

Grade 7 -- Narrative In the Spotlight

Samantha pushed her way closer to the bulletin board outside Mr. Kramer's room and then scanned down a list, searching for her name. Auditions for the school play had been held last week. Mr. Kramer, the head of the drama department, had said he would post the results today. Samantha had auditioned for the lead role, and she was anxiously waiting for the results of her audition. Now that the moment had finally arrived, Samantha was feeling agitated and exuberant at the same time.

"Did you get the role you wanted, Samantha?" asked Elaine, who had been Samantha's best friend since kindergarten.

At that precise moment, Samantha saw her name on the list and began shrieking and jumping up and down, which was all Elaine needed to answer her question. Obviously, Samantha had been cast in the lead role.

"I am astounded," said Samantha, as she pulled her backpack out of her locker and swung it onto her back. "I have the opportunity to be on stage in front of the whole school and friends and family." She laughed and added, "I can almost feel the heat of the spotlights and hear the thunder of applause already."

Samantha completely forgot about both the spotlights and the applause when rehearsals began. All she could contemplate were the 386 lines she had to memorize. She was still in shock about the overwhelming amount of lines she needed to commit to memory in a short period of time. When she had envisioned herself in the role, she had thought about her costumes, her gestures, her attitude, and even the review in the school newspaper; but somehow she had overlooked the fact that she would be responsible for learning the dialogue.

"How in the world am I going to memorize all of this material?" asked Samantha one night at the dinner table. "I keep reading the script over and over, but I am unable to retain any of my lines."

Samantha's parents looked at each other, but neither of them had a suggestion for Samantha other than to continue to do what she had already been doing every day: read the lines, recite the lines out loud, and attend rehearsal after school.

"I have an idea," proposed Paul, Samantha's younger brother. "I could help you practice your lines, Samantha. Your lines will be easier to recall if someone is reading the other parts of the play. At least, it seems like it would be a good solution."

"I like your idea," said Samantha. "You're right, it might be easier for me to memorize my part if someone reads the other actors' lines. The context of the dialogue will make my responses more meaningful. Thanks, Paul—let's try your suggestion tonight after dinner."

The first few times they practiced lines, Samantha encouraged Paul to speak louder and to add emotions to what he was saying, in an effort to portray the other actors. As days went by, Paul began to follow his sister's recommendations by projecting his voice and showing emotions when he was reading the lines.

After a few weeks, Paul began attending rehearsals with Samantha. Samantha appreciated Paul coming to practices, because if she forgot a line, Paul was able to cue her. Soon all the actors in the play knew Paul and asked if he would be willing to give prompts to the other

members of the cast. Paul felt honored the cast had confidence in him. He accepted the offer, since he was already familiar with the entire script.

On opening night, Samantha's hands were trembling; it was difficult for her to put on her stage make-up. She tried to focus on her lines, but it was not easy.

"You will do a great job," Paul reassured her. "You know your lines. You have not missed a line for weeks. Just concentrate on your part and the dialogue of the other characters, and you will be fine."

Paul's prediction was right. Samantha did a phenomenal job in the lead role. She never missed a single line. She was ecstatic about the successful performance and hearing the audience's loud applause. At the end of the play, Samantha came on stage to take a bow. She was proud of what she had achieved in the past several weeks.

Mr. Kramer came on stage to thank the audience and the cast and to give recognition to others who had contributed to making the play a success. "I would like to extend a special thank you to Paul Martin," said Mr. Kramer. "I am positive that this play would not have been as successful without him. He spent numerous hours helping the members of our cast learn their lines," he added, gesturing for Paul to join him on stage.

Samantha wondered how Paul would react to the acknowledgement of his work. Would he say anything or would he be extremely nervous? To Samantha's amazement, Paul gave a bow and thanked Mr. Kramer for giving him the opportunity to be a part of the production.

Later, Paul whispered to Samantha, "Now I understand why you enjoy the spotlights and the applause so much." Samantha smiled to herself and thought that this play had been good for her and for Paul as well.

1) Who is the dynamic character? (LA 7.1.6.b)

- a) Mr. Kramer
- b) Samantha
- c) Elaine
- d) Paul

2) Samantha says, "How in the world am I going to memorize all this material?" Which conflict type is she experiencing? (LA 7.1.6.b)

- a) person vs. self
- b) person vs. group
- c) person vs. nature
- d) person vs. person

3) What describes Paul's characterization in the story? (LA 7.1.6.b)

- a) boastful and proud
- b) outgoing and lively
- c) nervous and sensitive
- d) helpful and proud

4) What is the meaning of the word **retain** in paragraph six? (LA 7.1.5.c)

- a) play
- b) forget
- c) remember
- d) compromise

- 5) Which word is a synonym for **contemplate** in paragraph five? (LA 7.1.5.c)
- appreciate
 - calculate
 - consider
 - rehearse
- 6) The words exuberant (paragraph 1), astounded (paragraph 4), ecstatic (paragraph 14), and phenomenal (paragraph 14) are similar. How are they alike? (LA 7.1.5.d)
- The words convey nervousness.
 - The words convey excitement.
 - The words convey surprise.
 - The words convey frustration.
- 7) What does the title of this story indicate to the reader? (LA 7.1.6.f)
- The story is about a lighthouse.
 - The story takes place in a spotlight.
 - A character will learn to use the spotlight.
 - A character is part of a dramatic production.
- 8) Which emotion is Samantha experiencing in paragraph twelve? (LA 7.1.6.g)
- sadness
 - loneliness
 - happiness
 - nervousness
- 9) Based on what the story tells us about Paul, what will he do next year? (LA 7.1.6.j)
- steal the spotlight from his sister
 - audition for a part in the school play
 - coach his sister on her lines for her part in the play
 - let his nerves get the best of him and not participate
- 10) What can the reader infer about Paul's theatre experience? (LA 7.1.6.j)
- This will probably be the last time Paul will be on stage.
 - This is Paul's first experience being involved with a play.
 - Paul has been too fearful to participate in a drama production.
 - Paul has worked on lines with his sister for other plays in the past.

C4L Reading - Item Writing Tally Sheet

Grade 7- Narrative

Enter Passage Name Here: **The People Could Fly**

Gr7 Vocabulary	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
LA 7.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.					
<b style="color: red;">LA 7.1.5.a <i>Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies</i>	1, 2				
<b style="color: red;">LA 7.1.5.c <i>Select and apply knowledge of context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, graphs, charts) appropriate to a particular text to determine meaning of unknown words</i>	2				3-5
<b style="color: red;">LA 7.1.5.d <i>Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)</i>	2,3		1		1
Gr7 Comprehension	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
LA 7.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.					
<b style="color: red;">LA 7.1.6.a <i>Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective</i>	2, 3				
<b style="color: red;">LA 7.1.6.b <i>Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)</i>	1, 2, 3	1	1		2
<b style="color: red;">LA 7.1.6.c <i>Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)</i>	2, 3		4		4
<b style="color: red;">LA 7.1.6.f <i>Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings)</i>	1, 2				

<p>LA 7.1.6.g <i>Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)</i></p>	2		1		1
<p>LA 7.1.6.j <i>Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing prior knowledge, information from the text and additional sources, to support answers</i></p>	1, 2, 3	1			1