



Vocabulary Strategies

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 Meaning of Resilient

Name: _____ Class: _____ Date: _____

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

1. A practice flood-preparation drill exposed queues at the hall entrance. Officials proposed moving future assembly events to a farther building. Some residents supported relocation; others wanted to compare access arrangements. The preparation guide's technical terms also confused readers; the guide was not the site. Before choosing a side, Theo wrote a notebook question: "What would people need to know to make a responsible decision?"
2. Neighbors gathered at the hall, exchanged preparedness information and organized help after storms. One resident called its entrance outdated; another called the hall the heart of Seabrook. This was a planning discussion after a drill, not an instruction to enter a dangerous area. Theo wanted a decision that recognized both community history and present needs.
3. During a scheduled practice session, Theo and a friend counted arrivals and noted the queue and obstructed signs. They stayed in the open public area. They recorded which guide terms visitors questioned. These observations did not establish the safety of an actual emergency response. Theo crossed out "obviously" in the notes because the available observations did not justify certainty.
4. A volunteer supplied dated drill reports and volunteer response logs, accompanied by a glossary. The logs documented neighbors helping distribute supplies after earlier storms. The glossary defined terms; it did not record those events or prove that a new arrangement would work. Theo 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, rescue volunteers explained that residents needed understandable instructions and a clearly evaluated access plan. Theo 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 Meaning of Resilient | continued

6. Back home, Theo 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. Theo changed "This plan will work" to "This approach is worth testing." The new claim was more defensible because it matched the limited evidence.

7. Theo's draft began with the present difficulty, then gave observations and dated evidence. It proposed an authorized practice-session trial of clearer signs, revised guide wording and an assessed entrance arrangement. The plan called for checking arrival routes and understanding during the practice session, with professional review and cost information before any permanent change. 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. Theo placed an account from rescue volunteers 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. Theo cited useful observations and openly identified missing estimates and other research needs. A supporter of relocation to the farther building 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 hilltop community hall in Seabrook afterward, Theo 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.

EDITING EXCERPT: The first draft stated, "Everyone universally agreed together that the plan was very, very good." A later revision stated, "Several residents supported the trial because it would produce measurable evidence." The original message also used "affect" where the writer meant "effect" and omitted the comma after an introductory phrase. Revising those choices makes the statement more accurate, concise, and conventionally correct. The phrase "a bridge between opinions" functions as a metaphor, not a literal object.

L.7.4 | Focused lesson

Use context, word parts, relationships and references to clarify meaning.

Companion material

Companion sentence: The resilient garden recovered after the storm; new shoots appeared where the stems had bent.

Word-part reference: ir- = not; -ible = able to be.

Use a classroom dictionary to check meanings and pronunciation rather than relying on word parts alone.

Completed model

In "The claim was defensible because several observations supported it," defensible means capable of being supported with reasons. Context supplies the evidence clue; -ible means capable of being.

Name: _____ Date: _____

[illegible]

L.7.4 | Sample teacher guidance

Task 1

The claim is revised from certainty to testing and is supported by available evidence; defensible means justifiable or supportable. Students should point to the actual local wording.

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

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