

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 7/Analyzing Different Perspectives on a Common Topic

Course Code: ELA

### COURSE INTRODUCTION:

In seventh grade, students continue reading texts from numerous angles and for a variety of purposes. Through a wide and deep reading of literature and literary nonfiction, students read increasingly complex texts that extend across genres, cultures, and centuries in order to gain insights into the human condition. These texts serve as models for students' own thinking and writing. Students follow a process to write in a variety of genres, including responses to literature, reflective essays, stories, and short research projects. In addition, they create multimedia presentations and develop their skills of argumentation. They participate in class discussion, practice reading literature expressively, and deliver presentations. They demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. By the end of seventh grade, students are ready to begin studying complex aspects of literature.

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<p><b>UNIT DESCRIPTION :</b></p> <p>This unit calls for students to read, analyze, and synthesize multiple texts, both fiction and nonfiction, and including digital and multimedia, as appropriate, on a variety of topics. By analyzing and comparing and contrasting multiple texts about the same topic, students will be able to evaluate how an author uses evidence to develop text. Students will use textual evidence to identify the central ideas in a text, both ideas explicitly stated and inferences to be drawn. They will also analyze author's word choice and the effect that has on the tone and meaning of the text. By analyzing text structure and text organization, the student will be able to understand how the author's use of craft and structure contributes to the development of ideas in the text.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf">http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><a href="#">Provide Feedback</a></p>	<p><b>SUGGESTED UNIT TIMELINE:</b> approx. 2-3 weeks</p> <p><b>CLASS PERIOD (min.):</b> 45-50 minutes daily</p>
<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"><li>1. What kinds of stylistic choices do writers make regarding how to convey their ideas?</li><li>2. How do an author's stylistic choices, including word choice, text structure, and text organization, impact the meaning of the text?</li><li>3. How does an author's choice of evidence to support his ideas affect the text's message?</li></ol>	

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ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. Analyze an author’s organizational method and/or the structure used to present his ideas and explain how and/or why that is effective considering the message of the text	R.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  R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	R.3.C.7. b  R.3.C.7. k	3.5	RI.7.5  RL.7.5		2
2. Analyze an author’s word choice and explain how that helps convey his message	R.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  R.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.	R.3.C.7. k	3.5	RI.7.4  RL.7.4		2

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<p>3. Use text analysis to identify an author’s tone in a text</p>	<p>R.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.</p>	<p>R.3.C.7. e</p>	<p>3.5</p>	<p>RI.7.4  RL.7.4</p>		<p>2</p>
<p>4. Identify an author’s/character’s/ narrator’s point of view or perspective and explain what details and/or information helped you determine that</p>	<p>R.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</p> <p>R.6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>R.2.C.7. e  R.3.C.7.i</p>	<p>3.5</p>	<p>RI.7.6  RL.7.6</p>		<p>2</p>
<p>5. Craft an essay to analyze two (or more) accounts related to the same event and describe important similarities and differences in the details they provide</p>	<p>R.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.</p> <p>R.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.</p>	<p>R.1.I.7.a  R.3.C.7.i  R.3.C.7.l  W.3.A.7. a</p>	<p>1.5  3.5</p>	<p>RI.7.1  RL.7.1  RI.7.9  RL.7.9  W.7.9</p>		<p>3</p>
<p><b>ASSESSMENT DESCRIPTIONS*:</b> (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )</p>						

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<p><b>Formative Assessment –</b></p> <p><b>Objective 1.4:</b> “Identifying a Passage’s Organizational Pattern” graphic organizer</p> <p><b>Objective 4.3:</b> “Comparing and Contrasting Organizational Pattern, Tone, and Perspective” graphic organizer</p> <p><b>Summative</b> -- Analyze two passages regarding the same topic; those may include print and digital, primary and secondary resources, focusing particularly on the main idea, organizational pattern, tone, and author’s perspective. Craft an essay identifying and explaining important similarities and differences in the two passages provided/assigned, using information from the texts as support. Your work will be assessed with the “Comparison-Contrast” scoring guide.</p> <p><b>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above ( i.e., Grade Level/Course Title/Course Code, Unit #.)</b></p>	
<p><b>Obj. #1</b></p>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <p><b>1.</b> The teacher will provide students with a visual representation of each of several different organizational patterns, such as chronological, sequential, spatial, compare-contrast, cause-effect, problem-solution, topical, definition and example, and/or classification. Students’ previous experience with organizational patterns, school district curriculum, and/or materials available for instruction will help determine what patterns are to be studied. A good starting place is the graphic organizer found at <a href="http://www.pflugervilleisd.net/curriculum/ela/grade6/documents/OrganizationalPatterns2.pdf">http://www.pflugervilleisd.net/curriculum/ela/grade6/documents/OrganizationalPatterns2.pdf</a>, although the teacher may want to find and/or develop visual representations of patterns not represented there to be included as well. The teacher will lead students in discussing each of the graphic representations and the organizational pattern it represents. It is important to discuss what the name of the pattern means and how that helps suggest the kind of information and main idea that will be found in a passage organized according to that pattern. (For example, cause-effect suggests that the writing will explain what causes something or the result, or effect, of something.)</p> <p><b>2.</b> Provide examples of several texts that utilize different organizational patterns. For a short paragraph example of several of these, see <a href="http://www.stanford.edu/~arnetha/expowrite/info.html">http://www.stanford.edu/~arnetha/expowrite/info.html</a>. A PowerPoint that explains and gives an example of several organizational patterns can be found at <a href="http://www.montgomerycollege.edu/~steuben/Patterns%20of%20Organization.pdf">http://www.montgomerycollege.edu/~steuben/Patterns%20of%20Organization.pdf</a>. Another good resource that explains and gives an example of some of these patterns (and others) is at <a href="http://www20.csueastbay.edu/library/scaa/files/pdf/organizationalpatterns.pdf">http://www20.csueastbay.edu/library/scaa/files/pdf/organizationalpatterns.pdf</a>.</p> <p>Divide students into small groups with the number of students equal to the number of passages provided as examples of organizational patterns. (For example, if using six different passages exemplifying six different organizational patterns, put students in groups of no</p>

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	<p>more than six. If a group has fewer members than there are passages, a student may read two passages, or one or two passages might not be read by a member of that particular group.) Each student in the group will read a different example passage, chosen by the student or assigned by the teacher. As he reads, each student is to try to determine what organizational pattern it uses, identify words and/or phrases that help him determine that, identify the passage’s main idea (the teacher may need to provide instruction reviewing this skill, depending on students’ needs), and explain why the organizational pattern used is appropriate for its main idea. (For example, if the main idea is that there are several similarities and differences between phones today and 50 years ago, it makes sense to use the compare-contrast pattern.)</p>
	<p><b>3.</b> Have those students that have read the same passage come together into a small group to discuss their thinking. They should come to a consensus regarding what organizational pattern is used in that passage. The teacher should monitor those discussions and redirect any misconceptions so that each group identifies the correct organizational pattern for its passage. The teacher should then lead students in a whole-class discussion/review of their findings, displaying for students each example as it is discussed and annotating the passage to indicate how it fits the pattern, identifying signal words and noting any text features that help indicate organizational pattern and help the reader make sense of the passage. Create an anchor chart of organizational patterns, including a visual representation of each, signal words associated with each, and the purpose of each.</p>
	<p><b>4.</b> For formative assessment, provide additional examples of short passages that utilize a variety of organizational patterns and ask students to identify the pattern of each, identify signal words within the passage that help indicate its organizational pattern, and use the main idea of the passage to explain why the organizational pattern is effective. Again, these may be passages related to any of a variety of topics. A good source for historical passages is <a href="http://www.eyewitnesstohistory.com">www.eyewitnesstohistory.com</a>.</p>
<p><b>Obj. #1</b></p>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <p><b>1.</b> Match a visual representation of an organizational pattern to the pattern’s name and explain how that name reflects the kind of information/main idea that will be found in a passage utilizing that pattern.</p>
	<p><b>2.</b> Read and analyze a passage to determine its organizational pattern, using the graphic representation of several common organizational patterns as a guide. Identify words and/or phrases that help you identify the organizational pattern. These are referred to as “signal words” that indicate transitioning from one part of the pattern to another and/or that indicate the relationship between parts. Identify the passage’s main idea, and given that, explain why the organizational pattern used for the passage is appropriate.</p>
	<p><b>3.</b> Share thinking about the passage read with others who read the same passage to come to a consensus as to its organizational pattern. Compare-contrast what you and your group members found regarding the passage you read with what other classmates found when they read other passages.</p>

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	<p><b>4.</b> Given multiple short passages, identify the organizational pattern of each, including signal words that help determine its pattern. Identify each passage’s main idea to explain why the organizational pattern the author used is appropriate. Record your thinking in the “Identifying a passage’s organizational pattern” graphic organizer.</p>
<p><b>Obj. #2</b> <b>3</b></p>	<p><b>INSTRUCTIONAL ACTIVITIES (research-based): (Teacher Methods)</b></p> <p><b>1.</b> Provide two passages with very different perspectives on the same topic. These passages might discuss any of a number of topics with multiple perspectives; the topic may be contemporary, timely, and controversial, or it may be historical. Possible topics include mandatory seatbelt laws, the effects of immigration on our country, etc.</p> <p>Before students read the passages themselves, the teacher may want to copy and paste the text of each into Wordle (<a href="http://www.wordle.net">www.wordle.net</a>) or Tagxedo (<a href="http://www.tagxedo.com">http://www.tagxedo.com</a>) and create a visual of its important words. Ask students to read and analyze the visual of each of the two passages to identify important words in the passage. Students should then use those words to predict whether the author’s attitude in the passage is likely to be positive, negative, or neutral and why. (The teacher probably doesn’t want to provide the passages’ titles, as that may sway students’ perception.)</p>
	<p><b>2.</b> Distribute the two passages with half of the class receiving one passage and the other half the other passage. Instruct students to read the passage provided, identify its main idea, identify its organizational pattern, and identify strong words and/or phrases that help determine how the author or speaker seems to feel about the topic of the passage.</p>
	<p><b>3.</b> Have those students who read the same passage come together to share their thinking, revising that as necessary based on discussion. (If the class is large, it may be best to have more than one small group of students discussing the same passage.)</p>
	<p><b>4.</b> Put students in pairs with one student who read each of the two passages in each group. Have students share their findings with each other and create/complete a graphic organizer to record the passage’s title, main idea, organizational pattern, key words and/or phrases, and a description of the author’s perspective about the topic of the passage. (It may be necessary to discuss what is meant by author’s perspective first.) The “Comparing and Contrasting Two Passages Graphic Organizer” can be used for this, or the teacher can have student create a graphic organizer appropriate for the task.</p>
	<p><b>5.</b> As a whole class, discuss each of the two passages, with the teacher creating an anchor chart to record students’ thinking about each of the passages (similar to what students were to do when they worked in pairs). When discussing the author’s perspective about the topic of the passage, introduce the term “tone,” recording its definition for students (and having them copy it for themselves, depending on common practices associated with the class). Be certain to distinguish tone—the author’s attitude about the subject—from perspective, or viewpoint—the position from which something is considered or evaluated. From students’ explanations of the authors’ points of view and the words and phrases used to help convey that, identify appropriate tone words for each of the two</p>

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	<p>passages.</p> <p>As a class brainstorm other possible tone words of all kinds and make an anchor chart for future reference.</p>
<b>Obj. #2</b>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <p><b>1.</b> Based on the visual representation provided of each passage, predict whether the author’s attitude in each passage is likely to be positive, negative, or neutral and explain why you predict that.</p>
<b>3</b>	<p><b>2.</b> Read the passage assigned and identify important/strong words and phrases used in the passage. Then determine whether those suggest a positive or negative attitude regarding the topic of the passage. Also identify the passage’s main idea and organizational pattern.</p>
	<p><b>3.</b> Share your thinking about the passage with classmates who read the same passage. Adjust your thinking as necessary</p>
	<p><b>4.</b> With a classmate, compare and contrast the passage you read to another passage on the same topic read by that classmate. What are the main idea, organizational pattern, key words and/or phrases, and author’s perspective about the topic in each? Create/complete a graphic organization to record your thinking.</p>
	<p><b>5.</b> Identify words used to convey an author’s attitude, or tone, about a topic.</p>
<b>Obj. #4</b>	<p><b>INSTRUCTIONAL ACTIVITIES (research-based): (Teacher Methods)</b></p> <p><b>1.</b> Now that the author’s tone has been established, have each student return to the passage he read and analyzed in the previous exercise. Instruct students to identify details and information (not just strong words and phrases) that the author uses to support his perspective, or viewpoint. (It may be necessary to review main idea and supporting details, including how to identify those.) The student might highlight or underline those details and information, record them on a Post-It, etc.</p> <p>Invite students to share out the details and information they found to support the author’s perspective in each of the two passages. Add those to the graphic organizer previously created.</p>
	<p><b>2.</b> Have students practice identifying organizational pattern, tone, and perspective in a different text. Students can practice the skill with a single text until they are proficient at it.</p>
	<p><b>3.</b> Once students are ready, each student should read, analyze and record information for two texts with different perspectives on the same topic. The teacher may want to review appropriate strategies or tools for comparing and contrasting two texts (Venn diagram, t-</p>

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	chart, etc.) and have students create a graphic organizer for this, or students can record their findings and thinking in the “Comparing and contrasting organizational pattern, tone, and perspective” graphic organizer.
<b>Obj. #4</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
	1. Return to the passage previously read and analyzed to identify details and information the author used to support his perspective, or viewpoint. Be prepared to share those with the class.
	2. Practice identifying organizational pattern, tone, and perspective in various texts.
	3. Compare and contrast the main idea, organizational pattern, tone, and perspective of two texts on the same topic.
<b>Obj. #5</b>	<b>INSTRUCTIONAL ACTIVITIES (research-based): (Teacher Methods)</b>
	1. Teach/review the organizational structure of a comparison-contrast essay. A good example of the two organizational patterns for this type of essay can be found at <a href="http://www.sjsu.edu/writingcenter/docs/handouts/Organization_CompareContrast.pdf">http://www.sjsu.edu/writingcenter/docs/handouts/Organization_CompareContrast.pdf</a> . An appropriate student model of a comparison-contrast essay--though perhaps a bit sophisticated for some seventh-graders can be found at <a href="http://www.thewritesource.com/studentmodels/wi-ifonly.htm">http://www.thewritesource.com/studentmodels/wi-ifonly.htm</a> . Other good material appropriate for middle school can be found at <a href="https://docs.google.com/viewer?a=v&amp;q=cache:VdvSxec9FhUJ:sharepoint.chiles.leon.k12.fl.us/lcsreadingstrategies/Comparisons%2520and%2520CauseEffect/How%2520to%2520Write%2520a%2520Comparison%2520and%2520Contrast%2520Essay.doc+comparison-contrast+essay&amp;hl=en&amp;gl=us&amp;pid=bl&amp;srcid=ADGEEsjMHVjE1q7BitPNknHc2x_G-MFCf8mTQc0LKJcxKbile4Fcxjks4HvAzRYtpOtU1ROrcT4yK_M2NNjdSi_9G4kzqY7vwGwGbjRQgZT7BYNyxaqSEn1x4tzQttEG2t08ni-w06d9&amp;sig=AHIEtbTi6rrwJbiolwuZLIE8vZhEnK2Q_Q">https://docs.google.com/viewer?a=v&amp;q=cache:VdvSxec9FhUJ:sharepoint.chiles.leon.k12.fl.us/lcsreadingstrategies/Comparisons%2520and%2520CauseEffect/How%2520to%2520Write%2520a%2520Comparison%2520and%2520Contrast%2520Essay.doc+comparison-contrast+essay&amp;hl=en&amp;gl=us&amp;pid=bl&amp;srcid=ADGEEsjMHVjE1q7BitPNknHc2x_G-MFCf8mTQc0LKJcxKbile4Fcxjks4HvAzRYtpOtU1ROrcT4yK_M2NNjdSi_9G4kzqY7vwGwGbjRQgZT7BYNyxaqSEn1x4tzQttEG2t08ni-w06d9&amp;sig=AHIEtbTi6rrwJbiolwuZLIE8vZhEnK2Q_Q</a> .  Use a common topic that has both similarities and differences (for example, two kinds of dogs, two cities or states, two individuals students will be familiar with, etc) to model through a think-aloud how to organize details for each of the two methods of organizing a comparison-contrast essay. (It isn't necessary to model a written essay, only how to organize details according to each organizational pattern.) Then have students practice the same skill with a different topic. It may be useful to lead a class discussion in which students contribute possible topics, with the teacher correcting any errors in suggestions, and then have students choose from that list to practice.
	2. As appropriate/necessary, teach, review and/or have students practice the characteristics of a well-written essay, including establishing and maintaining a focus, crafting an effective introduction and conclusion, using cohesive devices to create fluency, etc.
	3. Provide students with two cold-read passages related to the same topic. Texts related to World War II and appropriate for this could

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	<p>be “Attack at Pearl Harbor, 1941,” found at <a href="http://www.eyewitnesstohistory.com/pearl.htm">http://www.eyewitnesstohistory.com/pearl.htm</a>, and “Attack at Pearl Harbor, 1941, the Japanese View,” found at <a href="http://www.eyewitnesstohistory.com/pfpearl2.htm">http://www.eyewitnesstohistory.com/pfpearl2.htm</a> Any of a number of other nonfiction accounts or reports, excerpts from historical fiction novels, etc., related to World War II can also be used. Instruct students to read and analyze those two passages, annotating them for main idea and supporting details, organizational pattern, tone, and author’s perspective and to then write a comparison-contrast essay regarding the two passages. The teacher may choose to allow students to present their comparison-contrast in the form of a vodcast or podcast</p>
<p><b>Obj. #5</b></p>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <p><b>1.</b> Generate details related to two kinds or sides of a topic that have both similarities and differences. Organize those to fit each of the two organizational patterns used for comparison-contrast essays.</p>
	<p><b>2.</b> As instructed by the teacher, practice skills related to crafting a well-written essay and its various parts.</p>
	<p><b>3.</b> Read and analyze two passages provided by the teacher about a common topic. Annotate those, particularly for main idea and supporting details, organizational pattern, tone, author’s perspective, and details and information that support those. Create/complete a graphic organizer to record your thinking about each of those two passages and to prewrite for the comparison-contrast essay. Craft an essay identifying and explaining important similarities and differences in the two passages provided/assigned, using information from the texts as support.</p>
<p><b>UNIT RESOURCES: (include internet addresses for linking)</b></p> <p>See links to texts provided within the Instructional Strategies.</p> <p>Other texts that might be used for final activity, include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• <i>No Pretty Picture: A Child of War</i>, by Anita Lobel (nonfiction)</li> <li>• <i>Wolfram: The Boy Who Went to War</i>, by Giles Milton</li> <li>• <i>Upon the Head of the Goat: A Childhood in Hungary 1939-1944</i>, by Aranka Siegal (nonfiction)</li> <li>• <i>Milkweed</i>, by Jerry Spinelli (historical fiction novel)</li> <li>• <i>Thin Wood Walls</i>, by David Patneade (historical fiction novel)</li> <li>• <i>Baseball Saved Us</i>, by Ken Mochizuki (historical fiction picture book)</li> <li>• <i>The Orphans of Normandy: A True Story of World War II Told through Drawings by Children</i>, by Nancy Amis (nonfiction picture book)</li> <li>• <i>Hiding from the Nazis</i>, by David A. Adler (historical fiction picture book)</li> </ul>	

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