Unit 1-2 Explanatory Reading/Writing

Content Area: **Language Arts**
Course(s): **Lang. Arts 7 ACC**
Time Period: **Marking Period 1**
Length: **MP1-2**
Status: **Published**

Essential Questions

- How does an author create meaning in non-fiction or informational text?
- How do effectively organize ideas and information to clearly support my position?

Big Ideas

Anchor Standards

AS.W.1-3 Different formats of writing are used for different purposes.

AS.SL.1-3 The ability to clearly articulate one's thoughts and listen critically is essential to working collaboratively with others.

Core Reading: *The Giver, The Lottery, The Ones Who Walked Away From Omelas, All Summer In a Day, Among the Hidden, Examination Day, Fahrenheit 451, Among the Hidden, The Monsters Are Due On Maple Street, Harrison Bergeron, The Machine Stops*

Core Writing: Explanatory Essay, Literary Analysis Essay, Multiple Text Essay

Other Formative Writing: Response/Reflection Journal Entries, Open-Ended Responses, Compare/Contrast, film novel comparison

Supplemental Resources: *Junior Scholastic News, Foundations, Sadlier-Oxford Vocabulary Workshop,* Google Platform

Supplemental Independent Inquiry Project: Novel Based Analysis

Presentation Skills: Literature Circles (informal speaking/listening skills), Socratic Seminar-dystopia

Technology: Google Platform, online book club/literature circle, peer collaboration, reader response

Cross-Curricular Integration

Integration Area: Social Studies

6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.

6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

Activity:

During a study of the novel, *The Giver,* by Lois Lowry , students compare different modern governments with the utopia addressed in the novel. Students analyze the related primary documents of the *United States Constitution*, the *Articles of Confederation*, the *Bill of Rights* and the *Preamble* to make relevant textual connections and pertinent comparisons to the society and government in the dystopian novel, *The Giver*.

CSDT Technology Integration

8.1.8DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

8.1.8.DA.3: Identify the

appropriate tool to access data based on its file format

8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.

8.1.8.DA.5: Test, analyze, and refine computational models.

Activity:

Using a variety of different platforms such as Canva, Adobe, Google Slides, Google Drawings, etc. create and design a digital utopian or dystopian society as it relates to The Giver.

Publishing:

Explanatory Essay: In Text Citations, Works Cited Page, MLA Format

Enduring Understandings

Literature

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

RL.CI.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; summarize the text.

RL.IT.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.PP.7.[6]5. Determine how an author conveys or develops perspective or purpose in a text through [and] contrast[s]ing the points of view of different characters or narrators in a text.

Informational Text

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

RI.CI.7.2 [M] 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.

RI.IT.7.3 [M] 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).

RI.7.4 [M] Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5 [M] 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.

RI.TS.7.4. Analyze the structure an author uses to organize a text[, including] and how [the major sections] it

contributes to the text as a whole [and to the development of the ideas], 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

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.IW.7.2 [M] Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.IW.7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aid in comprehension.

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

W.IW.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.IW.7.2d Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.

W.IW.7.2e Establish and maintain a formal style/academic style, approach, and form.

W.IW.7.2f Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic and supports the information or explanation presented

Speaking and Listening

SL.II.7.2 [M] Analyze the main ideas and supporting details presented in graphical, oral, visual, or multimodal formats and explain how the ideas clarify a topic, text, or issue under study. (Students may present data on the impacts that climate change has on New Jersey to inform the development of related technologies.)