely larger than 1.5 inches across, the sheer number of the shells is cause for concern. The highest populations occur near power and wastewater plants. The clams cause problems by biofouling, or clogging intake valves. Biofouling also occurs in irrigation canals and pipes and drinking water facilities. Repairing damage caused by Asiatic clams is expensive. Experts estimate that the price tag has reached one billion dollars per year in the United States.

(continued)

Explore how to answer this question: *"How can I best summarize this bulletin?"*

The author presents a central idea in each paragraph but does not state it directly. The important text details support the central idea, so identifying them will help you determine the central idea. This in turn will help you summarize the text.

Reread the bulletin. Underline the important details. Then fill in the missing information below.

Central idea of paragraph 2: Biofouling by Asiatic clams, one type of invasive species in U.S. waterways, causes costly repairs to industrial and agricultural water facilities.

Important detail from the text: _____

Important detail from the text: _____

Summary: _____

With a partner, take turns summarizing this part of the bulletin objectively. Remember, summarizing means restating the central idea and important details *in your own words*.



Continue reading the government bulletin about invasive species. Use the Close Reading and the Hint to help you answer the question.

Close Reading

On page 12, the author does not directly state the central idea. Jot your ideas in the margin about the implied central idea of this part of the bulletin.

(continued from page 12)

The fern-like and harmless-looking milfoil has also become a threat. It too can clog valves at water facilities. In addition, milfoil poses problems for recreational water users. Dense growths of the Eurasian native create unfavorable conditions for swimmers, boaters, and fishers. Milfoil grows aggressively and crowds out other vegetation. The resulting ecosystem lacks food sources and habitats for native fish, amphibians, and waterfowl. Milfoil spreads naturally when fragments travel by water currents. It spreads with human help when fragments are carried from one waterway to another on boats and boat trailers.

Hint

Which answer choice restates important details and does not include opinions?

Circle the correct answer.

Which of the following statements best summarizes the text above?

- A** The annoying milfoil plant does extensive harm to human facilities as well as to fragile ecosystems. It spreads ruthlessly by water current and should be a major concern to outdoor enthusiasts.
- B** Fern-like and harmless-looking, milfoil is a secret threat. Dense growths of the Eurasian native crowd the waterways, creating unfavorable conditions for swimmers, boaters, and fishers.
- C** Milfoil, a non-native species of water plant, ruins recreational water activities and heartlessly wipes out food sources and habitats for animals.
- D** Eurasian milfoil is an invasive species that spreads both naturally and with human help. Milfoil is an "invader" because it can harm water facilities, destroy animal habitats, and crowd out native plants.



Show Your Thinking

Choose an answer choice that includes an opinion. Explain what clues helped you recognize that it was not objective.

With a partner, take turns summarizing the central ideas and important details in the government bulletin. Be sure to avoid using judgments and opinions in your summary.



Read the scientific account. Use the Study Buddy and the Close Reading to guide your reading.

Genre: Scientific Account



The passage's title is "Kudzu: From Pretty Vine to Invasive Pest." I'm going to look for text that supports the ideas of the vine being "pretty" or a "pest." I'll underline those ideas when I find them.

Close Reading

Paragraph 2 mentions two important details about problems with kudzu. **Circle** phrases that name those two details.

The author describes the rapid growth of kudzu in the last paragraph. **Star (*)** the sentences that explain the problem caused by this plant's size.

Kudzu: From Pretty Vine to Invasive Pest

by Aaron Hartman

- 1 Like many plants that are in the news, kudzu originated in Asia. Unlike other invasive species, this plant was purposely brought here and, at first, everyone loved it. At the 1876 Centennial Exposition in Philadelphia, Pennsylvania, the Japanese government filled its display with plants native to Japan. The attractive kudzu vine, with its large leaves and sweet-smelling blooms, was greatly admired by the Americans. People began planting the vine for decorative purposes. Some years later, kudzu was promoted as forage, or food, for cattle and goats. And during the 1930s and 1940s, the government fostered the spread of kudzu by planting it to control erosion.
- 2 Modern-day experts agree that kudzu is good for forage. However, it is easily overgrazed, so farmers need to have an alternate food source so that the animals can be removed from the kudzu field to allow the vines time to regrow. And no one denies that kudzu is effective at controlling erosion. However, kudzu vines have a tendency to take over. Farmers and homeowners all over the southeastern United States know that only too well.
- 3 Kudzu can grow about a foot a day, or approximately 60 feet in a growing season. Huge tap roots help the plant survive dry periods and make kudzu impossible to pull up. The vigorous vines completely cover abandoned fields and trees. The large leaves block out the sun and smother existing plants. As is the case with all invasives, the absence of natural checks and balances is what has turned kudzu from a pretty plant into a noxious weed.



Hints

Which choice *restates* paragraph 2's central idea and does *not* include opinions or judgments?

To help with question 2, I'll look back at the ideas I underlined.

What is the implied central idea of the whole passage? What important details does each paragraph provide?

Use the Hints on this page to help you answer the questions.

- 1** Which of the following statements best summarizes the central idea and important details of paragraph 2?
 - A** Modern-day experts agree that kudzu is good for forage. Kudzu also is very effective at controlling erosion.
 - B** Kudzu is only of limited value as animal forage. It is also an effective erosion controller, but it can take over in an undesirable way.
 - C** As forage for animals, kudzu is useless because it is easily overgrazed. It is also useless at controlling erosion because it grows too much.
 - D** Farmers and homeowners in the southeastern United States agree that kudzu grows too much to be useful, either as forage or as an erosion control.
- 2** Which of the following statements best restates one central idea that should be included in a summary of the passage?
 - A** Though once considered a desirable plant, kudzu has invasive tendencies that make it a harmful weed.
 - B** Kudzu has become the most troublesome invasive plant species, partly because it was once thought to be attractive.
 - C** As is the case with other invasives, natural checks and balances are effective at controlling kudzu.
 - D** Kudzu is native to Asia but was brought to the United States on purpose.
- 3** Write a brief summary of the passage. Use at least three specific details from the passage in your summary.



Read the scientific account. Then answer the questions that follow.

Python Invasion!

by Leigh Driver

1 For years, the number-one, most feared animal in Florida has been the alligator. But recently the Burmese python has been challenging the alligators' long-held position. Burmese pythons are native to Asia, but they have found a new home in Florida. Their numbers are increasing dramatically. Today they can be found in the wild and in suburbs across the state. Burmese pythons have lightly-colored skin with brown patches, and they are admired for their skin patterns and size. But they are also massive hunters—among the largest top six snakes in the world—and they pose a danger to people, other animals, and the environment.



How Did They Get There?

2 The Burmese python has become more and more popular as a house pet. This caused a surge of imports of the snake to Florida. This is not the first time Florida has become home to a species of reptile intended to be kept as a pet. The state is the adopted home of several types of reptiles. The green iguana and the speckled caiman, a type of alligator, were brought to Florida as family pets. Now, many of these creatures live in the wild. These animals may seem like exotic and fascinating alternatives to the family cat, but they are also very difficult to maintain. People often found them hard to keep at home so they released them to the wild.

3 The same thing is happening with the Burmese python, an animal that begins at a manageable 3 feet long on average but can grow up to 20 feet long and weigh up to 250 pounds. There have been several reports of deaths in homes where pythons are kept. When a python is fully grown, many owners find they can no longer handle their exotic reptile, and they simply release it outdoors.

4 Another factor has been the destructive hurricanes that Florida has suffered over the years. Sometimes storms damage pet stores and animal shelters, and the reptiles get loose. When people bring their other pets to shelters, it is sometimes easier to free the snakes because of overcrowding.

Environmental Impact

5 A python can survive very well in the Florida climate. In fact, the Florida Everglades are the perfect home for these snakes. Some experts estimate that there are up to 100,000 Burmese pythons living in the Everglades alone. But this surge of wild pythons is not without problems.

6 Releasing animals into an environment where they do not belong affects that environment and the species within it. Such animal populations are referred to as non-native species. While few creatures prey on it, the python competes with other animals in the territory. For example, alligators compete for prey with pythons. As these snakes breed and thrive, they threaten the survival of the alligators. Other animal populations may also be harmed by the presence of pythons, and Floridians who are concerned about conservation have publicized the dangers of this situation.

**Danger to People**

7 Another growing concern is that the Burmese python can seriously harm people. A python can eat an animal as large as a full-grown deer, and it is extremely difficult to control the powerful creature. Some Floridians believe that keeping these snakes as pets is simply not safe.

What Can Be Done?

8 Scientists and citizens have become more and more worried about the “invasion” of the Burmese python into the Florida wild. There have been proposals to ban the importation of snakes or to make it illegal to keep these animals as pets, but so far no laws have been passed. Some have even proposed destroying the pythons living in the Everglades to get rid of the problem.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

**Number
Correct****3**

- 1 Which of these sentences would most likely **not** be included in a summary of this passage?

- A Burmese pythons have light-colored skin with interesting patterns.
- B Due to their weight and strength, Burmese pythons may endanger their human owners.
- C Some Floridians have made house pets of this exotic species of reptiles.
- D Non-native species threaten native animal populations in the Everglades.

- 2 Read these sentences from the passage.

Burmese pythons are native to Asia, but they have found a new home in Florida. Their numbers are increasing dramatically. Today they can be found in the wild and in suburbs across the state.

What is the **best** summary of this section of the passage?

- A Burmese pythons are now at home in many suburbs in the state of Florida.
- B Though Burmese pythons are native to Asia, they now live in Florida’s suburbs.
- C Native to Asia, Burmese pythons now occupy wild and suburban areas of Florida in growing numbers.
- D Visitors to the state of Florida can study populations of the Burmese python in many wild and suburban areas.



Which of the following statements **best** restates a central idea that should be included in a summary of the passage?

- A** Exotic creatures such as the Burmese python or the speckled caiman are becoming very popular as house pets in Florida.
- B** With few natural enemies in the wild, the Burmese python has become a threat to the survival of native animal species in Florida.
- C** When homes or stores are damaged during a hurricane, Burmese pythons and other exotic pets may escape into the Florida wilderness.
- D** With hard work, Florida conservationists hope they can succeed in changing the law to make it illegal to keep Burmese pythons as pets.

4

Based on the information in the text “Python Invasion,” write an essay that summarizes and explains not just the problems caused by Burmese pythons but also the proposed solutions. Use at least **three** details from the text to support your ideas.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Self Check *Go back and see what you can check off on the Self Check on page 1.*