



SAINT PIERRE
LEARNING RESOURCES

GRADE 7 | ENGLISH LANGUAGE ARTS

Four Short Fiction Close Reading Sessions Grade 7

FREE SAMPLE | 6 PAGES

STANDARD / LEARNING FOCUS

NC 2017 L.7.4, RL.7.1, RL.7.3: selected context-clue, evidence/inference, and story-interaction skills.

WHAT'S INCLUDED

- Complete Session 1 story: The Locked Greenhouse
- Four questions and one written response
- Matching answers, model response, and classroom-use license

This sample contains selected pages from the packet. Original page references are retained. Selected-skill practice; this packet does not establish complete standard mastery.

Official reference: NC DPI Grade 7 ELA standards and clarifications

The Locked Greenhouse

Name _____ Date _____

SESSION 1 Read, annotate, and return to the text as you answer.

1 Maya had promised to water the plants in the school greenhouse before the science fair. Yet when she arrived at seven thirty, the greenhouse door refused to open. A crooked metal sign warned that the door often stuck after heavy rain. Overnight, a storm had soaked the school grounds, leaving muddy puddles along the narrow walkway.

2 Maya tugged the handle again. Her partner, Luis, looked at the seedlings through the foggy window. Their leaves drooped over the edges of the containers. “The judges arrive after lunch,” he said. “If we cannot get inside, our experiment will look like we forgot about it.” Maya felt a sharp wave of frustration. She had spent six weeks recording exactly how much water each plant received.

3 Luis suggested calling the custodian, but the office would not open for another half hour. Maya examined the door more closely. A tiny pebble was wedged beneath its frame, and a fallen branch pressed against the lower hinge. She moved the branch, then used a ruler from her backpack to dislodge the pebble. The door finally swung inward.

4 Inside, the air was humid and still. The students watered the seedlings and checked their measurements. When the custodian arrived, Maya explained what had happened rather than pretending there had never been a problem. “You were resourceful,” he told her. Maya smiled, realizing that the morning had tested more than her knowledge of plants.

Before answering

Circle an unfamiliar word. Underline the clues that help explain it. Mark at least three details about a character’s choices.

Session 1 Questions

Name _____ Date _____

Select ONE answer for each question. "Pair of details" means one option containing two details.

1. What does **resourceful** most nearly mean as used in the final paragraph?

- A. Able to solve problems with what is available
- B. Unwilling to accept advice
- C. Likely to forget an important task
- D. Eager to finish before others

2. Which pair of details best support the inference that Maya takes the experiment seriously?

- A. The rain left puddles, and the air was humid.
- B. Maya arrived early, and she had recorded water amounts for six weeks.
- C. Luis looked through the window, and the office was closed.
- D. A branch blocked the hinge, and a pebble was under the door.

3. How does the stormy setting contribute to the story's main conflict?

- A. It convinces the students to abandon their experiment.
- B. It causes the custodian to accuse Maya of breaking the door.
- C. It creates conditions that prevent the students from entering the greenhouse.
- D. It forces the science fair judges to arrive earlier than expected.

4. How does Luis's suggestion affect Maya's response to the problem?

- A. It makes her decide the experiment is unimportant.
- B. It causes her to wait without trying anything else.
- C. It leads her to ask the judges for more time.
- D. It highlights the delay and prompts her to look for another solution.

Session 1 Evidence and explanation

Name _____ Date _____

Support this analysis using three details from at least two paragraphs. Explain what each detail shows.

Maya takes responsibility for the experiment.

Paragraph and evidence	How the detail supports the analysis

Write a short explanation that connects the three details

Session 1 Key

The Locked Greenhouse

1. A Paragraphs 4

Maya uses a ruler and removes obstacles (3), showing she solves a problem with available materials. The other choices describe refusal, forgetfulness, or competition.

2. B Paragraphs 1-2

Arriving early and recording water amounts for six weeks directly support commitment. The other pairs describe weather, Luis, or obstacles.

3. C Paragraphs 1, 3

Storm debris and the stuck door prevent entry. No accusation, abandonment, or schedule change occurs.

4. D Paragraphs 3

The closed office makes waiting a problem, so Maya examines the door. She neither waits passively nor asks the judges for more time.

Written response example

Maya arrives at seven thirty to water the seedlings (1), showing she follows through on a promise.

She has recorded water amounts for six weeks (2), showing sustained effort.

She explains the problem to the custodian instead of concealing it (4), showing accountability.

Together, these details show responsibility before, during, and after the obstacle.

Classroom use license

Published license effective September 13, 2026

Unless a listing says otherwise, each purchase includes a single-teacher license. The buyer may print and use the resource with their own students and may assign it through a password-protected classroom platform.

Allowed uses

- Classroom, tutoring, and personal instructional use
- Reasonable copies for the purchasing teacher's students
- Posting inside a secure learning-management system for those students

Prohibited uses

- Reselling, sharing, or giving the files to other educators
- Posting files on a public website, shared drive, or social-media page
- Removing the copyright notice or presenting the work as your own
- Using the content to create a competing product

Schools and teams that need multiple users should contact support for additional licensing.

Read the published Saint Pierre license