



Grade 7 - Unit 2 - Analyzing Author's Craft in Historical Fiction

Unit Focus

Historical fiction is a highly engaging and interesting genre. This unit challenges students to navigate the genre through the careful study of author's craft by focusing on the popular author, Alan Gratz. Students will work in book clubs to analyze the craft moves he employs across his novels and the purpose or impact of those craft moves. After studying his craft moves and their purpose across the mentor text, *Prisoner B-3087*, and their book club books, students will select a historical fiction novel of their choice to transfer their understandings into a completely new context.

This unit will take approximately 5 weeks. The first 4 weeks students will be working in book clubs and will be listening to the teacher read aloud the mentor text. The final week of the unit, students will transition into independent historical fiction books. This means over the course of the unit, students will read a minimum of three historical fiction books.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Standards</p> <ul style="list-style-type: none"> • Common Core ○ <i>English Language Arts: 7</i> ▪ Reading Literature ▪ 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.7.1) ▪ Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (CCSS.ELA-LITERACY.RL.7.3) ▪ 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.7.4) ▪ Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS.ELA-LITERACY.RL.7.6) ▪ 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.7.9) ▪ Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-LITERACY.W.7.9) ▪ 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 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Compare and contrast literary patterns across texts.</p> <p>T2 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Readers make inferences about a text by using text evidence to support their thinking.</p> <p>U2 Identifying a text's genre, purpose, and organizational structure helps readers analyze and comprehend the text.</p> <p>U3 Readers examine an author's word choice to interpret point of view, meaning, mood, or tone.</p> <p>U4 Readers recognize that words and phrases can have literal or figurative meaning.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do I support and prove my thinking?</p> <p>Q2 How does what I read (e.g. text structure, story elements) influence what I think?</p> <p>Q3 How do the techniques/craft moves authors use impact the meaning of the text?</p>	

Stage 1: Desired Results - Key Understandings

<p>period as a means of understanding how authors of fiction use or alter history"). (<i>CCSS.ELA-LITERACY.W.7.9.A</i>)</p> <ul style="list-style-type: none"> ▪ 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. (<i>CCSS.ELA-LITERACY.SL.7.1</i>) ▪ 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. (<i>CCSS.ELA-LITERACY.SL.7.1.A</i>) ▪ 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. (<i>CCSS.ELA-LITERACY.SL.7.1.C</i>) ▪ Acknowledge new information expressed by others and, when warranted, modify their own views. (<i>CCSS.ELA-LITERACY.SL.7.1.D</i>) ▪ 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. (<i>CCSS.ELA-LITERACY.L.7.4</i>) ▪ 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. (<i>CCSS.ELA-LITERACY.L.7.4.A</i>) ▪ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). (<i>CCSS.ELA-LITERACY.L.7.4.B</i>) ▪ Consult general and specialized 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. (<i>CCSS.ELA-LITERACY.L.7.4.C</i>) ▪ 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). (<i>CCSS.ELA-LITERACY.L.7.4.D</i>) ▪ Language ▪ 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. (<i>CCSS.ELA-LITERACY.L.7.6</i>) <p>Madison Public Schools Profile of a Graduate Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (<i>POG.1.2</i>)</p>	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 Historical fiction has unique features that help guide the reader through the story.</p> <p>K2 Author's use craft moves throughout a story.</p> <p>K3 Author's craft moves are used for a specific purpose and have an impact on the story and the reader.</p> <p>K4 Authors have specific writing styles and patterns can emerge across their writing.</p> <p>K5 Morphology: Base: tang-, Tact-, = "touch", Base: Fund, found, fus=pour, melt, Base: Cid, cis = cut, kill, Base: Tend, tens, tent = stretch</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Identifying and analyzing the unique features of historical fiction.</p> <p>S2 Identifying author's craft moves across a text.</p> <p>S3 Analyzing the purpose of author's craft moves and the impact they have on the story and the reader.</p> <p>S4 Noticing and tracking patterns of style in an author's writing.</p> <p>S5 Recognizing morphemes hold their own individual meaning.</p>