

Grade 7 Playlists for Reading: Literature

Integration of Knowledge and Ideas

This resource bundle aligns with the Integration of Knowledge and Ideas standards of the Common Core State Standards for Grade 7 Reading: Literature. We have included two 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 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:

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

The accompanying Student Editions include additional passages on which students can practice their reading skills, including the ability to identify key ideas and details. 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: Compare Stories in Different Formats

Aligns with *CCSS.ELA-LITERACY.RL.7.7*:

- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Welcome

A story can exist in multiple forms. The original version could be a novel or a play that is then turned into a movie, TV show, or web series. These new versions are called **adaptations**. Some adaptations stay very close to the original text. They do not change many major plot details or characters. Other adaptations take more creative freedom with the original text. These versions may change the setting, the characters, and/or parts of the plot. Comparing an adaptation with the original text can help the audience gain a better understanding of the story.

Objectives

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

- explain how adaptations add to or change the original story.
- identify special techniques used in different versions of a story.

Review

Pygmalion is a play about a language professor named Henry Higgins who makes a bet that he can teach a lower-class flower girl named Eliza Doolittle to be a proper lady by making her speak with a proper English accent. The play has been performed on stage numerous times and has been adapted into musicals, films, TV shows, and web series.

Major Characters in *Pygmalion*

<ul style="list-style-type: none"> • Eliza Doolittle: A flower girl from a lower economic class who does not speak what is considered proper English. • Henry Higgins: A professor who studies languages and accents of people in different parts of the world. He teaches people how to speak proper English. • Colonel Pickering: A language scholar who wants to learn more about Higgins' work and persuades him to teach Eliza. 	<ul style="list-style-type: none"> • Mrs. Higgins: Henry Higgins' mother • Freddy Eynsford Hill: Falls in love with Eliza, writes letters to her, and becomes a marriage option for her by the end of the play
---	--



Teacher Notes: Compare Stories in Different Formats

The goal of RL.7.7 is for students to understand and be able to explain how adaptations of a text (film, TV, etc.) are similar to or different from the original text. Students also should understand how techniques unique to each medium affect the story. The following information contains ideas that teachers can incorporate into their classroom instruction.

Writing Prompts

1. Ask students to think about a book or other story they like that has been adapted into a movie. Have them write a paragraph comparing the original version to the adaptation, including an explanation of any interesting camera angles, lighting techniques, sound effects, or music.
2. Ask students to imagine that they are writing a movie review for the local newspaper about the *Pygmalion* film. In the review, they must compare the film to the original play. In their review, have students mention specific techniques the film uses to tell the story.

Additional Resources

Consider these additional resources when teaching RL.7.7:

- Consult this glossary of film terms to help students understand different types of shots or editing techniques. <http://www.filmsite.org/filmterms1.html>
- In this lesson, students analyze a film adaptation of a text and create a DVD cover that reflects the content of the film version. The lesson plan also includes a link to middle school level books that have been made into movies. <http://www.readwritethink.org/classroom-resources/lesson-plans/cover-cover-comparing-books-1098.html?tab=1#tabs>
- Use a Venn diagram, such as the one below, to compare and contrast different versions of a story.



Grade 7 Playlist: Historical and Literary Comparisons

Aligns with CCSS.ELA-LITERACY.RL.7.9:

- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Welcome

A work of literature's setting includes the time and place where it occurs. Sometimes it is the same time and place as when and where the author is writing. Other times, it takes place in the past, in an unfamiliar place. While works of fiction most often depict characters and events that never lived or happened, sometimes fiction is based on real events. Authors can write fictional (or fictionalized) accounts of true events, using their own knowledge of the events with a little imagination.

Objectives

In this playlist, students will learn how to:

- compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.
- analyze and evaluate how authors of fiction use or alter history.

Review

Key Terms

- To **compare** and **contrast** two things is to determine how they are the same and how they are different. When readers compare one piece of writing with another, they take note of the things the two works have in common. When they contrast the pieces, they analyze the ways in which the works are different or tell a story differently.
- A **historical account** is a narrative about an event or series of events that happened in the past. Historical accounts are based on facts and can be proven to have really happened. People who witnessed the events themselves are often the authors of historical accounts.
- A **fictional account** is a telling of a story that never happened. It can be based on real events and include characters that are based on actual people. However, fictional accounts also include details that are either completely imagined or cannot be proven.
- A **portrayal** is a text about something such as an event, place, time, or person.
- To **alter** something is to make it different from before—slightly or significantly.



Read!

Take a look at the sample compare-and-contrast paper, essay organizer, and checklist.

- <http://www.timeforkids.com/homework-helper/a-plus-papers/compare-and-contrast-essay>

Exploring the Standard

A fictional account that involves historical events is sometimes called historical fiction. Authors of historical fiction must be very knowledgeable about the time and place they are portraying. Some authors conduct extensive research to make sure that the details they use are authentic. However, historical fiction nonetheless contains elements that make it fictional. In fact, often the author deliberately alters historical facts and details in their stories.

A Closer Look: Why Change History?

Unless an author was a witness or participant in the event he or she was portraying, the author will almost certainly use his or her imagination when writing at least some of the details in a work of historical fiction. But some authors deliberately change events in stories. They make these changes to draw attention to certain aspects of stories when writing fictional accounts of real events. A few of the many reasons why an author might choose to do this include:

- To suggest how history might have been different if events had happened just a little differently;
- To make a dull subject more interesting using methods such as colorful dialogue or a vivid setting;
- To better inform the reader by creating a reality that is likely, even if it cannot be proven; and
- To enforce his or own views on historical events, and to persuade the reader to accept these views.

Watch!

Watch this video to learn more about historical fiction:

- <https://www.opened.com/video/introducing-historical-fiction/1537990>

Fictional Account: “The Charge of the Light Brigade”

“The Charge of the Light Brigade” was written by a well-known poet of nineteenth-century Britain, Alfred, Lord Tennyson. Originally published in December 1854, this poem portrays a real event that happened less than two months earlier in a different part of the world. While reading and listening to the poem, think about the following questions:

- What is happening in this poem, and who is involved?
- How does the poet want the reader to feel about this event?

