LMS ELA 7 Unit 3 (2026)

Content Area: **ELA**
Course(s): **ELA Grade 7**
Time Period: **MP3**
Length: **45 days**
Status: **Published**

Overview

Grade 7 English Language Arts

Unit 3

Theme: Reading the Past

Reading Focus: Informational / Nonfiction

Writing Focus: Argumentative

Language Focus: Academic Vocabulary and Sentence Structure

Speaking and Listening Focus: Evidence-Based Discussion, Evaluation, and Presentation

Overview

In this unit, students explore how different sources help us understand history and human experience. Students read informational texts, primary sources, personal accounts, and literary representations of World War II and the Holocaust while examining perspective, purpose, credibility, propaganda, and the ways different sources present the same events. They develop comparative arguments using evidence from multiple sources and strengthen their ability to organize, explain, and revise their reasoning. Throughout the unit, students also develop greater control over phrases, clauses, and sentence structures while using discussion, media analysis, and presentation to communicate and defend evidence-based ideas.

Essential Questions

1. How do different types of sources help us understand historical events and human experiences?
2. How can readers evaluate the credibility, accuracy, and usefulness of a source?
3. How can comparison help writers develop and support a strong argument?
4. How can writers use phrases, clauses, and sentence structures to communicate complex ideas clearly?

5. How can discussion, listening, and presentation help us develop, challenge, and defend ideas?

Enduring Understandings

1. Different types of sources provide different perspectives and information; comparing them can lead to a deeper understanding of history and human experience.
2. Strong readers consider a source's creator, purpose, evidence, accuracy, and relationship to other sources when determining its credibility and usefulness.
3. Effective comparative arguments move beyond identifying similarities and differences to explain their significance and support a clear claim with evidence from multiple sources.
4. Writers make purposeful choices about phrases, clauses, sentence structures, and word choice to clarify relationships among ideas and communicate precisely.
5. Academic discussion, critical listening, and effective presentation help people refine their thinking, evaluate evidence, and communicate evidence-based conclusions.

Core Skills Bridge

Essential Question	Core Skills	
How do different types of sources help us understand historical events and human experiences?	Distinguish between primary and secondary sources and consider how creator and purpose affect what a source communicates. (Weeks 1–2) Compare an individual account with historical information. (Weeks 3–4) Compare literary portrayals with historical accounts. (Weeks 7–10) Synthesize information across different types of sources. (Weeks 9–10)	Prima Anne (Wee Liter Mult
How can readers evaluate the credibility, accuracy, and usefulness of a source?	Determine how perspective and purpose shape the presentation of information. (Weeks 1–2) Evaluate sources by considering creator, purpose,	Chur Sour

	evidence, accuracy, and usefulness. (Weeks 5–6) Corroborate information by comparing multiple sources. (Weeks 5–6)	Propa Sourc
How can comparison help writers develop and support a strong argument?	Develop and support a comparative claim. (Weeks 1–2) Develop a comparative paragraph using evidence from two sources. (Weeks 3–4) Organize a comparative argument in a Transition Outline. (Weeks 5–6) Develop connected comparative paragraphs and address an alternate interpretation. (Weeks 7–8) Develop and revise a sustained multi-source comparative argument. (Weeks 9–10)	Comp Outli Liter Mult Unit
How can writers use phrases, clauses, and sentence structures to communicate complex ideas clearly?	Explain and use phrases and clauses purposefully. (Weeks 1–4) Choose sentence structures to communicate relationships among ideas. (Weeks 5–6) Recognize and correct misplaced and dangling modifiers. (Weeks 7–8) Revise sentence structure and language for clarity, precision, and variety. (Weeks 9–10)	Phras Sente Modi Sente Lang
How can discussion, listening, and presentation help us develop, challenge, and defend ideas?	Use evidence and questions to develop ideas during academic discussion. (Weeks 1–4) Analyze information presented orally or through media. (Weeks 3–6)	Histo Anne

	Evaluate a speaker's claims, reasoning, and evidence. (Weeks 5–6) Present and defend conclusions using evidence from multiple sources. (Weeks 7–10)	Spok The I 8) Sour 9–10

Core Standards

Reading

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through

distinguishing their position from that of others using evidence.

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. 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.

RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

D. Establish and maintain a formal style/academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.SE.7.6. 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 and quote or paraphrase the data

and conclusions of others while avoiding plagiarism and following a standard format for citation.

Language

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).

E. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

C. Analyze the impact of a specific word choice on meaning and tone.

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

Speaking and Listening

SL.PE.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.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. opportunity to integrate climate change education.

SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.PI.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.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Cross-disciplinary Standards

Social Studies:

6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a

governmental or nongovernmental organization as a way to gain support for addressing the issue.

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Career Readiness, Life Literacies, Key Skills

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Resources

District-approved secondary ELA instructional resource list

Newsela ELA:

- "The Holocaust, Part One: The Rise of Adolf Hitler and World War II"
- "The Holocaust, Part Two: The 'Final Solution'"
- "How propaganda works"
- Additional selected Newsela articles related to World War II, the Holocaust, propaganda, and historical context

Primary Sources / Historical Speeches:

- Winston Churchill, "Blood, Sweat and Tears"
- Franklin D. Roosevelt, "Declaration of War Against Japan"

- Selected primary sources from throughout the unit

Anne Frank — *Tales from the Secret Annex*:

- "Was There a Break-in?"
- "The Dentist"
- "Evenings and Nights in the Annex"
- "The Annex Eight at the Dinner Table"
- "Freedom in the Annex"

Literary / Dramatic Text:

- *The Book Thief* — Scholastic Scope Magazine play

Background / Context Resources:

- CKLA Core Connections: World War II and the Holocaust
- Selected informational, historical, visual, oral, and multimedia sources related to World War II and the Holocaust

Writing Resources

- *The Writing Revolution*
- Single Paragraph Outline (SPO)
- Transition Outline (TO)
- Model Comparative Claims
- Model Comparative Paragraphs
- Model Comparative Arguments
- Multiple-Source Evidence
- Literary and Historical Sources
- Unit 3 Writing Prompts
- Revision Checklist
- Comparative SPO
- Comparative Transition Outline
- Multi-Source Comparative Argument
- Unit 3 Writing Benchmark

Language and Vocabulary Resources

- Unit 3 Academic Vocabulary
- Word Wall
- Language Dives
- Vocabulary study using context, roots, affixes, and academic language
- Sentence work focused on:
    - phrases and clauses
    - independent and dependent clauses
    - subordinating conjunctions
    - simple, compound, complex, and compound-complex sentences
    - sentence combining and expansion
    - misplaced and dangling modifiers
    - coordinate adjectives and commas
    - precision and concision

Digital / Instructional Platforms

- Newsela
- IXL
- Vocabulary.com
- Scholastic Scope
- CKLA / Core Knowledge Language Arts

Additional instructional resources:

- Comprehension microskills
- Tier I instructional practices
- Engagement toolkit
- Ways to Read Connected Text with a Small Group

Lexia Aspire and PowerUp Resources:

- Word Recognition - phonemic awareness, decoding, fluency
- Language Comprehension - vocabulary, morphology, academic language, syntax
- Writing & reading comprehension - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing
- Writing Graphic Organizers

Academic Vocabulary

Unit 1 Academic Vocabulary

1. analyze, v. to examine something closely by looking at its parts and how they work together
2. argument, n. a position or claim supported by reasons and evidence
3. audience, n. the people for whom a text, speech, or presentation is intended
4. central idea, n. the main idea that an author develops throughout an informational text
5. citation, n. information that identifies the source of evidence or information
6. claim, n. a statement or position that a writer or speaker supports with reasons and evidence
7. cohesion, n. the way ideas in a text are connected and work together clearly
8. compare, v. to examine two or more things to identify similarities
9. conclusion, n. a final statement or section that brings ideas together

10. connotation, n. the feelings or ideas associated with a word beyond its literal definition
11. context, n. the words, sentences, or circumstances surrounding something that help explain its meaning
12. contrast, v. to examine two or more things to identify differences
13. counterclaim, n. a claim or position that disagrees with or opposes another claim
14. credible, adj. trustworthy or believable
15. detail, n. a specific piece of information that helps develop or explain an idea
16. evidence, n. facts, details, quotations, examples, or data used to support an idea or claim
17. explain, v. to make an idea clear by providing details, reasons, or examples
18. inference, n. a conclusion based on evidence and reasoning
19. interpret, v. to determine or explain the meaning of something
20. morphology, n. the study of meaningful word parts, including roots, prefixes, and suffixes
21. paraphrase, v. to restate information from a source using your own words
22. perspective, n. a particular way of thinking about or viewing a topic or issue
23. plagiarism, n. using another person's words or ideas without giving proper credit
24. precise, adj. exact, clear, and specific
25. prefix, n. a word part added to the beginning of a root or word to change its meaning
26. purpose, n. the reason an author creates a text
27. quotation, n. the exact words taken from a text or source
28. reasoning, n. the explanation that shows how evidence supports a claim or conclusion
29. relevant, adj. directly connected to the topic, question, or claim being discussed
30. revise, v. to make changes to writing in order to improve its ideas, organization, or clarity
31. root, n. the basic word part that carries a word's main meaning
32. source, n. a text, person, media item, or other place from which information is obtained
33. structure, n. the way ideas and information are organized
34. sufficient, adj. enough to adequately support an idea or claim
35. suffix, n. a word part added to the end of a root or word to change its meaning or function
36. summarize, v. to state the most important ideas of a text briefly and objectively

37. support, v. to provide evidence, details, or reasoning that strengthen an idea or claim
38. synthesize, v. to combine information from multiple sources to develop a fuller understanding or new conclusion
39. transition, n. a word or phrase that connects ideas and shows the relationship between them
40. verify, v. to check that information or a conclusion is accurate or correct

Spanish Cognates

analyze — analizar

argument — argumento

audience — audiencia

central idea — idea central

citation — citación

cohesion — cohesión

compare — comparar

conclusion — conclusión

connotation — connotación

context — contexto

contrast — contrastar

credible — creíble

detail — detalle

evidence — evidencia

explain — explicar

inference — inferencia

interpret — interpretar

morphology — morfología

paraphrase — parafrasear

perspective — perspectiva

plagiarism — plagio

precise — preciso/a

prefix — prefijo

purpose — propósito

relevant — relevante

revise — revisar

structure — estructura

sufficient — suficiente

suffix — sufijo

synthesize — sintetizar

transition — transición

verify — verificar

Pacing Guide

Module 1: Weeks 1 and 2

	Weeks
NOTE: During the first week of the unit, 2 days will be needed to administer the Unit 3 Pre-assessment and Wr	
	Reading	**Wri**
Standards	RI.CR.7.1; RI.CI.7.2; RI.TS.7.4; RI.PP.7.5	W.AW.7.1; W.RW.7.
Core Skills	Analyze how text structure helps organize and develop historical information. (RI.TS.7.4) Determine an author's perspective or purpose and explain how it shapes the presentation of information. (RI.PP.7.5) Distinguish between primary and secondary sources and consider how a source's creator and purpose affect what it communicates. (RI.PP.7.5)	Develop a focused cla meaningful comparisc sources, ideas, or pers Support a comparative evidence from both sc Explain what a simila reveals about the topic (W.AW.7.1)

Resources	From Newsela: "The Holocaust, Part One: The Rise of Adolf Hitler and World War II" Winston Churchill, "Blood, Sweat and Tears" Franklin D. Roosevelt, "Declaration of War Against Japan" CKLA Core Connections: World War II and the Holocaust Selected articles from Newsela	The Writing Revoluti Model Comparative C Unit 3 Writing Promp
Suggested Lessons	Unit 1 Informational Reading Review Reviewing Central Idea, Evidence, and Text Structure Primary Sources vs. Secondary Sources Who Created This Source and Why? Understanding Historical Context Author Perspective and Purpose in Historical Texts	Argument Writing Re From Claim to Compa Comparing Without S Selecting Evidence fr Explaining Why a Sin Matters
Suggested Activities	Primary / Secondary Source Sort Churchill / Roosevelt Source Comparison ELA Station Activities	Comparative Claim / I Claim Sort Evidence from Source ELA Station Activitie
Assessment	Read a new historical informational text and a short primary source and answer 5–7 multiple-choice/short-answer questions about central idea, evidence, structure, source type, and author purpose.	Write a short compara response that includes relevant evidence fror reasoning that explain

		the comparison.

Module 2: Weeks 3 and 4

	Weeks	
	Reading	**Wri**
Standards	RI.CR.7.1; RI.CI.7.2; RI.IT.7.3; RI.PP.7.5; RL.CR.7.1; RL.CI.7.2; RL.PP.7.5	W.AW.7.1; W.SE.7.6 W.RW.7.7
Core Skills	Analyze connections among historical events, circumstances, and individual experiences. (RI.IT.7.3) Analyze how Anne Frank's experiences and circumstances shape her perspective. (RL.PP.7.5) Compare what an individual account reveals about an event with information provided by a historical source. (RI.PP.7.5; RL.PP.7.5)	Organize a comparati paragraph around a cl evidence from two sou Integrate quoted or pa from more than one so W.SE.7.6) Develop reasoning tha why the comparison s (W.AW.7.1)
Resources	Anne Frank's Tales from the Secret Annex — Suggested Selections "Was There a Break-in?" "The Dentist" "Evenings and Nights in the Annex" "The Annex Eight at the Dinner Table" "Freedom in the Annex" Selected articles from Newsela	The Writing Revoluti Single Paragraph Outl Model Comparative P Unit 3 Writing Promp Multiple-Source Evid
Suggested Lessons	Reading a First-Person Historical Account Historical Context and Individual Experience	Building a Comparati Organizing Evidence

	Perspective in a Personal Account Connecting a Personal Account to Historical Information What Can an Individual Account Tell Us About History?	Quoting vs. Paraphras Integrating Evidence i Moving from Evidenc Reasoning Writing a Comparativ
Suggested Activities	Anne Frank / Historical Context Connection Chart Individual Account / Historical Source Comparison ELA Station Activities	Comparative SPO Model Paragraph Sort ELA Station Activitie
Assessment	Read a short first-person historical account and a related informational text and answer 5–7 questions about perspective, historical context, textual evidence, and connections between the sources.	Complete an SPO and argument paragraph u two sources and reaso how the comparison s

Module 3: Weeks 5 and 6

	Weeks	
NOTE: During the Week 5 of the unit, one day will be needed to administer the Unit 3 Mid-marking Period As		
	Reading	**Wri**
Standards	RI.CR.7.1; RI.CI.7.2; RI.PP.7.5; RI.AA.7.7; RI.CT.7.8; RI.MF.7.6	W.AW.7.1; W.SE.7.6 W.RW.7.7
Core Skills	Evaluate a source by considering its creator, purpose, evidence, accuracy, and usefulness. (RI.PP.7.5; RI.AA.7.7) Analyze how propaganda uses language, images, and selective information to influence an audience. (RI.PP.7.5; RI.MF.7.6)	Select relevant eviden sources based on the s answered. (W.AW.7.1 Organize similarities a logically to develop ar argument. (W.AW.7.1

	Corroborate information by comparing how multiple sources present the same historical topic or event. (RI.CT.7.8)	Use a Transition Outli multi-paragraph comp (W.AW.7.1; W.WP.7.
Resources	From Newsela: "The Holocaust, Part Two: The "Final Solution"" "How propaganda works" Selections from Newsela	The Writing Revoluti Transition Outline (T Model Comparative A Multiple-Source Evid Unit 3 Writing Promp
Suggested Lessons	What Makes a Source Credible? Author, Audience, and Purpose Understanding Propaganda Evaluating Evidence and Source Usefulness Corroborating Information Across Sources When Sources Present Information Differently	Choosing the Best Ev Argument Using Source Credibil Point-by-Point vs. Sul Organization Transferring the Trans Argument Writing Organizing a Point-by Connecting Comparat
Suggested Activities	Source Credibility Analysis	Strong Evidence / We

	Propaganda Analysis ELA Station Activities	Comparative Transitic ELA Station Activitie
Assessment	Students analyze two written historical sources and one visual or multimedia source about the same topic and answer 5–7 multiple-choice/short-answer questions about author purpose, credibility, evidence, propaganda techniques, and corroboration.	Develop a Transition (paragraph comparativ relevant evidence fror sources.

Module 4: Weeks 7 and 8

		Weeks
	Reading	**Wri**
Standards	RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; RL.PP.7.5; RL.CT.7.8; RI.CR.7.1; RI.CI.7.2; RI.CT.7.8	W.AW.7.1; W.SE.7.6 W.RW.7.7
Core Skills	Compare a literary portrayal of a historical period, event, or experience with a historical account of the same subject. (RL.CT.7.8) Analyze how a literary text uses, emphasizes, or alters historical information. (RL.CT.7.8) Analyze how historical circumstances shape characters, conflicts, and perspectives in a drama. (RL.IT.7.3; RL.PP.7.5)	Develop a thesis that t how literary and histo the same event, experi (W.AW.7.1) Develop connected co using relevant evidenc informational sources W.SE.7.6) Acknowledge and resp interpretation or concl
Resources	The Book Thief — Scope Magazine play	The Writing Revoluti Transition Outline (T Model Comparative A Literary and Historica

		Unit 3 Writing Promp
Suggested Lessons	Historical Fiction vs. Historical Account Reading Drama in Historical Context What Does Literature Preserve or Change? How Historical Context Shapes Character and Conflict What Can Literature Add to Historical Understanding?	From Comparative Cl Comparing Literature Sources Organizing Comparat Integrating Evidence f of Sources Alternate Interpretatic Responding to an Alte
Suggested Activities	Literature / History Comparison Chart Historical Evidence in The Book Thief ELA Station Activities	Literature / History Ev Whole-Class or Partne ELA Station Activitie
Assessment	Read a literary passage and a related historical account and answer 5–7 questions plus a short response comparing the historical information presented in each.	Develop a thesis and c comparative body par and historical evidenc alternate interpretatio

Module 5: Weeks 9 and 10

Weeks 9
NOTE: During the last two weeks of the unit, 2 days will be needed to administer the Unit 3 Benchmark in Rea

	Reading	Wri
Standards	RI.CR.7.1; RI.CI.7.2; RI.CT.7.8; RI.MF.7.6; RL.CR.7.1; RL.CT.7.8	W.AW.7.1; W.SE.7.6 W.RW.7.7
Core Skills	Analyze how literature and informational texts present the same historical period or experience differently. (RL.CT.7.8) Evaluate what is gained, emphasized, omitted, or altered when history is represented through literature. (RL.CT.7.8) Synthesize evidence from literary, informational, primary, and multimedia sources to develop a supported understanding of a historical topic. (RI.MF.7.6; RL.CT.7.8)	Develop and organize comparative argumen evidence from multipl (W.AW.7.1) Integrate quoted and p while maintaining a fo and appropriate citatio W.SE.7.6) Revise the argument f organization, sentence and clarity. (W.WP.7.
Resources	The Book Thief — Scope Magazine play Selected Anne Frank passages from Tales from the Secret Annex Selected primary sources from earlier weeks	The Writing Revoluti Transition Outline (T Model Comparative A Multiple-Source Evid Revision Checklist
Suggested Lessons	Comparing Literature, Personal Accounts, and Historical Sources What Does Each Type of Source Help Us Understand? Historical Accuracy vs. Literary Representation	Developing a Multi-S Argument Synthesizing Evidenc Integrating and Citing

	Evaluating What an Author Chooses to Emphasize Synthesizing Literature and History	Revising Comparative Revising Sentence Str
Suggested Activities	Literature / History / Primary Source Comparison Multiple-Source Synthesis Chart ELA Station Activities	Multiple-Source Comparative TO Revision Stations ELA Station Activitie
Assessment	Read a literary passage and 1–2 historical sources about the same period or experience and write a constructed response explaining how the literary portrayal compares with the historical accounts and what the literature adds to or changes in the reader's understanding of history.	Week 9: Multi-Source Argument using litera and/or primary-source Week 10: Unit 3 Writ