

Grade 7 Complete Playlists for Reading: Informational Text

This resource bundle aligns with all of the Common Core State Standards for Grade 7 Reading: Informational Text. We have included eleven 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.
- 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: Analyze How Various Authors Present the Same Topic Differently

Aligns with *CCSS.ELA-LITERACY.RI.7.9*:

- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Welcome

When different authors write about the same topic, it is not uncommon for them to have different perspectives on that topic. Writers convey their perspective on a topic by emphasizing certain ideas and evidence while de-emphasizing or ignoring other ideas and evidence. Paying close attention to what ideas and evidence an author includes in a text will help the reader better understand his or her perspective on the topic.

Objectives

In this playlist, students will learn how to:

- analyze how two authors write about the same topic from different perspectives.
- think critically about how these authors convey their perspectives through their choices about how to interpret and present evidence.

Review

Key Terms

- The **perspective**, or point of view, of the author is the way in which he or she sees an issue. It is the idea or opinion that he or she will attempt to convey to the reader.

Exploring the Standard

Each author brings his or her own perspective to their writing. This is especially the case when an author is writing about a controversial topic. Two texts about the same topic may be written from very different perspectives. When a reader encounters two different perspectives on the same topic, it is important that he or she understands the different perspectives and analyzes how each author has made choices in order to convey his or her perspective. Being able to understand and analyze texts with differing perspectives will help the reader gain a more informed and complete understanding of the topic.

A Closer Look: Understanding Different Perspectives on the Same Topic

When reading two texts about the same topic, it is important to identify the perspective of each author. How does he or she present the topic? To do this, first identify information that is similar in each text. What topic do these texts share? What points are similar in each text? Next, identify the differences in each text. What do the similarities and differences tell the reader about the viewpoint or perspective of each author? How does each author communicate their perspective? What ideas and evidence do they highlight? What do they leave out? Read the two passages below and identify the topic they share. Be prepared to answer questions about the similarities and differences between each passage.



Teaching Notes: Analyze How Various Authors Present the Same Topic Differently

The goal of RI.7.9 is for students to think critically about how two authors convey different perspectives on the same topic. Students will identify key pieces of information and analyze how authors emphasize certain ideas and pieces of evidence in order to convey their perspective. The below information and resources pertain to how this playlist may be implemented in a classroom setting.

A Closer Look: Understanding Different Perspectives on the Same Topic

Discussion Starter: Allow students to answer these questions on their own. They will have an opportunity to share and modify their answers during the next activity.

- 1. What is the shared topic in these passages?** *Answer: These passages are both about the mudsill theory of society, which states that every society must be built on a laborer class.*
- 2. What are some similarities between the two passages?** *Answers may differ for this question. Encourage students to think not only about the information that is included in each passage but also about the way this information is presented. For example, the language indicates that both passages are meant to be persuasive. Because both speeches were made at official gatherings, they both have a formal tone. Neither includes statistical information or facts and both use rhetoric. Some other important similarities include: both make references to God in order to support their claims and both present their ideas in such a way as to suggest that there is no middle ground.*
- 3. What are some differences between the two passages?** *As with question 2, the answers here may differ. These questions are meant to give students the opportunity to pay close attention to the details of the passage. Students may notice that Hammond uses the words “our” and “your” – indicating that he assumes that at least some members of his audience do not agree with him. Lincoln, however, does not do this. While his speech can be understood as a rebuttal, he is not directly addressing his opponents. Students also should begin to list some of the differences in information. This question will help them prepare to do the next activity.*
- 4. What do the similarities and differences tell the reader about the perspective of each author? What does each author want the reader to understand about the topic?** *This question is meant to prompt students to think about each author’s purpose and to connect the author’s purpose to his writing choices. It may be helpful to ask students to revisit their answers to questions 2 and 3. Ask what each author is conveying through each of the choices he has made. Making a list of these choices and what they tell the reader about the author’s purpose and perspective may be a helpful way to help students make connections between the writing choices an author makes and the message they wish to convey.*
- 5. How does each author communicate his perspective? What ideas and evidence do they highlight? What do they leave out?** *This is an extension of the question above. Ask students to reflect on the shared topic and think about the different perspectives each author has on this topic. Encourage them to make connections between perspective and the author choices they listed as part of question 4.*



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.



Teacher Notes: Citing Evidence

The goal of RI.7.1 is for students to be able to **cite textual evidence** to support an **inference** drawn from an informational text. This requires the ability to analyze a text, distinguish the clearly stated claims the authors makes from those they imply, and identify the explicit and/or implicit evidence that supports the authors' inferences.

Activities

1. Ask each student to provide one detail about what they did the previous weekend (summer, vacation, etc.). From that piece of evidence, allow the other students to infer which activities the student participated in. For example, "I wore a swimsuit" could serve as evidence for the inference that the student spent the weekend at the beach or competed in a swim meet.
2. Present three different types of expository texts to the students: a foundational document such as the Bill of Rights or a speech by a Founding Father; an article from a current news magazine; and a user manual. Have the students examine each one, and lead a class discussion on how each text makes inferences and supports them with evidence.

Writing Prompts

1. Instruct students to view and read John F. Kennedy's June 11, 1963 "Address on Civil Rights" (if concerned about the sensitive nature of the content, pick excerpts from the speech instead):
 - **"Address on Civil Rights (June 11, 1963)" video:**
<https://www.youtube.com/watch?v=7BEhKgoA86U>
 - **"Address on Civil Rights (June 11, 1963)" transcript:**
<http://millercenter.org/president/speeches/speech-3375>
2. Then have students analyze the address. In their analysis, students should determine what inferences, or claims President Kennedy's announcement makes and how he supports those claims. Have students formulate a claim for an argument that is explicit and clearly stated. Then, have them reword that claim in an implicit manner. They will use this claim as the basis for a full essay supporting the claim using only implicit information and ideas.

Additional Resources

Consider these additional resources when teaching RI.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>

