



Text and Audio Portrayals

FREE SAMPLE

A complete reading selection, one focused task, and matching teacher guidance.

WHAT'S INCLUDED

- Complete source reading selection
- Focused task with response space
- Teacher guidance and source notes
- Published Saint Pierre license

2017 NC ELA SCOS | In use for 2026-27

Supplemental practice for the named skill. Print-ready PDF.

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FICTIONAL SCENARIO | READING PRACTICE

The Same Story on Two Screens

Name: _____ Class: _____ Date: _____

Read and annotate the complete selection. Then complete the included focused task.

1. Litter had narrowed part of the shoreline path. An edited video claimed the whole park was always impassable. Officials proposed closing the visitor area indefinitely. Some residents favored closure; others wanted a supervised cleanup and a measured access trial. Before choosing a side, Diego wrote a notebook question: "What would people need to know to make a responsible decision?"
2. Residents walked along the shore, gathered at the park noticeboard, exchanged cleanup information, and helped neighbors after storms. One speaker called the park outdated; another called it the heart of Lakeshore. Its shared use did not prove the viral claim true. Diego wanted a decision that recognized both community history and present needs.
3. Diego and a friend counted people using the open path and noted litter barriers. Some sections were clear and others narrowed. These observations described one visit; they neither proved the park was always clear nor justified the video's claim that it was always blocked. Diego crossed out "obviously" in the notes because the available observations did not justify certainty.
4. A volunteer supplied the dated, untrimmed cleanup footage and its recording log. Together they showed volunteers clearing one blocked section and directing visitors along an open path during an earlier cleanup. The short viral clip omitted the cleared section. Diego asked where the materials came from and copied a dated detail. The volunteer distinguished personal recollections from documentation; an appealing account still needed support.
5. At a planning session, local journalists explained that families needed accurate access information rather than an alarming clip without context. Diego listened, then restated the concern to check understanding. One speaker replied, "That is exactly the problem we keep describing." They recognized a shared problem without agreeing on a solution.

The Same Story on Two Screens | continued

6. Back home, Diego sorted the notes into direct observations, reported statements and questions still needing investigation. The dated record supplied historical context, not a prediction of future costs or outcomes. Diego changed "This plan will work" to "This approach is worth testing." The new claim was more defensible because it matched the limited evidence.

7. Diego's draft began with the present difficulty, then gave observations and dated evidence. It proposed a supervised cleanup followed by a limited trial of marked access routes. The plan called for checking blocked sections and visitor use at stated times, with staffing costs and results reported publicly. The trial was a proposal for gathering information, not a claim that a permanent solution had already succeeded.

8. One classmate thought the draft gave history too much space; another feared that numbers alone would erase residents' experiences. Diego placed an account from local journalists beside a direct observation. The revision explained that the account could clarify concerns and the observation could describe one period, but neither established future effectiveness or complete costs.

9. At the final meeting, participants asked what the trial would cost and how well it would improve access. Diego cited useful observations and openly identified missing estimates and other research needs. A supporter of indefinite closure of the visitor area still agreed that the public should see trial results. An official suggested a progress report and a volunteer offered to gather more observations.

10. The group voted to collect more evidence before making an irreversible change. No permanent plan was approved. Passing the shoreline park at Lakeshore afterward, Diego saw that the practical problem and disagreement remained. Yet the group had agreed to test claims, listen to one another and return to the decision with better information.

MEDIA EXCERPT (written description of a companion presentation): A camera begins with a close view of the worn entrance, then cuts to crowded movement beside the site. A narrator says, "People disagree about the answer, but we can measure the question." A graphic shows an empty column labeled "Evidence still needed." Soft music stops during the public discussion so individual voices can be heard. Unlike the written account, this version uses silence, framing, and sequence to direct attention.

RI.7.7 | Focused lesson

Compare an informational text with a live audio version.

Companion material

Companion informational text: How to Evaluate a Public-Space Proposal

1. Define the question. A useful public-space review separates a current problem from a preferred solution. A proposal can preserve a valued place and still fail to solve an access difficulty. Explaining the practical question first helps readers understand what evidence matters.
2. Match evidence to claims. A dated record can explain earlier community use. A direct count describes what observers saw during a specified period. Neither alone establishes future repair costs or proves that a new plan will work. Evidence is useful when its scope matches the claim it supports.
3. Listen and test. People may agree on a problem while favoring different responses. Restating another person's concern gives that person a chance to correct a misunderstanding. A limited trial can test an idea before a permanent decision, but a trial also needs a time limit, fair measures and a review of its cost.
4. Report limits. A clear report distinguishes observations, reported views and unanswered questions. It places a recommendation beside relevant evidence and acknowledges what is still unknown. Calling an idea "promising" identifies potential; calling it "guaranteed" asserts certainty that the available information may not support.

Original explanatory article for this edition. It explains a method; it is not a report of a real town or a scientific study.

Completed model

An audio reading can emphasize a phrase through stress and pause. Those choices may foreground a point even when the printed words remain the same.

Scope note: The preserved narrative is a fictional case study. The companion explanatory text supplies informational reading practice.

Name: _____ Date: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

RI.7.7 | Sample teacher guidance

Task 1

Students must report what was actually heard. The limitations of evidence and trials should receive emphasis in the directed version.

The full packet includes retained comprehension questions and keys, all three focused tasks, and further teacher guidance.

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