

# COMMON CORE

Grade 7

English Language Arts

# CLINICS



Reading Literature

 Options

# Table of Contents

## UNIT 1 Key Ideas and Details

Common Core State Standards

Lesson 1	Character, Setting, and Plot . . . . .	4	RL.7.3, RL.7.10
Lesson 2	Theme . . . . .	10	RL.7.2, RL.7.10
Lesson 3	Summarize Text. . . . .	16	RL.7.2, RL.7.10
Lesson 4	Drawing and Supporting Inferences. . . . .	22	RL.7.1, RL.7.10
Lesson 5	Supporting an Analysis of Text . . . . .	28	RL.7.1, RL.7.10

## UNIT 2 Craft and Structure

Lesson 6	Figurative and Connotative Meanings. . . . .	34	RL.7.4, RL.7.10
Lesson 7	Point of View . . . . .	40	RL.7.6, RL.7.10
Lesson 8	Rhyme, Repetition, and Alliteration . . . . .	46	RL.7.4, RL.7.10
Lesson 9	Poem Structure . . . . .	52	RL.7.5, RL.7.10
Lesson 10	Drama Structure. . . . .	58	RL.7.5, RL.7.10

## UNIT 3 Integration of Knowledge and Ideas

Lesson 11	Fictional Portrayals of Characters . . . . .	64	RL.7.9, RL.7.10
Lesson 12	Fictional Portrayals of Time . . . . .	72	RL.7.9, RL.7.10
Lesson 13	Fictional Portrayals of Places. . . . .	80	RL.7.9, RL.7.10
Graphic Organizers	. . . . .	88	

# Character, Setting, and Plot

## Learn About It

**Fiction** is a literary work that is made up. A work of fiction includes particular elements. Setting, character, and plot work together to tell a story. The **setting** is *where* and *when* the story takes place. **Characters** are the people, animals, or other creatures in the story. Usually there is a **main character** around which the story's plot centers. The **plot** is the sequence of events. The plot often includes a **conflict**, or problem, and a **resolution**. Understanding how these elements interact can enhance a reader's comprehension of the text.

Read the passage. Identify how the characters, setting, and plot work together to tell a story.

Kamara stood outside the Warren Public Library on Saturday morning. She and Marnie had volunteered to knit blankets at an event for Warren Children's Hospital. But Marnie wasn't there. Had she changed her mind?

Kamara groaned at the thought as she checked the yarn in her knitting bag. Glancing up, she breathed a huge sigh of relief as she watched Marnie's car pull up.

Story Elements		
Characters	Setting	Plot
<b>Main:</b> Kamara <b>Supporting:</b> Marnie	<b>Where:</b> Warren Public Library  <b>When:</b> Saturday morning	<b>Conflict:</b> Kamara does not know if Marnie will meet her.  <b>Events:</b> Kamara stands at the library. Kamara groans and checks her knitting bag. <b>Resolution:</b> Marnie arrives.

# Try It

Read the passage. Underline the words that help you identify the characters, setting, and plot, including conflict and resolution. Look for examples of how these elements interact with each other. Use the questions to help you.

## Meeting Jean-Luc

I met Jean-Luc on Monday morning, when my first-period teacher naively introduced him to the class as if he were some kind of celebrity. Even Jean-Luc groaned when she asked him to join her at the head of the room, and I'm not sure he understood all that much English. I watched from the back row and tapped my pen absently on the side of the desk. I could never quite figure out why foreign exchange students volunteered to put themselves in the line of fire like this. Here stood Jean-Luc, for example, a French student with few English language skills and no friends in a strange country. Ms. O'Brien was somewhere in the process of asking us all to be nice to him when the bell rang. *Good luck, JL*, I thought absently as I crossed into the hall.

Not five minutes later, I rounded the bend to find Jean-Luc in my locker row.

"Hey," I said as I passed by, but I didn't make eye contact. I noticed that Jean-Luc was having trouble with the locker combination, and speaking unintelligible French phrases every few moments as a result. Finally, he kicked the locker and shouted something at it.

"Whoa," I said as I glanced around the hall. "Take it easy there, JL. Let me give it a shot for you."

Jean-Luc stared at me for a moment while I gestured stupidly for the piece of paper with the combination on it. Finally, he handed it over. I must have embarrassed him when I got it open on the first try, because his already pink face turned a darker shade of red.

"Piece of cake," I said casually as I handed him the combination code. Then I tapped him on the shoulder and walked down the hall to math class.

When the second-period bell rang, I was amused to find JL walking through the door. Glancing around the room, he saw me and tentatively headed over to the empty desk on my right.

As you read, consider how the setting of the story might make Jean-Luc feel a little nervous.



How does the narrator react to Jean-Luc's problem at the locker? What does this suggest about the narrator?

“Are you following me?” I asked in mock seriousness when he sat down, but the joke went unnoticed as he gave me a blank stare. Sighing, I opened my book to the day’s math lesson.

And so it happened that as the day progressed, and I moved from class to class, JL was somehow always there. By the time I hit sixth period, I was outright laughing. I think JL’s mood was improving, too. He started to smile when he saw me, and even tried to make conversation once or twice.

By the end of the day, I not-so-surprisingly met JL at the lockers. He looked exhausted from his experience today. “So, how was your first day?” I asked as I turned the dial on my locker. I glanced up to find him staring up at the ceiling, as if trying to remember something.

“It’s like you say,” he said in broken English, “a piece of cake.”

Laughing, I nodded my head and said, “That’s the spirit, JL. Until tomorrow.”

Jean-Luc smiled back and said, “Until tomorrow, Dave.”

My last thought as I walked down the hall was that at some point during the day JL had paid enough attention to learn my name. Maybe there was hope for him yet.



In what ways does the narrator show humor throughout the series of events that occur?

Think about how both Jean-Luc and the narrator change from the beginning of the school day to the end.



**Suppose the narrator and Jean-Luc did not have the same classes. How might that have affected the story’s plot? Explain the importance of the setting to the passage.**

## Apply It

Read the passage. Ask yourself questions about the elements of character, setting, and plot, and how they interact in this story. Answer the questions that follow.

### Pecos Bill and Widow-Maker

**P**ecos Bill chose the company of people over the coyote family he grew up with, but he wasn't always happy with his decision. Human company was usually tolerable and the food was sure better, but the yakking was hard to get used to. It seemed that people just loved to yak, yak, yak, all day and all night, and he found it was often best to ignore it. One day though, while sitting around a campfire, Bill heard something that made him almost come out of his boots.

"I think that wild stallion was breathing smoke and fire," one of the cowboys whispered excitedly. "He gallops at the speed of light, and can stop a cyclone in its tracks. We'll never be able to catch him."

"I'm givin' up," grunted another one. "We've been in his dust for a week now. There ain't no way we're gonna' get a hold of him. That Widow-Maker's just playin' games with us, boys. You know it's a losin' battle. They don't call him Widow-Maker for nothing!"

"Uh, pardon me for interrupting," said Pecos Bill, "but do y'all happen to know where this Widow-Maker is? Sounds like he and I are kindred spirits, if y'know what I mean."

The cowboys pointed to the Powder River, and that's when Pecos got his first glance of Widow-Maker. The brown stallion galloped across the horizon, his feet barely touching the ground. Pecos knew at once that he was meant to ride the stallion, and so he ran like the wind to catch up to him.

Widow-Maker snorted at the idea of a man trying to catch him on foot, but he soon saw that Pecos was no ordinary man. For four nights and three days the man ran after the horse, all around North America, from Mexico to Canada and back, and twice around the state of Texas.

Although he barely broke a sweat, Widow-Maker was getting tired of the game and decided to teach Pecos a lesson. He neighed and rose up high above Pecos with the intent to scare him away. But before the stallion knew what was happening, Pecos had leaped into the air, twisting and landing square on Widow-Maker's back.

Widow-Maker didn't like this surprise one bit, so he tried to throw him off, bucking and bolting in all directions. In less than twenty seconds, he had covered two miles. But Pecos Bill stayed on his back like the true cowboy he was. Then Widow-Maker scraped and threw Pecos Bill against every tree and rock in Texas, until Pecos was torn up and bleeding, but still he held on.

*Continued on the next page* ➔

# COMMON CORE

Grade 7

English Language Arts

# CLINICS

Reading Informational Text

 Options

# Table of Contents

## UNIT 1 Key Ideas and Details

### Common Core State Standards

Lesson 1	Main Idea and Supporting Details . . . . .	4	RI.7.2, RI.7.10
Lesson 2	Summarize Text . . . . .	10	RI.7.2, RI.7.10
Lesson 3	Interactions in a Text . . . . .	16	RI.7.3, RI.7.10
Lesson 4	Drawing and Supporting Inferences . . . . .	22	RI.7.1, RI.7.10
Lesson 5	Supporting an Analysis of Text . . . . .	28	RI.7.1, RI.7.10

## UNIT 2 Craft and Structure

Lesson 6	Figurative, Connotative, and Technical Meanings . . . . .	34	RI.7.4, RI.7.10
Lesson 7	Author’s Purpose and Point of View . . . . .	40	RI.7.6, RI.7.10
Lesson 8	Word Choice and Tone . . . . .	46	RI.7.4, RI.7.10
Lesson 9	Text Structures . . . . .	52	RI.7.5, RI.7.10

## UNIT 3 Integration of Knowledge and Ideas

Lesson 10	Arguments and Claims . . . . .	58	RI.7.8, RI.7.10
Lesson 11	Compare and Contrast Two Texts . . . . .	64	RI.7.9, RI.7.10
Graphic Organizers . . . . .		72	

# Main Idea and Supporting Details

## Learn About It

The **main idea** of an informational passage tells what the text is all about. The main idea may be stated directly, but often it must be guessed based on information in the passage. Each paragraph in a passage also has a main idea that may or may not be directly stated. **Supporting details** give more information about the main idea of the text and help to develop it.

Read the paragraph and determine the main idea. Then identify the details that support the main idea.

NASA's STEREO (Solar TERrestrial RELations Observatory) mission, launched in October of 2006, is made up of two observatories that show a detailed view of the sun and Earth. STEREO is an important addition to existing space weather satellites. It traces the flow of energy and matter from the sun to Earth. Among other discoveries, STEREO has discovered and tracked mass eruptions from the sun. This information has helped scientists understand why eruptions such as these occur.



## Try It

Read the passage. Identify the main idea of the text. Then go back and underline the details that support the main idea. Use the questions to help you.

### The Life of a Veterinarian

If you own a pet, then chances are that you have thought of becoming a veterinarian at one time or another. You might even be considering it right now. Being an animal doctor can be very rewarding, but it is also a challenging career choice. Before you break out your stethoscope, let us take a closer look at the life of a veterinarian.

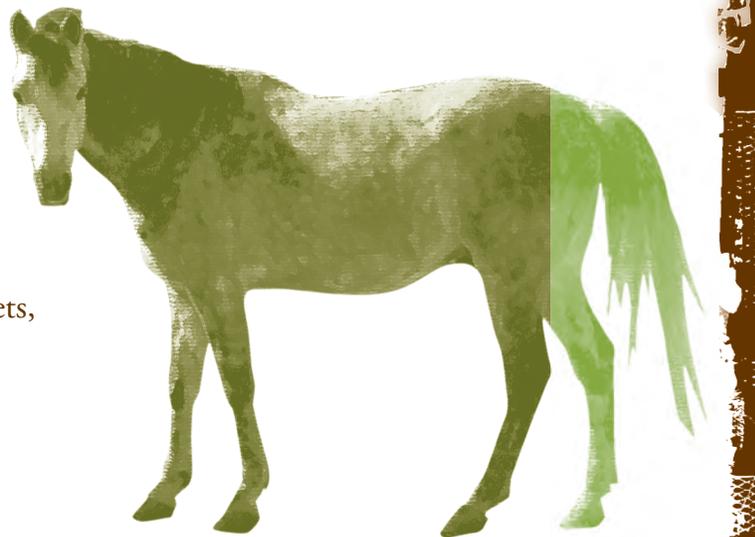
The workplace of an animal doctor depends on exactly what kind of job that he or she has. Most people know that veterinarians provide healthcare for pets—usually dogs, cats, birds, and other small creatures—but they also care for animals that live in zoos, on farms, and in laboratories. If a veterinarian takes care of small pets, he or she usually works in a clinic where pet owners come to visit. If the veterinarian cares for larger livestock, such as horses, cattle, and sheep, he or she will travel to stables and farms to administer examinations and treatment.

On a typical day, a veterinarian performs many different tasks. Examinations include diagnosing health problems, vaccinating against diseases, medicating, and fixing broken bones. Most veterinarians also perform various types of surgery. A veterinarian must multitask and be knowledgeable of a wide range of procedures. Every animal has a different need, and it is up to a veterinarian to identify that need and provide the correct care for it. Unlike people, animals cannot tell their doctors what is wrong, so a veterinarian has to be a detective sometimes to locate the problem.

Although animals do not talk, their owners do—and they often have strong opinions about the care of their pets. A veterinarian not only has to be a flexible, watchful doctor for animals, but also an understanding listener for the animals' owners. For this reason, a good veterinarian is not only one that can communicate well with pets, but with their owners, as well.

What is the main idea of the second paragraph?

The third paragraph states that every animal has a different need. How does this detail support the main idea of the paragraph?



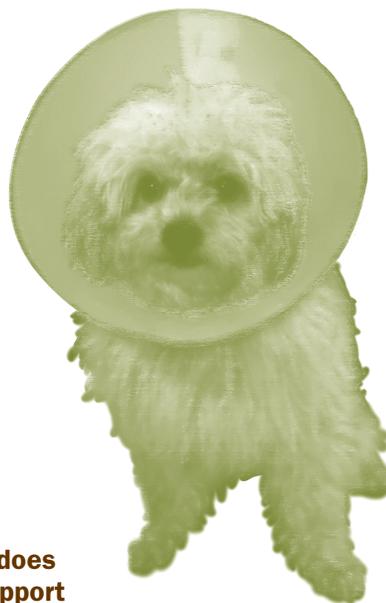
Continued on the next page ➔

Veterinarians today must also be aware of the latest advances in medicine. More than ever, people feel a strong connection with animals. They consider their pets to be valuable members of their family. As a result, people are beginning to request nontraditional services, such as cancer treatment, dental care, hip replacement, kidney transplants, and blood transfusions for their pets. Veterinarians must be able to accommodate their clients' needs by staying up to date with cutting-edge treatments.

Life as a veterinarian is not easy. It often involves long hours under stressful conditions. It also includes emotionally difficult tasks, such as euthanizing animals. But the rewards of becoming an animal doctor far outweigh the challenges. All veterinarians have one thing in common: their love of animals. The hard work and long hours are forgotten as soon as a veterinarian sees that look of gratitude in an animal's eyes. And at the end of the day, an animal doctor can go home knowing that he or she has truly made a difference. So if you do not mind working hard, and you have a lot of love for animals, then the life of a veterinarian just might be the one for you.

Think about the main idea of the fifth paragraph. How is this idea developed in the paragraph?

What details in the last paragraph support the idea that life as a veterinarian is not easy?



What is the main idea of the passage? How does the information in each of the paragraphs support and develop this idea?

# COMMON CORE

Grade 7

English Language Arts

# CLINICS



Writing and Language

 Options

# Table of Contents

## Unit 1 Text Types and Purposes

### Common Core State Standards

Lesson 1	Write an Opinion . . . . .	4	W.7.1, W.7.4, W.7.10, L.7.3.a
Lesson 2	Write an Informative Piece . . . . .	10	W.7.2, W.7.4, W.7.10, L.7.3.a
Lesson 3	Write a Narrative . . . . .	16	W.7.3, W.7.4, W.7.10, L.7.3.a

## Unit 2 Conventions of Standard English

Lesson 4	Phrases and Clauses . . . . .	22	L.7.1.a
Lesson 5	Types of Sentences . . . . .	26	L.7.1.b
Lesson 6	Misplaced and Dangling Modifiers . . . . .	30	L.7.1.c
Lesson 7	Commas . . . . .	34	L.7.2.a
Lesson 8	Spelling . . . . .	38	L.7.2.b

## Unit 3 Vocabulary Acquisition and Use

Lesson 9	Context Clues . . . . .	42	L.7.4.a, d
Lesson 10	Roots and Affixes . . . . .	48	L.7.4.b
Lesson 11	Use Reference Materials . . . . .	54	L.7.4.c, d
Lesson 12	Figures of Speech . . . . .	60	L.7.5.a
Lesson 13	Analogies . . . . .	66	L.7.5.b
Lesson 14	Denotation and Connotation . . . . .	72	L.7.5.c
Lesson 15	Academic Vocabulary . . . . .	78	L.7.6

Graphic Organizers . . . . .	84
------------------------------	----

# Write an Opinion

## Learn About It

When you write your opinion about something, you need to state your argument clearly. An **argument** is the position you take toward a subject and the facts, reasons, and details that you give for that position. At the end of your piece, **summarize** your argument.

Read the paragraph. Use the chart below to identify the writer's opinion and supporting arguments.

Community service should be a condition for graduation from high school. By meeting this requirement, students will build powerful resumes that will help them when they are ready to join the workforce. In addition, students will form relationships with community members, who could help students in the future. These benefits will help students with school and work opportunities.

<b>Opinion</b>	High schools should require students to perform community service.
<b>Reason</b>	Students will gain work experience for their resumes.
<b>Reason</b>	Students will build relationships with community members.
<b>Conclusion</b>	Work experience and community relationships gained through community service will help students with school and work opportunities.

## Try It

Read the passage. Underline the sentence that states the opinion. Place a star next to each fact, detail, or reason that supports the opinion. Use the questions to help you.

### The Benefits of Learning Languages

If you visit Europe, you will meet many children who can speak more than one language. These students study many languages in school, and may have learned more than one language at home. American school children should follow their lead and learn foreign languages in preschool and elementary school.

What is the writer's opinion?

While many high schools recommend that students study foreign languages, this introduction comes too late. The brains of young children up to about seven years of age are programmed to learn language. At this point in a child's life, the brain develops according to input from the outside world; language is part of this input. Indeed, a child up until the age of three years old is better able to *hear* the individual sounds in languages. Being able to distinguish the different sounds of the language helps language learners reproduce those sounds as they speak. For this reason, people over the age of thirteen who learn a new language will almost invariably speak it with an accent. That's true even if someone over thirteen moves to a country where they are surrounded by people speaking the new language. On the other hand, children who learn languages from native speakers as infants and toddlers will retain the ability to reproduce those sounds, especially if they have consistent exposure to the language as they grow. Still, while there is a window of opportunity for learning languages between the ages of 0 to 7, there seems to be another window for children between about ten and thirteen years old. This means that even if children have not learned a second language in early childhood, there is good reason to add language classes to elementary and middle school.

What reasons support his or her opinion?

The ability to speak more than one language produces many benefits for children. Multilingual children have the capacity to think more effectively and creatively than their single-language counterparts. Their critical thinking and problem solving skills are also improved. This problem solving ability is important in mathematics. Studies have shown that children who speak more than one language actually outperform their single-language peers in mathematics. Also, people who speak more than one language have an easier time learning yet another language, if they want or need to in the future. Surprisingly, studies have even shown benefits far later in life.

What evidence about thinking skills does the writer give to support his or her argument?

Continued on the next page ➔

*Continued from the previous page*

It seems that the onset of Alzheimer’s disease—a disease that causes loss of memory and eventually the loss of an individual’s ability to function—may be delayed for those who speak more than one language.

Additionally, children who speak more than one language have expanded opportunities to pursue business relationships and careers throughout the world. In our increasingly global society, these benefits could prove substantial.

By encouraging children to learn multiple languages at a young age, we can help give them the best possible start in life, and this start can have multiple benefits throughout their lives.

**How does the writer try to persuade the reader to agree with his or her opinion?**



**Did you come away convinced that the writer’s opinion is correct? Why or why not?**

Read the writing prompt. Plan your response in the graphic organizer.


**PROMPT**

As school budgets tighten, math and reading are prioritized, while physical education, music, and art all have been cut or reduced. If you were planning a school's schedule, which of these classes would you try to keep? Why do you think the subject is valuable?

<b>Opinion</b>	
<b>Reason</b>	
<b>Reason</b>	
<b>Reason</b>	
<b>Conclusion</b>	