GRADE 7 / ENGLISH LANGUAGE ARTS

NORTH CAROLINA | RL.7.2

# Theme Development and Summary

## 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.

saintpierreresources.com

# FICTIONAL SCENARIO | READING PRACTICE

Organizer: Evidence, Meaning and Inference

Learning target: I can support a reading response with relevant details.

Essential question: How do details support a defensible reading response?

Name: _____ Class: _____ Date: _____

Sample directions: Read and annotate the complete selection. Then complete the included focused task.

## The Quilt on the Library Wall

When Elena first heard that a community quilt exhibit in Oak Harbor could change forever, the announcement sounded straightforward. At a public meeting, officials described a plan to close the library annex as a necessary response to a real problem. Some residents agreed immediately; others remembered why the place mattered. Elena noticed that speakers used the same words—improvement, access, and responsibility—yet seemed to mean different things by them. Rather than choosing a side before listening, Elena wrote a question at the top of a notebook: What would people need to know to make a responsible decision?

The site had never served just one purpose. During ordinary weeks, people passed a community quilt exhibit without stopping; during unusual ones, they gathered there, traded information, and helped neighbors. Elena heard one resident call it an outdated space and another call it the heart of Oak Harbor. Neither description solved the practical problem. A useful answer, Elena decided, would have to recognize the conflict between history and present needs without pretending that either side could disappear.

The next day, Elena visited the location with a notebook and a friend. The entrance showed years of use, and the sound of nearby traffic made conversation difficult. They counted who passed through, where people paused, and what physical barriers complicated access. These were observations, not proof of a final plan, but they changed the discussion from a contest of opinions to a search for testable details. Elena crossed out the word "obviously" in the notes: something important should not need an exaggerated word to make it true.

A volunteer brought forward a stitched account of families helping after a storm. At first, it seemed like material that only a few specialists would examine. But close inspection revealed dates, names, and repeated entries showing how residents once responded to a shared need. Elena copied one detail and asked where the records came from. The volunteer explained the origin of the materials and cautioned that memory and documentation are not identical. That warning stayed with Elena: a meaningful story can begin a question, but reliable evidence must help answer it.

At a planning session, library volunteers explained why the proposed change appealed to some families. The existing arrangement created delays, inconvenience, and uncertainty for people trying to complete everyday tasks. Elena listened without interrupting, then repeated the concern in different words to check understanding. One member nodded and said, "That is exactly the problem we keep describing." This small agreement did not settle the debate. It established that people who disagreed about a solution could at least agree about the question.

Back home, Elena spread the notes across a table and separated them into three groups: what was directly observed, what others reported, and what still needed checking. A dramatic claim about the site’s future went into the final group because no measurements supported it. The record supplied historical context, but did not predict next year’s costs or use. To avoid confusing possibility with certainty, Elena changed "This plan will work" to "This approach is worth testing." The second sentence sounded less impressive, yet it was more defensible.

Elena drafted a proposal for a shared study and gathering space. The draft began with the difficulty people faced now, not with a complaint about the officials who had suggested the change. Next came evidence from observations and a stitched account of families helping after a storm, followed by a question about cost and access. The proposal did not demand a permanent commitment. It recommended a limited trial with specific measures and a public review. A reader could disagree with the recommendation and still see how each step followed from the evidence.

During a rehearsal, a classmate said the draft gave the history too much space and the practical concerns too little. Another thought that numbers alone would erase the experience of residents who depended on the site. Elena revised the order instead of choosing one criticism to ignore. The new version placed an account from library volunteers beside a carefully described observation, then included a clear explanation of what neither source could establish. The revision made the proposal longer by one sentence but clearer by several ideas.

At the final meeting, questions came quickly. Could a shared study and gathering space be affordable? Would it help enough people? What might happen if the town waited? Elena answered the questions that the notes supported and openly identified the ones that required additional research. One official suggested adding a progress report; a volunteer offered to gather more observations. Even a person who favored a plan to close the library annex agreed that the public should see the results of any trial. The room remained divided, but the discussion had become more specific.

The group voted to collect additional evidence before approving an irreversible change. The decision was not a declaration that Elena had won. It was a promise to return to the question with better information. On the way home, Elena passed a community quilt exhibit and saw the same problems that had started the debate. The place had not changed overnight, and the disagreement had not vanished. What had changed was the willingness to test claims, listen carefully, and let evidence shape the next decision.

# RL.7.2 | Focused lesson

## Trace a theme through a story and summarize objectively.

## Completed model

Topic: disagreement. Theme: listening and testing evidence can improve a decision without immediate agreement. A theme states an idea about life, not just a subject.

# RL.7.2 | Task 1

Track the theme of careful inquiry through the beginning, middle and ending of Elena's story. Give one detail and an explanation for each stage.

Name: _____ Date: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

# RL.7.2 | Sample teacher guidance

## Task 1

Beginning: Elena asks what a responsible decision requires. Middle: she sorts observation/report/unknown and revises after peer criticism. End: the group seeks more evidence despite ongoing disagreement. Inquiry becomes a shared process.

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

# Digital Resource License

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

Classroom, tutoring, and personal instructional use

Reasonable copies for the purchasing teacher’s students

Posting inside a secure learning-management system for those students

## Not allowed

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.

Published license: https://saintpierreresources.com/policies#license

License wording reproduced unchanged from the store policy recorded October 14, 2026.

Copyright 2026 Saint Pierre Learning Resources