

(7) Unit 2 - Concept 1: Developing Author's Craft and Style

Grade 7 ELA Grade 7 ELA

Start Date: October 28, 2013

End Date : January 15, 2014

<p>Unit Overview</p> <p>Developing Author's Craft and Style</p> <ol style="list-style-type: none">1. Establishing Claim and Support2. Support and Elaboration3. Establish and Support Counterclaims4. Transition Techniques5. Style6. Author's purpose, style and genre7. Same Author - Different Texts8. Introductions and Conclusions9. Peer Editing	<p>Content Elaborations</p> <p>Text Types and Purposes:</p> <p>The focus of this topic is the understanding that writers develop complete, logically sequences text with credible evidence and detail using language appropriate for the topic and audience. The credible evidence can be in the form of facts, examples, details and/or statistics. It should be presented logically so that writers can clarify relationships between and among ideas.</p> <p>Production and Distribution of Writing:</p> <p>The focus of this topic is the understanding that writers apply a multi-stage, reflective process that requires planning and revising. The stages in this process should consist of revision and refinement of text that clarifies the intended meaning and enhances word choice, unity and the coherence of thoughts, ideas and details.</p> <p>Research to Build and Present Knowledge:</p> <p>The focus of this topic is for writers to understand the need to activate prior knowledge and then engage in the process of inquiry and research. Topics and research questions are developed and continually refined. Information will be evaluated for accuracy, credibility and reliability.</p>	<p>Unit Resources</p> <p>Suggested Texts:</p> <ol style="list-style-type: none">1. "Homeless", "Do Professional Athletes Get Paid Too Much?", "Pro Athletes' Salaries Aren't Overly Exorbitant", "Why We Shouldn't go To Mars", "Take A Book Wherever You Go".2. "Homeless", "Do Professional Athletes Get Paid Too Much?", "Pro Athletes' Salaries Aren't Overly Exorbitant", "Why We Shouldn't go To Mars", "Take A Book Wherever You Go".3. "Homeless", "Do Professional Athletes Get Paid Too Much?", "Pro Athletes' Salaries Aren't Overly Exorbitant", "Why We Shouldn't go To Mars", "Take A Book Wherever You Go".4. "Homeless", "Do Professional Athletes Get Paid Too Much?", "Pro Athletes' Salaries Aren't Overly Exorbitant", "Why We Shouldn't go To Mars", "Take A Book Wherever You Go".5. "A Christmas Carol", "The Highwayman", "It's Not About the Bike", "War of the Wall",
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		<p>"The Delight Song of Tsoai-Talee", "Four Skinny Trees", "Abuelito Who", "One Perfect Rose", "Song for an April Dusk", "Eleanor Roosevelt", "A Retrieved Reformation", "Charles"</p> <p><i>(Other suggestions not in text: "An Ordinary Day With Peanuts", "The Lottery").</i></p> <p>6. "A Day's Wait", "A Christmas Carol", "The Highwayman", "The People Could Fly", Encounter with Martin Luther King, Jr.", "Crispin: The Cross of Lead", "Serf on the Run", Medieval Adventures". <i>(Other suggestions not in text: any poem by Maya Angelou and/or Langston Hughes).</i></p> <p>7. <i>Selected texts from the following authors:</i> Robert Frost, E.E. Cummings, and Virginia Hamilton.</p> <p>8. "Homeless", "Do Professional Athletes Get Paid Too Much?", "Pro Athletes' Salaries Aren't Overly Exorbitant", "Why We Shouldn't go To Mars", "Take A Book Wherever You Go".</p> <p>9. <i>Peer Editing Guides</i></p>
Unit Vocabulary See vocabulary associated with each selection.	Enduring Understandings (Big Ideas) 1. How do writers establish claims or introduce	Connections

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	<p>topics, determine purpose, and consider audience when writing?</p> <p>2. How does the writer's use of various types of evidence provide support and elaboration to validate claims and topics?</p> <p>3. How do writers establish and support counterclaims?</p> <p>4. How do writers choose an organizational pattern and use transitions to construct content and form?</p> <p>5. What factors contribute to a writer's style? (author's background, use of language, sound devices, technique, irony, etc.)</p> <p>6. What is the relationship between author's purpose, style, and genre?</p> <p>7. How do writers employ various techniques and elements to create a distinct style?</p> <p>8. How do writers introduce and conclude their work?</p> <p>9. How do writers use input from peers and others to revise, edit, and publish their work?</p>	
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	<p>UNIT 2 Culminating Task: <i>Expository Essay</i></p> <p>Topic: <i>How does background influence craft?</i></p> <p>You have been contacted by a textbook publishing company that is creating a section in their new textbook on the influence of culture and background on the work of authors. You are asked to provide an analysis of how a particular author's background influenced the writing of a text. To do this, you must select a text you have read and know well (poem, story, novel, speech, article, picture, etc...) and explain how the author's background, culture, and/or historical context contributed to the author's craft elements in the text.</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.RI.7 Informational Text

Craft and Structure

Anchor Standard RI.CCR.6 Assess how point of view or purpose shapes the content and style of a text.

Grade Level Standard CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Strand CCSS.ELA-Literacy.W.7 Writing

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.

Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Anchor Standard W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

CCSS.ELA-Literacy.W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

CCSS.ELA-Literacy.W.7.1d Establish and maintain a formal style.

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CCSS.ELA-Literacy.W.7.1e Provide a concluding statement or section that follows from and supports the argument presented.

Grade Level Standard CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.7.2e Establish and maintain a formal style.

CCSS.ELA-Literacy.W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade Level Standard CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.7.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-Literacy.W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCSS.ELA-Literacy.W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-Literacy.W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

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.

Anchor Standard W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Grade Level Standard CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

Anchor Standard W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standard W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Grade Level Standard CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

CCSS.ELA-Literacy.W.7.9a Apply grade 7 Reading standards to literature (e.g., “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.W.7.9b Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is

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sound and the evidence is relevant and sufficient to support the claims”).

Range of Writing

Anchor Standard W.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade Level Standard CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Student Assessment NWEA Map (Benchmark) STAR/AR End of section assessment Study Island	Unit Reflection
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Content	Skills	Assessment
A. . Establishing Claim and Support B. Support and Elaboration C. Establish and Support Counterclaims D. Transition Techniques E. Style F. Author's purpose, style and genre G. Same Author - Different Texts H. Introductions and Conclusions I. Peer Editing	A. . Establishing Claim and Support 1. Determine how writers establish claims or introduce topics, determine purpose, and consider audience when writing. 2. Identify claims, counterclaims, purpose, support, and elaboration in an essay or editorial. B. Support and Elaboration 1. Determine how the writer's use of various types of evidence provide support and elaboration to validate claims and topics. C. Establish and Support Counterclaims 1. Determine how writers establish and support counterclaims. 2. Research possible counterclaims to the points being made in the selected article. D. Transition Techniques 1. Determine how writers choose an organizational apttern and use transitions to construct content and form. 2. Examine the transition strategies in various essays. E. Style 1. Determine what factors contribute to a writer's style. (author's background, use of language, sound devices, technique, irony, etc.)	

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| | <ul style="list-style-type: none">2. Use multiple texts by the same author to examine the effect of culture on writing.3. Research author's background to build context for their stories. <p>F. Author's purpose, style and genre</p> <ul style="list-style-type: none">1. Determine the relationship between author's purpose, style, and genre.2. Examine a variety of genres, including poetry, narrative texts, and informational texts to identify elements of style for each genre.3. Explain in writing the connection between genre/style elements and the purpose, audience, or message. <p>G. Same Author - Different Texts</p> <ul style="list-style-type: none">1. Analyze how writers employ various techniques and elements to create a distinct style.2. Conduct an author's study, reading multiple texts by the same author.3. Identify and analyze the ways each author uses techniques and elements relating to his/her specific style. <p>H. Introductions and Conclusions</p> <ul style="list-style-type: none">1. Analyze how writers introduce and conclude their work.2. Examine the introductions of various essays or books including biographies to see how they were introduced (surprise statement, provide a description, ask a question, relate an anecdote, address the reader, begin with a controlling idea).3. Determine whether the introduction captured your attention as a reader and why or why not.4. Practice writing with various strategies to conclude your essay. For example, rephrase your introduction in the conclusion, ask a question, make a recommendation, summarize, or offer an opinion. <p>I. Peer Editing</p> <ul style="list-style-type: none">1. Determine how writers use input from peers and others to revise, edit, and publish their work.2. Discuss what constitutes valid peer input.3. Use reader response input from self, peers, teacher and parents. | |
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