

## Grade 7 Playlists for Reading: Literature

### Key Ideas and Details

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

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: 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.



## Teaching Notes: Interaction of Story Elements

The goal of RL.7.3 is for students to understand and be able to explain how **settings**, **plots**, and **characters** interact with and affect each other. 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. Discuss with students the different characters in *Pygmalion*. Make sure they understand the characters' personalities and what they want. Then, have students act out the scenes in this playlist. Students should think carefully about how the characters react to each other in each scene.
2. Have students complete a cause-and-effect chart to show how characters' actions affect the plot in *Pygmalion* or another grade-appropriate story. The following link provides a sample chart students can use:  
<http://freeology.com/graphicorgs/cause-and-effect/>
3. Divide the class into groups and have them design backgrounds and props for the *Pygmalion* excerpts in this playlist. The goal is to make the setting as detailed as possible so students understand all of the elements that go into creating a strong setting (weather, buildings, furniture, etc.).

### Writing Prompts

1. Ask students to think about a story they like (a book, movie, cartoon, comic, TV show, or web series) that has a setting which strongly affects the characters and the plot. Have them write an essay describing the setting, why it is important, and how it affects the characters.
2. Ask students to think about how *Pygmalion* would be different if it took place today. Have them write an essay explaining how the new setting would change the characters and why.

### Additional Resources

Consider these additional resources when teaching RL.7.3:

**Write an Alternate Ending:** In this lesson, students imagine how a story's plot would change if a character made a different decision. They then rewrite the ending of the story based on their predictions. This lesson uses the story *Z for Zachariah*, but it may be adapted for other books or plays.

- <http://www.readwritethink.org/classroom-resources/lesson-plans/writing-alternative-plots-robert-5.html?tab=4#tabs>

**Setting in Historical Fiction:** In this lesson, students read historical fiction and analyze how events from the past related to slavery shape the characters in the story. This lesson may be adapted for other historical time periods as well.

- <http://www.readwritethink.org/classroom-resources/lesson-plans/traveling-road-freedom-through-864.html?tab=4#tabs>

