

FICTION

7th GRADE

RL.7.3

# STORY ELEMENT



interactions

5. Discuss how Uncle Chip changes the tone of the story. Use details from the story to support your response.

Uncle Chip's presence in the story brings about a change in the tone, shifting it from one of fear and sadness to a more lighthearted and optimistic atmosphere. He injects humor, warmth, and a sense of adventure into the narrative, which provides a contrast to the dire situation caused by the wildfire. Uncle Chip's actions and gestures demonstrate his 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.

What main character use the story elements. In this case, Example: A rainy day makes the character to perform a certain action (using an umbrella).  
How would the character say, do, think, or feel that?  
How do different story change if an event had or hadn't happened?  
What is the theme (main message) the story elements are working together

## STORY ELEMENT INTERACTIONS

Fill in the graphic organizer to analyze the text.

Title of Story: A Dog Person

### LOT DIAGRAM

#### 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 him a job, but he declines because of his preference for being a dog person.

#### 3. RISING ACTION

Jackson creates a bed for the cats, earns the mother cat's trust and contacts the owner, Corla. They arrange to return the cats.

Multiple events build up to the main conflict.



# WHAT'S INSIDE?

## STORY ELEMENT INTERACTIONS

7<sup>th</sup> grade

### Table of Contents

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

1. Story Element Interactions Anchor Chart
2. Story Element Interactions Practice Work
3. Game Ready (950L)
4. Keeping a Close Eye (970L)
5. The Next Phase (980L)
6. Never Let Go (1000L)
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11. Making Magic (1150L)
12. Patrolling The Rim (1200L)
13. Test
  - The Guitar (990L)
  - Claimed (1130L)



**PRINTABLE** PDFs covering the 7<sup>th</sup> grade text complexity band with Certified Lexile Levels.

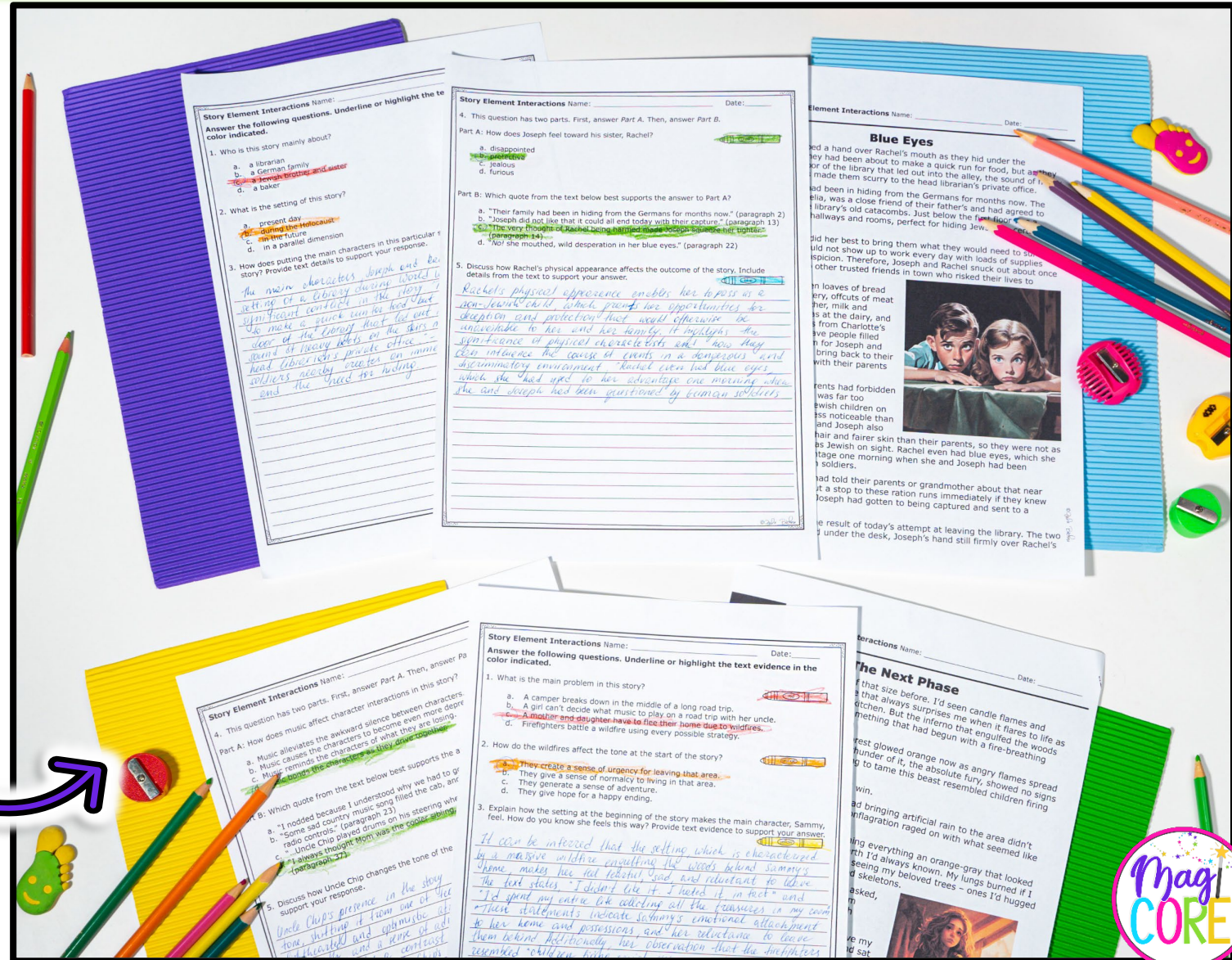
- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on fiction reading passages

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?

**PLOT**  
What key events happen in the story?

**PROBLEM**  
What conflicts are the characters dealing with?

**RESOLUTION**  
How is the problem solved?

**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 into the hallway, watching as the tall man's image in the last-to-be consumer 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 create a sense of mystery and suspense. The author uses the setting to create a sense of mystery and suspense. The author uses the setting to create a sense of mystery and suspense.*

**Story Element Interactions Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Answer the following questions. Underline or highlight the text evidence in the text that supports your answer.

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 details amuse the main character.  
b. The setting details excite the main character.  
c. The setting details make the main character miss dead relatives.  
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? Include details from the story to support your answer.

*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 character is motivated to help the ghosts because of the setting and encounters with the ghosts. The setting is a haunted house, and the 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 for teaching story element interactions. 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 and a handwritten example. To the right is a worksheet titled "STORY ELEMENT INTERACTIONS" with a central box labeled "A REALLY GREAT STORY" and arrows pointing to boxes for CHARACTERS, PLOT, SETTING, and PROBLEM. Below this is a reading passage titled "The Next Phase" about a wildfire, with several questions and handwritten answers. At the bottom is a student journal page with a similar "A REALLY GREAT STORY" diagram and a section for "analyze story element interactions" with numbered questions. The materials are decorated with colorful paper, a purple arrow, and various school supplies like a pencil sharpener, paper clips, and markers.



# ASSESSMENTS

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

The collage features several educational documents:

- STORY ELEMENT INTERACTIONS**: A worksheet explaining how characters, setting, plot, and problem interact to shape a story. It includes a central diagram for "A REALLY GREAT STORY" and instructions to analyze story elements.
- STORY ELEMENT INTERACTION**: A graphic organizer for analyzing a text. It includes a "PLOT DIAGRAM" and sections for Exposition, Inciting Incident, Rising Action, Climax, Falling Action, and Resolution. The title of the story is "A Day Period".
- Story Element Interactions Name: \_\_\_\_\_ Date: \_\_\_\_\_**: A worksheet with questions about a story. The questions are:
  1. What is the setting of this story?  
a. an unknown tropical island  
b. an explorer's ship  
c. Great Britain  
d. Spain
  2. What emotion does the island cause Henry and William to feel at first?  
a. anger  
b. jealousy  
c. disappointment  
d. loneliness
  3. How does the appearance of native people on the beach affect the actions and emotions of the explorers? Include text details to support your answer.
- Claimed**: A reading passage about explorers on a beach. The text describes the explorers' initial reactions to the native people and the challenges they face. A small illustration shows a group of people on a beach.

Handwritten notes in blue and green ink are visible on the worksheets, and a person's hands are seen writing on the bottom worksheet.



# 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 collage features several educational worksheets and a story excerpt. At the top right, a diagram titled "A REALLY GREAT STORY" shows the relationship between Characters, Setting, Plot, Problem, and Resolution. Below it, a section titled "To analyze story element interactions:" provides a three-step process for identifying story elements and their relationships.

Two "Story Element Interactions" worksheets are shown. The first, titled "Uncle Chip", includes questions about how music affects character interactions and how Uncle Chip changes the tone of the story. The second, titled "The Next Phase", includes questions about the main problem in the story and how the wildfire affects the tone.

A "STORY ELEMENT INTERACTIONS" graphic organizer is also present, featuring a "PLOT DIAGRAM" with six stages: 1. INCITING INCIDENT, 2. RISING ACTION, 3. CLIMAX, 4. FALLING ACTION, 5. PROBLEM, and 6. RESOLUTION. Each stage includes a brief description of its role in the story.

The story excerpt, "The Next Phase", describes a wildfire in a forest. The main character, Sammy, is a firefighter trying to tame the fire. The text includes a photograph of a woman, likely the author, and a caption: "Are you finished packing?" Mom asked, throwing a wary glance out my bedroom window at the fire in the not-far-enough distance. "We've got to hit the road."

Surrounding the worksheets are various colorful stationery items, including markers, pencils, paper clips, and a yellow highlighter.

# 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**

## ABOUT LEXILE LEVELS


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 12<sup>th</sup> grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

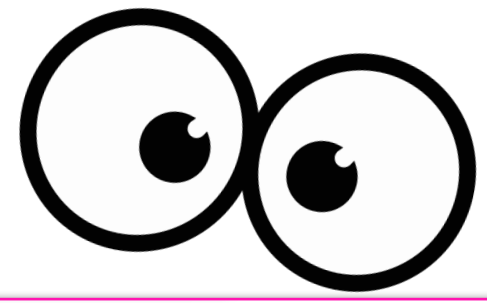
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	
2-3	N/A
4-5	420L-820L
6-8	740L-1010L
	925L-135L

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 the standards' grade-by-grade text complexity expectations are built into the Standards' grade-by-grade text complexity expectations. The general movement, however, should be toward decreasing scaffolding independence both within and across the text complexity bands."





# TAKE A PEEK



## STORY ELEMENT INTERACTIONS

7<sup>th</sup> grade

### Table of Contents

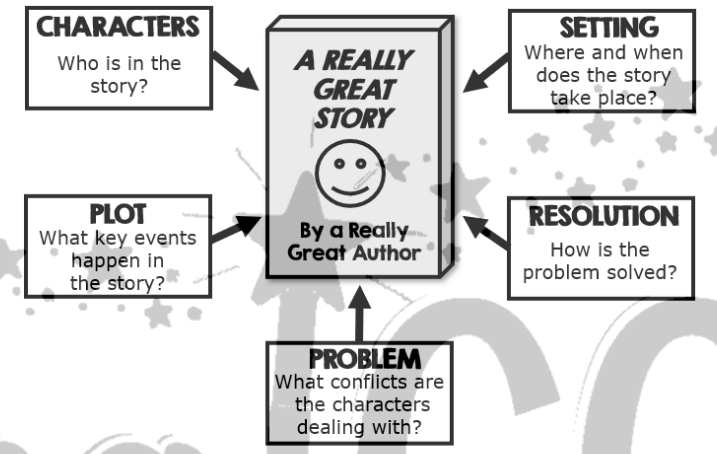
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## STORY ELEMENT INTERACTIONS

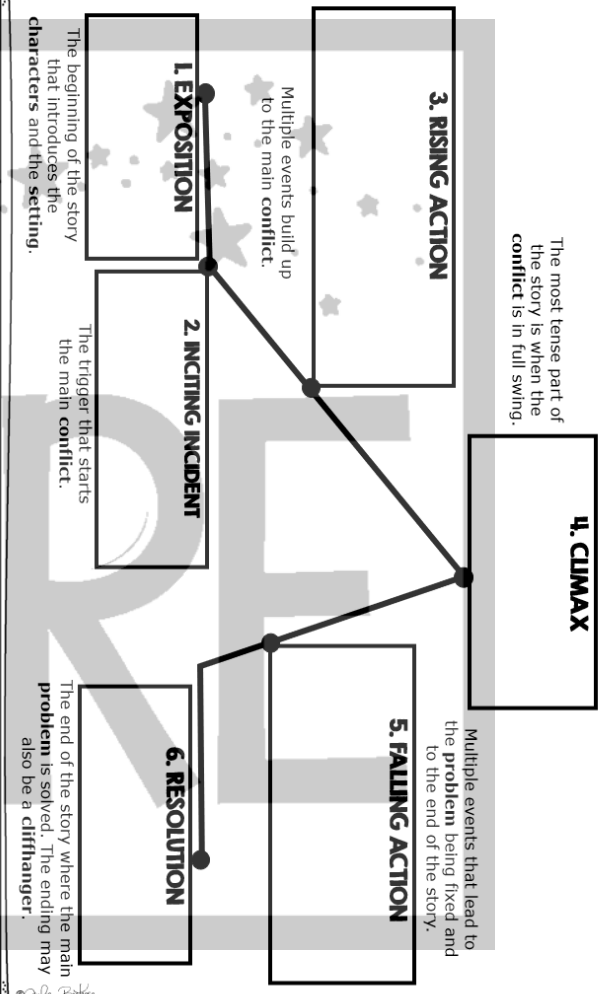
Readers analyze how different story elements interact to shape the outcome of a story.



- To analyze story element interactions:**
1. Identify the story elements (characters, setting, plot, problem, resolution) in a story.
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    - 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 story change if an event had or hadn't happened?
    - 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?
  4. Summarize your thoughts about the story based on this analysis of story element interactions.

## STORY ELEMENT INTERACTIONS

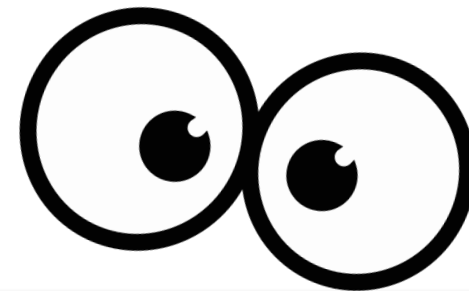
Fill in the graphic organizer to analyze the text.  
Title of Story: \_\_\_\_\_



## PLOT DIAGRAM



# AND ANOTHER PEEK



950L

Story Element Interactions Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Game Ready

"You're getting better out there on the court, Lyle!"

I glance over my shoulder and find David leaning against the bank of lockers behind me. "Thanks, man, but I'm still not sure I'm ready for our first game." I don't want to let our team down when everyone has worked so hard.

David rubs the towel hanging around his shoulders against his wet hair. "Just bring everything you've got come game day. If each player does that, the display case near the principal's office will be filled with a sweet collection of basketball trophies this year."

I shrug into my T-shirt. "I'm glad it will be a home game so we can start off with full stands of roaring fans at least. Want to come over and watch some footage of last night's NBA game?" We like to dissect what happens in these games to improve our own performance, not that David needs a ton of improvement. I'm the weak link on the team.

"Sure. Can we maybe study a little for that English quiz too?" David asks as he loads up his own backpack. "I'm not sure I entirely understand those poems we read this week, but I'll bet you do."

"Yeah, no problem," I say, "but I have to pop upstairs to my other locker to grab my English notebook."

"Okay, let's go." David slams his locker shut and we both head for the stairs.

It's pretty quiet on the second floor with school over and most extracurricular activities wrapped up for the day. We arrive at my locker, but when I open it, the loud squeak of sneakers against a basketball court floor blasts David and me.

"Where is that coming from?" David turns in a circle, but it's clear to me that the sound originates from my locker.

I push aside a hoodie I have hanging inside, and my mouth drops open at what I see instead of the locker's normal back panel.

"Is that . . .?" David peeks over my shoulder.

"Last night's NBA basketball game being broadcast inside my locker? Yeah." But when I reach my hand out, expecting to touch a screen, my entire arm gets sucked into the game. I let out a yelp and yank my arm back.



Story Element Interactions Name: \_\_\_\_\_ Date: \_\_\_\_\_

Answer the following questions. Underline or highlight the text evidence in the color indicated.

1. What is unusual about the setting of this story?



- a. It takes place at a basketball stadium.
- b. Some of it takes place through a portal in a boy's high school locker.
- c. Some of it takes place in a high school locker room.
- d. It takes place at an NBA basketball game.

2. Which statement best summarizes the plot of this story?



- a. Two high school athletes get sucked into a world of magic and mayhem.
- b. Famous athletes visit a high school to inspire students to play sports.
- c. Two boys get the basketball practice of a lifetime with a little supernatural help.
- d. High school basketball stars show off for their adoring fans.

3. Describe two emotions the main characters, Lyle and David, experience due to the setting they find themselves in. Why do they have these reactions? Use text details to support your response.



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Story Element Interactions Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Part A: What is Lyle's problem in this story?



- a. He lacks the confidence to believe they can win their first basketball game.
- b. He can't make it to their first basketball game because of a family event.
- c. He is afraid of getting hurt during their first basketball game of the season.
- d. He is upset that his family won't be attending the game to watch him play.

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

- a. "Thanks, man, but I'm still not sure I'm ready for our first game." (paragraph 2)
- b. "Want to come over and watch some footage of last night's NBA game?" (paragraph 4)
- c. "Just in case getting back isn't as simple as going in." (paragraph 14)
- d. "Somehow, both of us play our ultimate best and score for our team." (paragraph 24)

5. How does the setting of this story contribute to solving Lyle's problem? Provide text evidence to support your answer.



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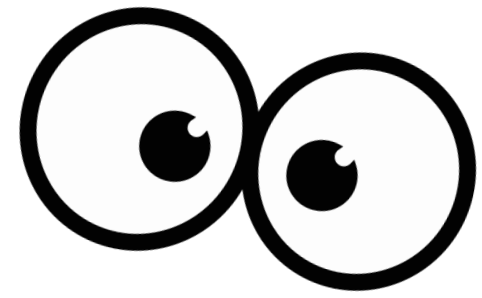
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# CHECK THIS OUT TOO!



1000L Story Element Interactions Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Never Let Go

The engine of the small prop plane made a sickening, metallic screech, and Miranda dug her fingers into the seat beneath her. The plane shook, and while she was no stranger to turbulence, it was an entirely different experience when she was aboard what amounted to a toy plane, and below her was nothing but rainforest in all directions.

That rainforest was becoming closer by the second as the prop plane struggled in the air.

"What's happening up there?" Miranda's father asked the pilot.

"The engine's seized," the pilot said, and Miranda did not appreciate his honesty at this moment because she'd been hoping for a *don't worry, everything's fine* sort of reply.

"Can you land?" her father asked, a heavy dose of concern in his voice.

"I'm looking for a clear spot, but it's dense down there."

Miranda risked a glance out the window beside her seat, and all she saw was a green carpet of treetops. It looked soft and cushiony, but she knew tree trunks and branches were just under all those leaves, waiting to impale the aluminum foil that was the exterior of this ridiculous plane.

"I'm sorry," her father said beside her as he rubbed his temples. "You didn't want to come on this trip and I'm so sorry I forced you."

He should be sorry because Miranda had planned her entire summer around art camp and hanging out with her friends. There had been pool parties on her schedule, helping Mrs. Williams next door in her garden, and even a little paid work babysitting Mr. Simone's three-year-old twins.

Was any of that happening, though? No. Instead, her father, the magnificent Doctor Benjamin Lawson, had mandated this trip to the Amazon rainforest. He was in the middle of a huge study about the healing properties of plants and had gotten a research grant to spend the summer wandering the jungle.

"This is a huge opportunity for you," he'd said when he'd announced this trip at dinner two weeks ago. "How many kids your age get to spend the summer in the jungle?"

The answer to that question is most likely zero because kids her age didn't



Story Element Interactions Name: \_\_\_\_\_ Date: \_\_\_\_\_

Answer the following questions. Underline or highlight the text evidence in the color indicated.

1. Who are the main characters in this story?



- a. a girl and her father
- b. a girl and her friends
- c. a scientist and his colleagues
- d. a pilot and his co-pilot

2. Which word best describes the tone the setting creates at the beginning of this story?



- a. suspicious
- b. tense
- c. nostalgic
- d. light-hearted

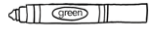
3. How does the external setting help the main characters solve an internal problem they have between them? Use details from the text to support your answer.



Story Element Interactions Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Part A: What can you infer about the relationship between the girl and her father before her mother left them?



- a. They never really understood each other.
- b. They used to be close and did fun things together.
- c. They had always been fighting with each other.
- d. They gave each other the silent treatment all the time.

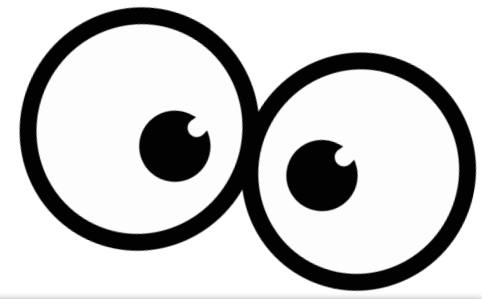
Part B: Which quote from the text below best supports the answer to Part A?

- a. "You didn't want to come on this trip and I'm so sorry I forced you." (paragraph 8)
- b. "...most likely zero because kids her age didn't want to spend the summer in the jungle away from all their friends and carefree fun." (paragraph 12)
- c. "Do you remember when we went to that carnival, and you took me on that ride that spun in a circle so fast we felt as if we were being pressed like grilled cheese sandwiches in a sandwich maker?" (paragraph 25)
- d. "Miranda wiggled their hands, knowing this may not be the summer she'd planned, but she looked forward to it anyway." (paragraph 43)

5. How would the character relationships be different at the end of the story if the prop plane hadn't run into engine trouble but instead landed normally in the rainforest? Include details from the text to support your response.



# DON'T FORGET THIS!



130L

Story Element Interactions Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Claimed

Henry poked at the fire in the middle of their camp after all the men had chosen spots on the beach and had drifted off to sleep. The temperatures here were far milder than what he had become accustomed to in Britain, but the fire was not for warmth. It had been used to cook the fish William and Charles had caught, but Henry kept it going now to fend off the inky darkness and the unknown.

From the little time they had explored upon coming ashore, this new land the expedition had found was nothing more than beach and forest. Henry had no knowledge of what inhabited those woods either, but if he stayed vigilant by the light of the fire, he would at least have a chance to warn the others if something beastly encroached upon their camp.

They had spent grueling months sailing across the ocean, and Henry had constructed this illusion in his mind of arriving at a city of gold or something equally as impressive. To have landed *here* where the only thing that greeted them had been relentless giant mosquitoes was a grave disappointment. Why would the king want to claim such a land devoid of any value?

Henry had embarked on this voyage to do something courageous or honorable, preferably both. His father had died in war, and his name was always said with such reverence, so Henry sought that same admiration and respect.

"Are you unable to sleep?"

Henry looked up to see William standing beside him and nodded.

William grunted and lowered to sit on a log in front of the fire. "I was fatigued, but then I kept thinking of how we have traveled for months and months only to end up here." He threw his arms out to his sides, a disappointed expression on his face that encapsulated exactly how Henry felt too.

"It appears as if the trip was for naught," Henry said, "and I do not see how there can be anything worthwhile here."

"There is certainly not an entire city of gold anywhere," William agreed, reaching for the stick Henry had and stabbing at the fire himself.

Henry opened his mouth to reply, but a loud snap from the forest made both young men freeze.

William stood, brandishing the fire-poking stick-like sword, while Henry



Story Element Interactions Name: \_\_\_\_\_ Date: \_\_\_\_\_

Answer the following questions. Underline or highlight the text evidence in the color indicated.

1. What is the setting of this story?



- a. an unknown tropical island
- b. an explorer's ship
- c. Great Britain
- d. Spain

2. What emotion does the island cause Henry and William to feel at first?



- a. anger
- b. jealousy
- c. disappointment
- d. loneliness

3. How does the appearance of native people on the beach affect the actions and emotions of the explorers? Include text details to support your answer.



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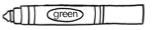
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Story Element Interactions Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Part A: How do the native people feel about the explorers?

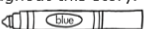


- a. They believe the explorers are their enemies.
- b. They consider the explorers important guests.
- c. They are afraid of the explorers and their weapons.
- d. They are jealous of the explorers.

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

- a. "A series of more snaps sounded and numerous dark shapes emerged from the tree line." (paragraph 12)
- b. "The older man who stood at the front of the group furrowed his dark brow then tapped his lips and shook his head." (paragraph 22)
- c. "He drew a group of circles on one of the land masses, placed his palm on his chest, then pointed toward the trees." (paragraph 23)
- d. "The native people gave the explorers food and drink and invited them into their circular homes..." (paragraph 30)

5. Discuss how the character of Henry changes as the plot develops throughout this story. Provide text evidence to support your response.



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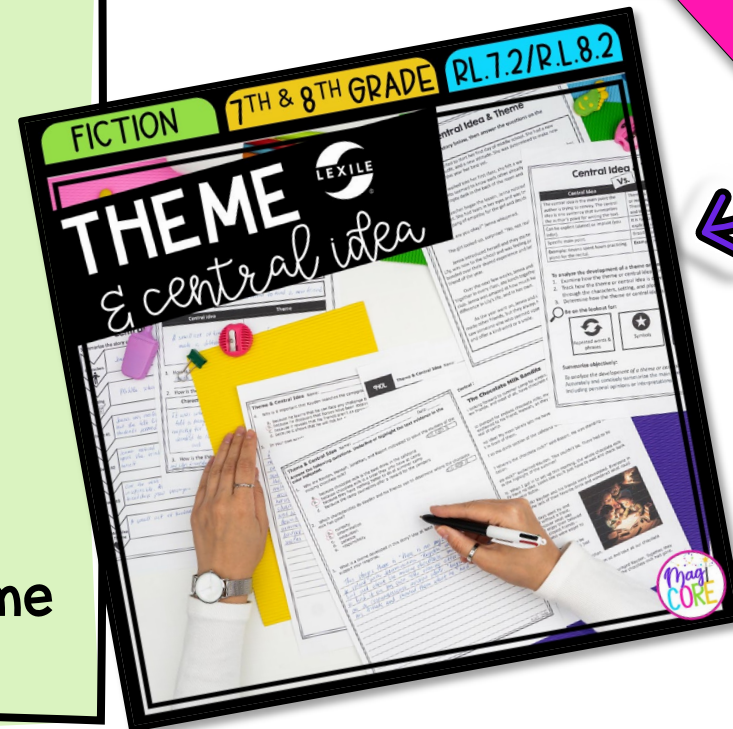
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