

(7) Unit 1 - Concept 3: Comparing and Contrasting Elements of Texts

Grade 7 ELA Grade 7 ELA

Start Date: October 07, 2013

End Date : October 25, 2013

Unit Overview	Content Elaborations	Unit Resources
<p>Comparing/Contrasting Elements of Texts:</p> <ol style="list-style-type: none">1. C/C across texts2. C/C two or more authors - similar topics3. Historical Fiction4. C/C different mediums5. Word Choice6. Inferences7. Arguments and Evidence	<p>Key Ideas and Details:</p> <p>The focus of this topic is the understanding and analysis of text and strengthen their comprehension and critical thinking skills. Readers should be able to cite several pieces of textual evidence in order to analyze text.</p> <p>Craft and Structure:</p> <p>The focus of this topic is the understanding that the structure and language of literary text varies according to the needs of the story (Literature), and the analysis of an author's word choice and the effect it has on the tone and meaning of the text (Informational Text).</p> <p>Integration of Knowledge and Ideas:</p> <p>The focus of this topic is the examination of the unique aspects of text when comparing and contrasting written versions of text to filmed, staged or audio versions of text (Literature), and the comparison and contrast of text by carefully analyzing different versions of text, readers are able to evaluate how an author used evidence to develop text (Informational Text).</p>	<p>Suggested Texts:</p> <ol style="list-style-type: none">1. "Thank You, M'am", "Charles", "Spring Harvest of Snow Peas", "Eating Alone", "What Do Fish Have to do with Anything?", "Homeless", "Why We Shouldn't Go To Mars", "Dark They Were, and Golden-Eyed"2. "Thank You, M'am", "Mother to Son", "Zebra", "The Rider", "A Mother's Words", "A Wall of Remembrance", "Three-Century Woman", "Old Age Sticks", "The Names", "Enemies Attack: A Nation Mourns"3. "Names", "Enemies Attack", "Encounter with MLK", "Titanic", Paul Revere poem, Movie: <i>The Boy in the Striped Pajamas</i>, Novels: <i>My Brother Sam is Dead</i>, <i>Farewell to Manzanar</i>, <i>Witch of Blackbird Pond</i>, <i>Red Scarf Girl</i>4. <i>Teacher selected texts</i> - including audio, video, and multimedia options (See Grade 6-8 Text Exemplars)5. <i>Teacher selected texts</i> (See Grade 6-8 Text Exemplars) Select texts depicting distinct tone as exhibited through word choice.

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		<p>6. <i>Teacher selected argumentative texts</i> (See Grade 6-8 Text Exemplars)</p> <p>7. <i>Teacher selected texts</i> (See Grade 6-8 Text Exemplars)</p>
<p>Unit Vocabulary See vocabulary associated with each selection.</p>	<p>Enduring Understandings (Big Ideas)</p> <ol style="list-style-type: none">1. How can comparing and contrasting across texts can deepen a reader's understanding of theme, literary elements, and/or central ideas?2. How do two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts?3. How do writers use and alter historical accounts to create fictional texts?4. Compare and contrast the use of various mediums on a reader's understanding of ideas, structure, and elements in a text.5. How do readers analyze the impact of word choice on meaning, mood, and tone. Including figurative language, connotation, and technical words?6. How do readers use elements within a text to	<p>Connections</p>

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	<p>develop and support inferences?</p> <p>7. How do readers trace and evaluate arguments to determine specific claims, sound reasoning, relevant evidence, and sufficient support?</p> <p>Unit 1 Culminating Task: <i>Argumentative Essay</i></p> <p>Topic: <i>What Makes a Text Memorable?</i> Based on the texts read throughout the unit, choose one and craft a review or critique to be included in a literary or news magazine. Identify a specific text and the elements that make the selected text memorable. Choose a primary element and explain the specific interactions of this element on the text to make it memorable. Establish a claim to explain the effects of the element on the text and provide textual evidence to support the claim. Acknowledge alternate or opposing claims in your response. Provide a conclusion that supports the argument presented.</p>	
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Standards

CC Common Core State Standards - English Language Arts/Literacy (2010) - Grade 7 English Language Arts

Strand CCSS.ELA-Literacy.R.7 Reading

CCSS.ELA-Literacy.RL.7 Literature

Key Ideas and Details

Anchor Standard RL.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Anchor Standard RL.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Grade Level Standard CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Grade Level Standard CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

Anchor Standard RL.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade Level Standard CCSS.ELA-Literacy.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Integration of Knowledge and Ideas

Anchor Standard RL.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Anchor Standard RL.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standard RL.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grade Level Standard CCSS.ELA-Literacy.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Grade Level Standard CCSS.ELA-Literacy.RL.7.8 (Not applicable to literature)

Grade Level Standard CCSS.ELA-Literacy.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CCSS.ELA-Literacy.RI.7 Informational Text

Key Ideas and Details

Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Anchor Standard RI.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade Level Standard CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Grade Level Standard CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

Anchor Standard RI.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade Level Standard CCSS.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Integration of Knowledge and Ideas

Anchor Standard RI.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Anchor Standard RI.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standard RI.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grade Level Standard CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Grade Level Standard CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Grade Level Standard CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Strand CCSS.ELA-Literacy.W.7 Writing

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Text Types and Purposes

Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade Level Standard CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

Production and Distribution of Writing

Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Anchor Standard W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grade Level Standard CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade Level Standard CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Research to Build and Present Knowledge

Anchor Standard W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade Level Standard CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Strand CCSS.ELA-Literacy.SL.7 Speaking and Listening

Presentation of Knowledge and Ideas

Anchor Standard SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Anchor Standard SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Grade Level Standard CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade Level Standard CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Strand CCSS.ELA-Literacy.L.7 Language

Conventions of Standard English

Anchor Standard L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Anchor Standard L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grade Level Standard CCSS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Grade Level Standard CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

Anchor Standard L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Grade Level Standard CCSS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Student Assessment NWEA Map (Benchmark) STAR/AR End of selection test Study Island	Unit Reflection
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Content	Skills	Assessment
<p>A. C/C across texts B. C/C two or more authors - similar topics C. Historical Fiction D. C/C different mediums E. Word Choice F. Inferences G. Arguments and Evidence H. Unit 1 Culminating Task: Argumentative EssayTopic: What Makes a Text Memorable? I. Vocabulary from selection</p>	<p>A. C/C across texts 1. Determine how comparing and contrasting across texts can deepen a reader's understanding of theme, literary elements, and/or central ideas. B. C/C two or more authors - similar topics 1. Determine how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. C. Historical Fiction 1. Determine how writers use and alter historical accounts to create fictional texts. D. C/C different mediums 1. Compare and contrast the use of various mediums on a reader's understanding of ideas, structure, and elements in a text. E. Word Choice 1. Determine how readers analyze the impact of word choice on meaning, mood, and tone. Including figurative language, connotation, and technical words. F. Inferences 1. Determine how readers use elements within a text to develop and support inferences. G. Arguments and Evidence 1. Determine how readers trace and evaluate arguments to determine specific claims, sound reasoning, relevant evidence, and sufficient support. H. Unit 1 Culminating Task: Argumentative EssayTopic: What Makes a Text Memorable? 1. Based on the texts read throughout the unit, choose one and craft a review or critique to be included in a literary or news magazine. Identify a specific text and the elements that make the selected text memorable. Choose a primary element and explain the specific interactions of this element on the text to make it memorable. Establish a claim to explain the effects of the element on the text and provide textual evidence to support the claim. Acknowledge alternate or opposing claims in your response. Provide a conclusion that supports the argument presented.</p>	

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	I. Vocabulary from selection	
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