

FICTION

7TH GRADE

RL. 7.3

...the woman Uncle Chip's actions and gestures demonstrate
this caring and supporting nature. He offers Sammy a hug,
reassures her, and takes charge of the road trip by allowing
her to be in charge of the music. These small acts of kindness
and the affectionate bond between Uncle Chip and Sammy
contribute to the positive tone and highlight the sense of
family support.



STORY ELEMENT INTERACTIONS

Fill in the graphic organizer to analyze the text.

Title of Story: A Dog Person

4. CLIMAX
The most tense part of the story is when the conflict is in full swing.
Jackson brings the cats back to Corla's home. She is grateful, offers Sam a job, but he declines because of being a dog person.

3. RISING ACTION
Multiple events build up to the main conflict.
Jackson creates a bed for the cats, earns the mother cat's trust and contacts the owner, Corla. They arrange to return the cats.

A line graph showing the progression of a story. The line starts at a low point, rises to a peak, and then begins to descend. The peak is labeled with the Climax, and the rising part is labeled with the Rising Action.

STORY ELEMENT INTERACTIONS



WHAT'S INSIDE?

STORY ELEMENT INTERACTIONS

7th grade

Table of Contents

*This product includes 12 Lexile® leveled stories in the 7th Grade Common Core Text Complexity Band (the range for 7th grade is 925-1185).

1. Story Element Interactions Anchor Chart
2. Story Element Interactions Practice Work
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PRINTABLE PDFs covering the 7th grade text complexity band with Certified Lexile Levels.

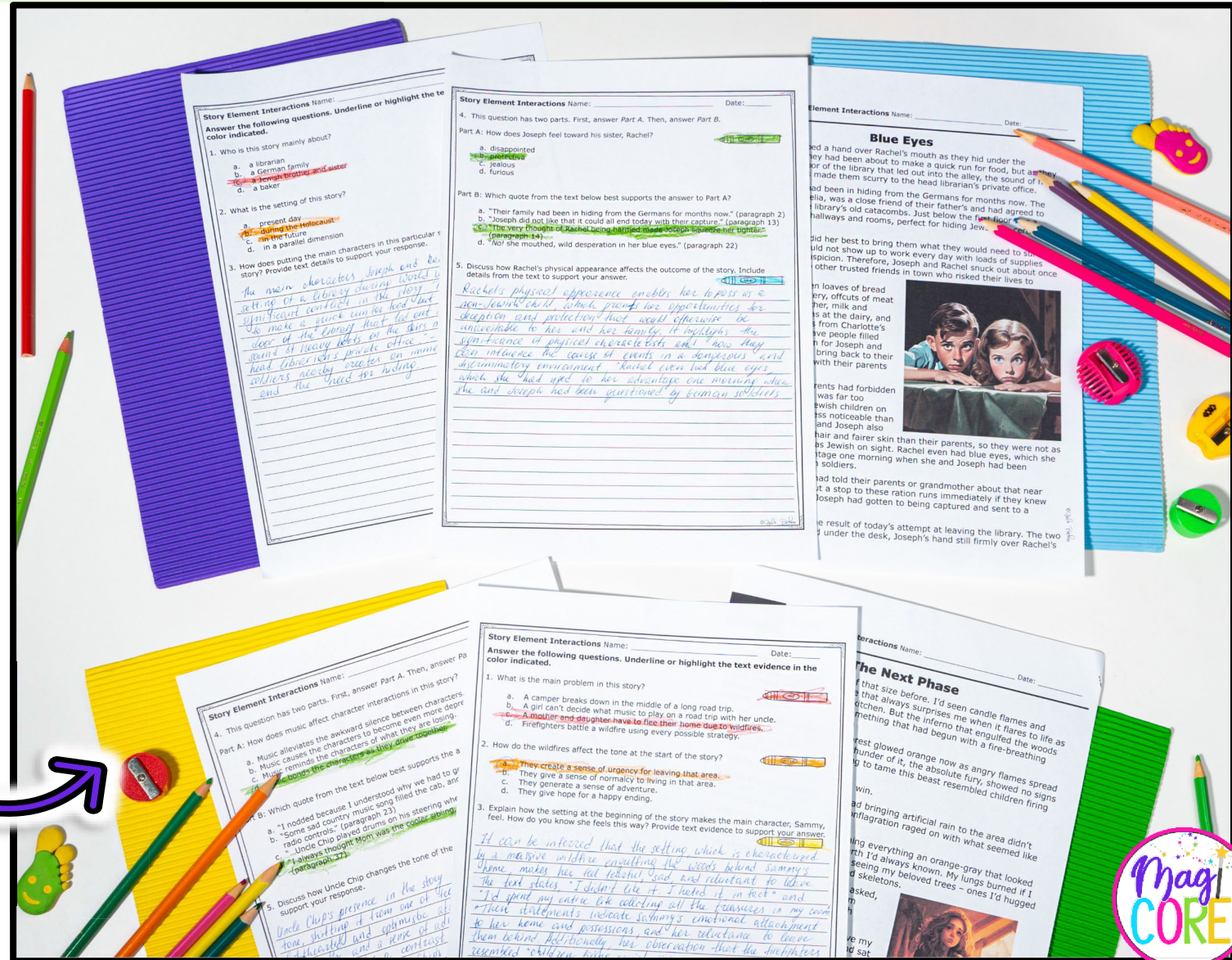
- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on fiction reading passages

Printable Slides
Included



12 FICTION PASSAGES

- Learn in color! Visual cues reinforce text evidence.
- Teachers can quickly check student work.
- Variety of genres to spark comprehension AND curiosity.
- Dive into literary texts including realistic, historical, and fantasy.



QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning

STORY ELEMENT INTERACTIONS
Readers analyze how different story elements interact to shape the outcome of a story.

CHARACTERS
Who is in the story?

SETTING
Where and when does the story take place?

PROBLEM
What conflicts are the characters dealing with?

RESOLUTION
How is the problem solved?

Plot
What key events happen in the story?

A REALLY GREAT STORY
By a Really Great Author

To analyze story element interactions:

1. Identify the story elements (characters, setting, plot, problem, resolution) in a story.
2. Review the events that make up the plot of the story by using a plot diagram.
3. Notice how the different story elements help to develop the plot by asking questions. Ask:
 - Why and how do events happen in the story? Look for cause-and-effect relationships between the story elements. Example: A rainy day makes the main character use an umbrella. In this case, the setting (a rainy day) causes the main character to perform a certain action (using an umbrella).
 - What made the character say, do, think, or feel that?
 - How would the character say, do, think, or feel that?
 - How do different story elements lead to character change?
 - What is the theme (main message) the story elements are working together to present to the reader?
 - How do the different story elements help to develop the plot?
 - How do the different story elements help to develop the plot?

STORY ELEMENT INTERACTIONS NAME: _____ DATE: _____

4. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: How does burning the photograph make the main character feel at first?

a. scared
b. inspired
c. angry
d. depressed

Part B: Which quote from the text below best supports the answer to Part A?

a. "All you can do is nod as the rest of the small group comes to stand behind him in a semi-circle." (paragraph 20)
b. "We have been making the best of it by haunting this place, but we would really like to get on with things." (paragraph 24)
c. "You jump a mile out of your skin as you whirl around to see your friends have entered the library." (paragraph 30)
d. "You take the photo in the hallway, watching as the tall man's image in the first to be consumed and feeling good about helping them to the afterlife." (paragraph 35)

5. How does the author use the setting in this story to build up to a cliffhanger ending? Use text from the story to support your response.

The story leads to a cliffhanger ending through the use of suspense and mystery. As the main character enters the haunted house, the author uses the setting to build up to the cliffhanger ending. The author uses the setting to build up to the cliffhanger ending. The author uses the setting to build up to the cliffhanger ending.

STORY ELEMENT INTERACTIONS NAME: _____ DATE: _____

Underline or highlight the text evidence in the following questions.

1. What is the setting of this story?
a. a graveyard
b. a home library
c. a dining room
d. a haunted house

2. How does the description of the setting affect the main character?
a. The setting scares the main character.
b. The setting details amuse the main character.
c. The setting details excite the main character.
d. The setting details make the main character miss dead relatives.

3. What connections can you draw between the setting of this story and the main character's motivation to help the ghosts?
The main character is motivated to help the trapped ghosts because of the setting and encounters with the ghosts. The setting is a haunted house, and the main character is motivated to help the ghosts because of the setting and encounters with the ghosts. The setting is a haunted house, and the main character is motivated to help the ghosts because of the setting and encounters with the ghosts.

ANCHOR CHART

- Anchor chart breaking down story element interactions
- Practice passage and warmup activity sheet
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference

The image displays a collection of educational resources. At the top center is a large anchor chart titled "STORY ELEMENT INTERACTIONS" with a "PLOT DIAGRAM" showing six stages: 1. EXPOSITION, 2. INCITING INCIDENT, 3. RISING ACTION, 4. CLIMAX, 5. FALLING ACTION, and 6. RESOLUTION. Each stage includes a brief description of its role in a story. To the right is a student journal page with a "STORY ELEMENT INTERACTIONS" section containing boxes for CHARACTERS, PLOT, SETTING, PROBLEM, and RESOLUTION, all pointing to a central box labeled "A REALLY GREAT STORY". Below the journal is a reading passage titled "The Next Phase" with various annotations, including underlines and highlights in different colors. The background features a yellow and green striped pattern and several colorful stationery items like a paperclip, a pencil sharpener, and a highlighter.



ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments

The collage features several educational worksheets and a reading passage. At the top left is a worksheet titled "STORY ELEMENT INTERACTIONS" with a central diagram for "A REALLY GREAT STORY" and a list of questions to analyze story elements. To its right is a "STORY ELEMENT INTERACTION" graphic organizer for the story "A Day Period" with a plot diagram showing stages from Exposition to Resolution. Below these are two "Story Element Interactions" worksheets with handwritten answers. The bottom right shows a reading passage titled "Claimed" with a picture of a camp at night and handwritten notes in the margins.



WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations
- Classroom tested! Trusted by over 1,000 teachers... and counting!... To help students grow their reading skills

The image displays a collection of educational resources for story analysis. At the top right, a flowchart titled "A REALLY GREAT STORY" defines the components: CHARACTERS (Who is in the story?), SETTING (Where and when does the story take place?), PLOT (What key events happen in the story?), RESOLUTION (How is the problem solved?), and PROBLEM (What conflicts are the characters dealing with?). Below this, a section titled "To analyze story element interactions:" provides a four-step process: 1. Identify the story elements (characters, setting, plot, problem, resolution) in a story. 2. Review the events that make up the plot of the story by using a plot diagram. 3. Notice how the different story elements help to develop the plot by asking questions. 4. Summarize your thoughts about the story based on this analysis of story element interactions.

Handwritten notes on a worksheet titled "Story Element Interactions Name: _____ Date: _____" show a student's analysis of a story. The student identifies the main problem as "A camper breaks down in the middle of a long road trip" and lists characters like "Sammy" and "A car". The student also identifies the setting as "A road trip" and the problem as "A car can't decide how to get to the next town".

Another worksheet, "The Next Phase", features a story excerpt about a wildfire. The text describes a fire that has spread to a kitchen, with firefighters trying to contain it. The story ends with the camper and the firefighter planning to live in a camper on the property where the camper had rented a room.

A "STORY ELEMENT INTERACTIONS" graphic organizer is shown, which includes a "PLOT DIAGRAM" with six stages: 1. RISING ACTION, 2. INCITING INCIDENT, 3. CLIMAX, 4. FALLING ACTION, 5. RESOLUTION, and 6. PROBLEM. The diagram is filled with handwritten notes describing the events of the story.

The materials are surrounded by various school supplies, including markers, pencils, paper clips, and a ruler, suggesting a hands-on learning environment.

ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of fiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

CERTIFIED LEXILE PARTNER

MagCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

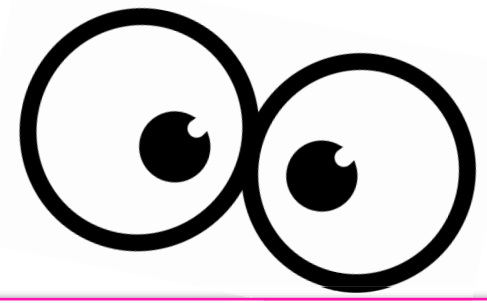
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	
2-3	N/A
4-5	420L-820L
6-8	740L-1010L
	925L-185L

Keep in mind when using any leveled text that many students will need support to reach text at the high end of their grade band. The expectation that scaffolding will occur with appropriate. "It is important to recognize that scaffolding built into the Standards' grade-by-grade text complexity expectations is a general movement, however, should be toward decreasing scaffolding independence both within and across the text complexity band."

TAKE A PEEK



STORY ELEMENT INTERACTIONS

7th grade

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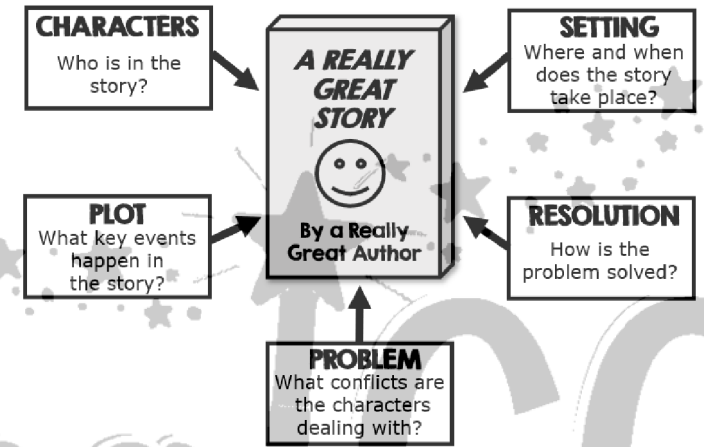
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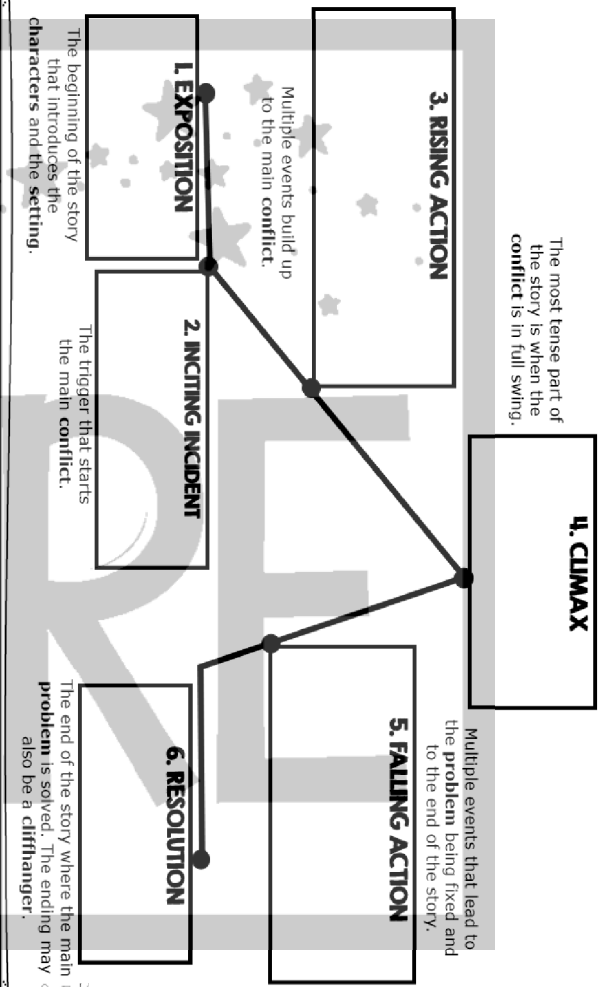


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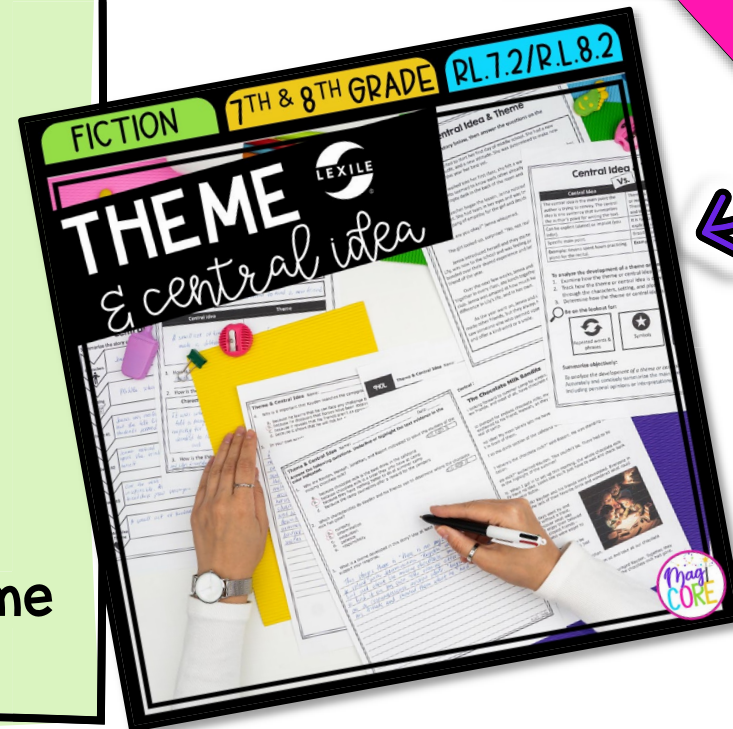
PLOT DIAGRAM



UPGRADE THEIR SKILLS!

The THEME AND CENTRAL IDEA Unit
Contains:

- 12 Printable Lexile Leveled Reading Comprehension Passages
- Anchor Charts
- Rigorous comprehension questions for each passage
- Assessment Passages and Question
- Prepares students to determine a theme or central idea of a text



Love this unit but
want to more
literary practice?
Try the **THEME &
CENTRAL IDEA** unit!

