Reading Lit and Informational Texts Playlists –

Complete Grade 7 Bundle

This resource bundle aligns with all of the Common Core State Standards for Grade 7 Reading: Informational Texts and Reading: Literature. We have included twenty of our playlists—content-rich tools that use trusted textual, audio, visual, and multimedia resources to supplement high-quality instruction in specific elements of the Common Core—to guide students through each of the relevant standards for the literature and informational text reading strands of English Language Arts.

Each playlist is designed for 30–45 minutes of instructional time and is followed by a rigorous self-check for students. Alternatively you could assign individual student playlists as homework or remedial/extension activities.

The Common Core State Standards for English Language Arts are not intended to be taught in sequential order, and neither are these playlists. Instead, you should feel free to dip in and out of these resources as your instructional needs dictate.

Standard Coverage Notes:

- Standard RI.7.2 is covered across two playlists, both focused on determining the central idea of informational texts.

- Standard RI.7.4 is covered across two playlists: one focuses on connotative meanings; the other focuses on word choice.

- Standard RL.7.4 is covered across two playlists: one focuses on figurative language; the other focuses on rhymes and repeated sounds.

- There is no playlist for RL.7.8 because the Common Core does not deem this standard applicable to literature.

- There is no playlist for RL.7.10. As your students work through the other standards, they will read and comprehend a range of stories, dramas, and poetry within the grade 7 text-complexity band.

- There is no playlist for RI.7.10. As your students work through the other standards, they will read and comprehend a range of literary nonfiction within the grade 7 text-complexity band.

The accompanying Student Editions include dozens of additional passages on which students can practice their reading skills, including the ability to identify key ideas and details, to analyze craft and structure, and to integrate knowledge and ideas presented in a variety of media and genres. Stepped-out examples and hyperlinks to videos, graphic organizers, and other activities further support instruction.

Thank you for trusting Wisewire to help your students become better readers and lifelong learners! Visit us online for even more resources and to access our free to use computer-based assessment platform.

Grade 7 Playlist: Connotative Meanings

Aligns with CCSS.ELA-LITERACY.RI.7.4:

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Welcome

"My Aunt Petunia is an economical shopper," says Susie. "If she finds something she likes, she patiently waits until it's on sale before she buys it." Meanwhile, Susie's sister, Elsie, says, "Aunt Petunia is so stingy! She refuses to buy anything that's not on the clearance rack!"

The words *economical* and *stingy* have essentially the same definitions in the dictionary; they are both adjectives that describe people who do not want to spend too much money for things. Yet these words have different feelings associated with them. They show that the girls have different opinions of Aunt Petunia's hesitation to spend money. Which sister probably enjoys shopping with Aunt Petunia more?

Objectives

In this playlist, students will learn how to:

- determine connotative meanings of words and phrases as they are used in informational text.

Review

Key Terms

- **Denotation** is the literal meaning of a word, or the word's dictionary definition.

- **Connotation** is a thought or emotion that is suggested or implied by a certain word.

- An author's **tone** is the attitude the author assumes toward the subject or the audience. Authors use many types of tone, but they usually assume a formal or serious tone in informational texts.

- **Context** is the phrases and sentences surrounding a certain word. A word's context often helps to show its meaning, including its connotation.

Practice!

Complete this activity to practice determining word meanings in context:

- https://www.opened.com/assessment/determine-the-meaning-of-words-and-phrases/1073112

Teaching Notes: Connotative Meanings

The goal of RI.7.4 is for students to be able to determine connotative meanings of words used in an informational text. The following activities and resources are designed to help students develop
this skill.

Activities

1. Find an editorial from a newspaper and underline words that have strong connotative meanings. Have students look for context clues that help to show whether the words have negative or positive connotations. For example, students may look for synonyms or examples that clarify the meaning of each word. Students should also consider the author's point of view in the article.

2. Discuss with students what a *euphemism* is: the replacement of a word that is considered offensive with one that has a less offensive connotation. For example, *restroom* might be considered a euphemism for *bathroom* or *toilet*. Ask students to give other examples of euphemisms and to describe how they illustrate the power of connotative meanings.

Writing Prompts

1. Ask students to describe an issue or topic that they have very strong feelings about. Then, instruct them to write an essay about that topic. Students should use a tone that reflects their view on the subject and use connotative words accordingly.

2. Use the editorial from Activity 1 above and have students replace some of the underlined words with words that have different connotations. Have students share their revised articles. Then discuss how changing the words affect the meaning of the article. Does the author's point of view seem the same? Why not?

Additional Resources

Consider these additional resources when teaching RI.7.4:

Interview a Word: In this activity, students create a mock interview with a word to help illustrate its connotation. Teachers can assign each student a different word and have them present their interviews to the class.

- http://www.visualthesaurus.com/cm/wordshop/getting-at-connotation-by-interviewing-a-word/

Word Connotations in Context: This resource gives ideas for teaching the relationship between tone and connotation.

- http://www.smekenseducation.com/word-connotations-convey-tone-in-reading-and-writing.html

Grade 7 Playlist: Citing Evidence

Aligns with CCSS.ELA-LITERACY.RI.7.1:

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Welcome

A group of students are in the lunchroom reading a brochure about the school's new menu. The brochure states that bananas will no longer be served with the fruit salad. Instead, the fruit salad will include more blueberries. One student is happy because she prefers blueberries. Another student points out that the brochure claims, "Blueberries have the highest levels of antioxidants, which are important substances to boost a young person's health." The students recognize that the brochure uses the information about blueberries and antioxidants to justify the new fruit salad. Why is the evidence in the brochure necessary?

Watch!

Watch this video to understand why evidence is necessary to support a claim:
- https://www.youtube.com/watch?v=2fy1_PL_MV8

Objectives

In this playlist, students will learn how to:

- cite textual evidence to support analysis of inferences drawn from an informational text.

Review

Key Terms

- An **inference** is a conclusion drawn from analyzing information in a text.

- When a reader **cites** evidence in a text, they quote, paraphrase, or summarize what the text says to support the author's claim.

- An **analysis** of a text is a close and detailed examination. When analyzing a text, the reader carefully reads and studies every detail and its connection to the text as a whole.

- The information and ideas presented in a text are either:

  ◦ **Explicit,** meaning that the text clearly states the information and idea in a way that is easy to understand and that cannot be misinterpreted; or

  ◦ **Implicit,** meaning that it is not clearly stated, and must be identified and understood by thinking more about the details.

Grade 7 Playlist: Citing Evidence

Aligns with CCSS.ELA-LITERACY.RL.7.1:

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Welcome

"The sunlight seeped through the towering trees onto the ground below. A chorus of birds could be heard chirping in the branches above." This sounds like the description of a story's setting, right? Yet the author does not clarify where the story is set. Does this story take place on a beach? Not many beaches have enough trees to block the sun. What about in a big city? Unless it is in Central Park in New York, it is not likely. Perhaps it takes place in a forest? A forest is likely to have plenty of towering trees and birds chirping above. Because the author does not clearly state where the story is set, the reader must make an inference based on evidence.

Objective

In this playlist, students will learn how to:

- cite textual evidence to support analysis of inferences drawn from a literary text.

Review

Key Terms

- An **inference** is an idea drawn from analyzing information about the literary elements in a text.

- When a reader **cites** evidence in a story, he or she quotes, paraphrases, or summarizes the explicit and implicit textual evidence that the author gives in the story.

- An **analysis** of a text is a close and detailed examination. When analyzing a literary text, the reader carefully examines the setting, characters, and events and their connections to one another and the story overall.

- The information and ideas, or **textual evidence**, that the author provides about the setting, characters, and events are either:

  - **Explicit,** meaning that the author clearly states the information and ideas in a way that is easy to understand and that cannot be misinterpreted; or

  - **Implicit,** meaning that the author does not clearly state them, and the reader must identify and understand them by thinking more about the information and ideas

Teaching Notes: Citing Evidence

The goal of RL.7.1 is for students to be able to **cite textual evidence** to support **inferences** drawn from a **literary** text. To do so requires the ability to analyze a text, examining what the author says (and does not say) about the characters, events, setting, and other elements of the story. The following information contains ideas that teachers can incorporate into their classrooms as well as additional resources to peruse and integrate into instruction as appropriate.

Activities

1. Have students take turns coming to the front of the room in pairs. Each pair will have a conversation in which they discuss family members, neighbors, or other people they know. Then, ask the class to draw inferences about the people discussed and the speakers' feelings about them.

2. Present a short story and a poem to the class. Read each aloud and ask students to draw inferences about the respective speakers' points of view. Then, ask students to identify how inferences are treated differently in short fiction and in poetry.

Writing Prompts

1. Instruct students to read the brief poem "This Is Just To Say" by William Carlos Williams.

    *   **"This Is Just to Say":** http://www.poets.org/poetsorg/poem/just-say

    Have students write a two- to three-paragraph analysis of it. What is Williams trying to say with this poem, and what is the poet's implied message? Can it be interpreted in more than one way? How does the scant amount of text support a complex message?

2. After the students have read and analyzed "This Is Just to Say," instruct them to write their own poem with an implicit message. The poem should include strong and ample evidence to support the inference.

Additional Resources

Consider these additional resources when teaching RL.7.1:

"The Art and Science of Teaching/Teaching Inference": This article outlines techniques for helping students understand inferences in writing.

*   http://www.ascd.org/publications/educational-leadership/apr10/vol67/num07/Teaching-Inference.aspx

"Effective Teaching of Inference Skills for Reading": This very extensive resource explores the topic of inference and how students learn and process inferences.

*   http://files.eric.ed.gov/fulltext/ED501868.pdf

Grade 7 Playlist: Interaction of Story Elements

Aligns with CCSS.ELA-LITERACY.RL.7.3:

- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Welcome

Books and plays tell stories in different ways. However, they both have the same story elements, including **characters**, **setting**, and **plot**. All of these elements **interact**, or affect each other, throughout the story. Sometimes, the setting changes what a character does. Characters also can change the setting by moving things around or traveling to new places. What a character does or says can affect another character or change the plot. Likewise, plot events also can change how characters act or what they believe.

In the play *Pygmalion* by George Bernard Shaw, the characters, setting, and plot all interact with each other to create unexpected changes in the story.

Objectives

In this playlist, students will learn and practice how to:

- analyze how the setting shapes characters and plot.

- analyze how one character's words and actions affect another character.

- analyze how plot events affect a character's choices.

Review

Key Terms

- When elements of a story **interact**, they have an effect on each other.

- The **characters** are the people who the story is about.

- The **setting** is when and where the story takes place.

- The **plot** is all of the events that happen in the story.

The **setting** can include the year, the culture, and the weather:

- Year and culture:

  ◦ Does the story take place today or in 1850? If a play is set in the past, the characters will dress, act, and think differently than people do today. Their education, jobs, and technology also will be different.