Comparing Fiction and Nonfiction

Content Area: **English Language Arts**
Course(s): **English Language Arts, Generic District Course**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

This unit serves as an introduction to both fiction and nonfiction passages. Students will be introduced to the varying elements and structures of both types of stories, as well as to active reading strategies that will aid in comprehension.

Students will identify various genres of fiction and nonfiction, comparing and contrasting the characteristics from one category to others. Their commentary will take the form of large-group discussions, Literature Circles, and essay-length responses to open-ended questions.

Standards

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.
CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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).
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.
CCSS.ELA-Literacy.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
CCSS.ELA-Literacy.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
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.RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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.
CCSS.ELA-Literacy.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
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).

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.
CCSS.ELA-Literacy.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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.
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.
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.
CCSS.ELA-Literacy.RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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.7.2.a	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.7.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.W.7.2.c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.W.7.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.7.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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.
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.
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.
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.
CCSS.ELA-Literacy.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.7.9.a	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.7.9.b	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 sound and the evidence is relevant and sufficient to support the claims").
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.
CCSS.ELA-Literacy.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. How do literary devices enhance the meaning of a story?

2. What are the basic genres of both fiction and nonfiction, and how are they distinct from each other?

3. What applicability does literature have to real life?

4. How is reading for information different from reading a narrative?

Application of Knowledge and Skills...

Students will know that...

Students will know:

-literary terms for discussing fiction.

-literary terms for discussing nonfiction.

-the basic genres of literature (short fiction, novellas, novels, personal essays, biography, historical narrative, etc.) and their distinguishing characteristics.

-that active reading strategies aid in comprehension.

-the definitions of vocabulary and academic words in literature.

-that video and graphic organizers add to experiencing literature.

-note-taking and question-answering strategies that aid comprehension.

- -literary terms for discussing fiction.
- -literary terms for discussing nonfiction.
- -note-taking and question-answering strategies that aid comprehension.
- -that active reading strategies aid in comprehension.
- -that video and graphic organizers add to experiencing literature.
- -the basic genres of literature (short fiction, novellas, novels, personal essays, biography, historical narrative, etc.) and their distinguishing characteristics.
- -the definitions of vocabulary and academic words in literature.

Students will be skilled at...

Students will be able to:

-identify characters, plot, setting, point of view and theme in literature.

-identify point of view and historical context in nonfiction.

-explain elements and features that are common to various genres as well as those that are distinct to single genres.

-utilize the active reading strategy of author's purpose in literature.

-use context clues to decode meaning of vocabulary words in literature.

-use video and graphic organizers as a part of a literature study.

-take notes and answer comprehension questions when reading.

- -explain elements and features that are common to various genres as well as those that are distinct to single genres.
- -identify characters, plot, setting, point of view and theme in literature.
- -identify point of view and historical context in nonfiction.
- -take notes and answer comprehension questions when reading.
- -use context clues to decode meaning of vocabulary words in literature.
- -use video and graphic organizers as a part of a literature study.
- -utilize the active reading strategy of author's purpose in literature.

Assessments

Big Question Discussion
Diagnostic: Other oral assessments

Students will be introduced to the Big Question and engage in a discussion to assess ideas they already have.

Critical Thinking Questions
Formative: Instructional/Assessment Focus

Students will answer comprehension questions about each story. While questions assess knowledge of the text, they are also centered around a reading skill such as making predictions or fact and opinion.

Vocabulary Warm Ups
Diagnostic: Instructional/Assessment Focus

Students will complete vocabulary warm-ups to determine prior knowledge of both academic and story-specific vocabulary.

Selection Tests
Summative: Written Test

Students are tested on their comprehension of passages read and discussed in class. Open-ended questions are included, as well as vocabulary.

Essay Response to Open Ended Questions
Formative: Extended Essay

Students respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.

Unit Project
Summative: Personal Project

Students will complete a project that embodies all of the skills learned over the course of the unit. Students will present their projects to the class.

Literature Circle
Formative: Other oral assessments

At the end of this unit, students work in their Literature Circles in order to discuss questions, insights, and literary elements related to the passages they have read. Students use their Reading Exploration Sheets to keep track of what they wish to contribute, but they must take care that their discussion is not a mere recitation of what is on their sheets. The discussion must be dynamic and energetic.

Particularly important in this unit is a focus on the distinguishing characteristics of multiple genres. Students will compare and contrast the works they have read for this unit, classifying them into various genres and types.

Additionally, students will consult the contents of their anthology and the book-length selection list. They will speculate on the genres of all titles, while making predictions about the nature of passages they expect to read.

At times, students consult each other regarding strategies for writing essays connected with the reading. This is acceptable so long as the discussion does not become little more than a Writing Workshop conference.

Some teachers may desire more structure for Literature Circles in their classes. If so, they can assign the following roles to each student: master of ceremonies, literary term wizard, vocabulary czar, summarizer, and passage picker.

- Additionally, students will consult the contents of their anthology and the book-length selection list. They will speculate on the genres of all titles, while making predictions about the nature of passages they expect to read.
- At the end of this unit, students work in their Literature Circles in order to discuss questions, insights, and literary elements related to the passages they have read. Students use their Reading Exploration Sheets to keep track of what they wish to contribute, but they must take care that their discussion is not a mere recitation of what is on their sheets. The discussion must be dynamic and energetic.
- At times, students consult each other regarding strategies for writing essays connected with the reading. This is acceptable so long as the discussion does not become little more than a Writing Workshop conference.
- Big Question Discussion
- Diagnostic: Instructional/Assessment Focus
- Diagnostic: Other oral assessments
- Essay Response to Open Ended Questions
- Formative: Extended Essay
- Formative: Instructional/Assessment Focus
- Formative: Other oral assessments
- Literature Circle
- Particularly important in this unit is a focus on the distinguishing characteristics of multiple genres. Students will compare and contrast the works they have read for this unit, classifying them into various genres and types.
- Selection Tests
- Some teachers may desire more structure for Literature Circles in their classes. If so, they can assign the following roles to each student: master of ceremonies, literary term wizard, vocabulary czar, summarizer, and passage picker.
- Students are tested on their comprehension of passages read and discussed in class. Open-ended questions are included, as well as vocabulary.
- Students respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.
- Students will answer comprehension questions about each story. While questions assess knowledge of the text, they are also centered around a reading skill such as making predictions or fact and opinion.
- Students will complete a project that embodies all of the skills learned over the course of the unit. Students will present their projects to the class.
- Students will complete vocabulary warm-ups to determine prior knowledge of both academic and story-specific vocabulary.

- Summative: Personal Project
- Summative: Written Test
- Unit Project
- Vocabulary Warm Ups

Activities

Exploring the Big Question

Note-taking

Reading and discussion of various fiction and informational texts

Class investigation and preliminary classification of titles to be read throughout the year

Literature Circles

Responding to Critical Thinking questions

Responding to After-You-Read questions

Writing about the Big Question

Unit Project

Activities to Differentiate Instruction

Leveled short stories

Leveled Selection Tests

Reader's Notebook: Adapted Version

Hear It! Audio CD

Leveled Vocabulary Warm Ups

Leveled Selection Support

Leveled Skills Development

Teacher-constructed notes

Integrated/Cross-Disciplinary Instruction

Students will engage in a structured inquiry of titles to be read. They will discuss and classify the works of

literature by genre, and they will follow up on these discussions as they read the works throughout the year.

Resources

Pearson Literature Anthology

(particularly the table of contents, as students discuss titles to be read)

List of book-length fiction and nonfiction titles

Reader's Notebook
Adapted Reader's Notebook

Teacher's Manual

Teacher's Unit Resource Manuals

Selection Tests

Open-Book Tests

Unit Tests

Benchmark Tests