

**Strand 1: Understanding Text**

**Concepts/Skills Processes:**

- Counter-Claim (W7.1a)
- Connections (RI7.1)

**Strand Understandings:**

- Acknowledging a counter-claim can reinforce one’s argument.
- Acknowledging a counter-claim can provide organization and clarification for one’s own argument.
- Reading multiple sources usually leads to formulating new connections.
- Supporting a stance typically requires accessing multiple sources and making connections between them.
- Reading multiple sources usually leads to acquisition of new knowledge.

**Essential/Guiding Questions:**

- What is a counter-claim? (F)
- Why is it important to acknowledge a counter-claim? (C)
- How does one find the information and evidence for an argument? (C)
- How does using multiple sources strengthen a claim? (C)
- Can a writer create an effective argument without addressing the opposing side? (P)

**PK-12 Enduring Understandings**

- Conceptual understanding and deep comprehension require the knowledge, utilization, and application of text structures, language skills, multiple interpretations, and text conventions to heighten students’ ability to be independent thinkers and lifelong learners who appreciate and contribute thoughtful ideas.
- Responding to, reflecting upon, and exchanging ideas fosters critical analysis in order to engage in meaningful discourse while applying multiple critical lenses, promoting empathy, and broadening world view.
- Creating authentic text through a variety of media develops voice and demonstrates craft through an understanding and awareness of audience and purpose, empowering individuals to communicate effectively.

**Unit Enduring Understandings**

- Effective argumentation gives voice to ideas, beliefs, judgments and opinions.
- Sophisticated writing skills often produce documents that show planning and organization to convey the intended message and meaning.
- Writing clearly is essential for effective communication and expression.

**Unit Overarching Questions**

- What is argument?
- Why is creating an effective argument important?
- How do we express our ideas, judgments, beliefs and opinions effectively?
- How could debates or speeches strengthen argumentation?
- How are the modes and purposes of an argument interrelated?
- What is author’s purpose?
- How does author’s purpose impact the reader?

**Strand 2: Critiquing and Responding to Text**

**Concepts/Skills Processes:**

- Position (POV) (RI7.9)
- Reflection (W7.9)

**Critiquing Focus/Concepts**

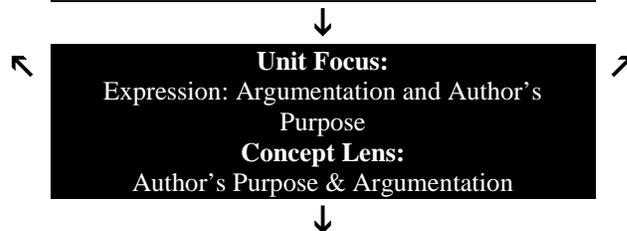
- Credibility (W7.1b)
- Authenticity (RI7.8)

**Strand Understandings:**

- Reflection can lead to creative thinking.
- Reflection aids in the formulation, communication, and exchange of ideas.
- Recognizing position from a variety of sources leads to establishing one’s own stance.
- Establishing and maintaining position by using relevant and credible evidence usually demonstrates an understanding of the topic.
- Selecting credible and authentic sources typically creates a solid foundation for argument.
- Using evidence from credible and authentic sources usually strengthens one’s claim.

**Essential/Guiding Questions**

- How does one determine the credibility and authenticity of a source? (C)
- How does interpretation of information lead to an effective argument? (C)
- How does analyzing information from multiple sources develop an effective argument? (C)
- Can you have an effective argument/claim with only one source? (P)



**Concepts/Skills Processes:**

- Relevancy (W7.8/W7.9b)
- Cohesion (W7.1c)
- Transition(W7.2c)

**Strand Understandings:**

- Using relevant information to support and develop a claim usually strengthens one’s argument.
- Writing clearly and cohesively requires development, organization and style appropriate to task, purpose and audience.
- The use of transitions clarifies the relationships between ideas and concepts.

**Essential/Guiding Questions:**

- What is relevant information? (F)
- How can a reader/viewer/listener distinguish between relevant and irrelevant information? (C)
- How does one create cohesion in an argument? (F)
- How does the effective use of transitions lead to cohesion? (C)

**Strand 1: Understanding Text**  
**Concepts/Skills Processes:**

- Objectivity (RI7.2)
- Connotation (RL7.4)
- Theme Development (RL7.2)
- Element Interaction (RL7.3)

**Strand Understandings:**

- Identifying the role and purpose of all characters in a story leads to deeper understanding of the text.
- Identifying relationships between the characters and the setting, theme(s), and tone of the story builds a foundation for interpretations.
- Distinguishing literary devices such as connotation and symbolism, leads to comprehension of vivid and substantial story elements.
- Objectively determining the central ideas in a story aids in identifying the overall themes.

**Essential/Guiding Questions:**

- What is theme? (F)
- Why is theme important? (C)
- How can the reader identify theme(s) in a text? (C)
- What makes a character unique? (C)
- How does word choice influence the reader? (C)
- Why do authors, when developing characters, manipulate language conventions? (P)
- Does the use of figurative language always enhance a story? (C)

**PK-12 Enduring Understandings**

- Comprehending and appreciating a variety of texts\* is essential to communication\*\*, cooperation, and collaboration in a global context.
- Critiquing and responding to text deepens understanding and knowledge, challenging individuals to go beyond the text and become creative thinkers.
- Producing text demonstrates synthesis of information and the transfer of knowledge to new, unique, and deeper learning experiences.  
 \* (text: written, visual, multimedia, online, graphic, oral)  
 \*\* (speak, listen, view, question, read, interpret, and analyze understandings and information)

**Unit Enduring Understandings**

- Delivering a cohesive and consistent story requires the intertwining of character and theme.
- Assigning characters universal human traits creates a connection between the reader and the story.

**Unit Overarching Questions**

- How does the theme of a story affect the characters?
- What are our universal human traits?
- What does the reader learn about his/her own identity by connecting to the characters of a story?
- What does the reader learn about human nature through the study of multiple themes and characters?

**Strand 2: Critiquing and Responding to Text**  
**Concepts/Skills Processes:**

- Interpretations (RI7.9)
- Text Appreciation (RL7.5)

**Critiquing Focus/Concepts**

- Sufficient Evidence (RI 7.8)
- Believability (RI7.8)

**Strand Understandings:**

- Readers must make interpretations in order to understand a character.
- Evaluating the believability of characters leads to interest and involvement.
- Analyzing multiple texts to discover similar themes contributes to an appreciation of literature.
- Providing textual support for theme develops critical readers by focusing on a central idea.

**Essential/Guiding Questions**

- What makes a character believable? (C)
- Do all characters have to be believable? (P)
- How does comparing themes from multiple texts increase concept understanding and/or appreciation? (C)
- Will readers always interpret the theme of a given text the same way? (P)

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↖      **Unit Focus:**      ↗  
 Perspectives: Narration and Story Elements

**Concept Lens:**  
 Characterization & Theme

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**Strand 3: Producing Text**

**Concepts/Skills Processes:**

- Character identity (RL7.6)
- Meaningful Language (W7.3d)
- Exploration (W7.7)
- Narrative Technique (W7.3b)

**Strand Understandings:**

- Developing the characters in a text creates a compelling story and drives the overarching theme.
- Investigating a character’s decisions and choices reveals his/her identity.
- Implementing sensory language and developing story elements provides the reader with a strong awareness of characters’ personalities and complexities.
- Using narrative techniques (such as dialogue, pacing, etc.), generates expression of perspective and audience investment.

**Essential/Guiding Questions:**

- What are narrative techniques? (F)
- What shapes us as individuals? (P)
- When an author creates characters, how does the setting affect this process? (C)
- When writing a story, should the author begin by creating the characters first, or creating a plotline first? (P)
- How does a good writer develop characters? (P)

**Strand 1: Understanding Text**  
**Concepts/Skills Processes:**

- Element Interactions (RL7.3)
- Explicitness (RL7.1)
- Comparing/Contrasting multiple texts ((RI7.1)
- Text Structure (understanding) (RI7.5)

**Strand Understandings:**

- Understanding the interdependency and interactions of text elements helps identify the author’s meaning and purpose.
- Identifying the differences between explicit and inferential information reveals layers of meaning and author’s intent.
- Determining the similarities and differences between texts establishes a foundation for constructing meaning.
- Recognizing the difference between fiction and nonfiction text structures develops deeper understanding of complex texts.

**Essential/Guiding Questions:**

- What are text elements? (F)
- What is the difference between explicit and inferential information? (F)
- Why do readers need to understand the differences between explicit and inferential information? (C)
- How does a reader construct meaning from multiple texts? (F)
- How does recognizing text structures help a reader apply different strategies to acquire information? (C)
- Does the meaning of a text reside within the text, within the reader, or is it a synthesis between the two? (P)

**PK-12 Enduring Understandings**

- Conceptual understanding and deep comprehension require the knowledge, utilization, and application of text structures, language skills, multiple interpretations, and text conventions to heighten students’ ability to be independent thinkers and lifelong learners who appreciate and contribute thoughtful ideas.
- Responding critically, reflecting upon authors’ craft, and making judgments within and across texts develops analytical discerners and selective consumers of information.
- Producing text demonstrates synthesis of information and the transfer of knowledge to new, unique, and deeper learning experiences.

**Unit Enduring Understandings**

- Making inferences allows the reader to look beyond the explicit text in order to create new connections.
- Writers use multiple text elements to draw the reader in and make connections between the elements and author’s purpose/craft.

**Unit Overarching Questions**

- What is an inference and why do readers/viewers use them?
- How does the reader create meaning from inferences and text elements?

**Strand 2: Critiquing and Responding to Text**  
**Concepts/Skills Processes:**

- Inferential Evidence (RL7.2)
- Element Interaction (RL7.3)

**Critiquing Focus/Concepts**

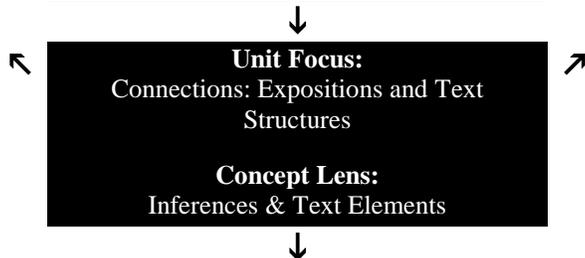
- Text Structure (analysis) (RL7.5)
- Relevancy (RI7.8)

**Strand Understandings:**

- Interpreting inferences from multiple texts demonstrates higher order thinking.
- Analysis of text elements reveals how and why individuals, events, or ideas develop or interact over time.
- Supporting the relevancy of inferences and key details develops valid judgments.

**Essential/Guiding Questions**

- How does structure influence the interpretation of the text? (C)
- How does analyzing the interaction of text elements generate conceptual understanding? (C)
- How can the reader determine what is and is not relevant in order to make valid judgments? (C)
- Why might an author include information that is not relevant? (P)



**Strand 3: Producing Text**

**Concepts/Skills Processes:**

- Communication (W7.2)
- Transference (W7.7)
- Accuracy (W7.8)

**Strand Understandings:**

- Communicating knowledge gained from texts deepens understanding.
- The ability to transfer information or learning between multiple texts often generates new knowledge.
- Accurately producing responses to multiple texts integrates the ability to derive meaning and analyze text elements.

**Essential/Guiding Questions:**

- How do effective writers use a variety of texts to convey meaning? (C)
- How does the use of a variety of information impact the quality and validity of the product? (C)
- Why does effective production of text rely on standard rules and formats? (C)

**Strand 1: Understanding Text**  
**Concepts/Skills Processes:**

- Adaptation (RL7.9)
- Differentiating Perspectives (RI7.6)

**Strand Understandings:**

- Identifying the differences between a fictional portrayal and a historical account of the same time period usually leads to an enriched understanding of text.
- Determining an author’s point of view or purpose in a text, whether biased or objective, reveals the nature of information presented.
- Analyzing how one author distinguishes a point of view from another often leads to an expansive understanding of the topic.

**Essential/Guiding Questions:**

- How do authors of fiction alter or use history in their works? (C)
- How does an author differentiate a point of view from that of others? (C)
- What medium has the greatest impact on an audience? (P)

**PK-12 Enduring Understandings**

- Formulating connections, building content knowledge, and understanding purpose and use of craft are essential elements in constructing meaning of text.
- Responding critically, reflecting upon authors’ craft, and making judgments within and across texts develops analytical discerners and selective consumers of information.
- Creating authentic text through a variety of media develops voice and demonstrates craft through an understanding and awareness of audience and purpose, empowering individuals to communicate effectively.

**Unit Enduring Understandings**

- An author expressing perspectives, either subtly and/or explicitly, typically influences the effectiveness and validity of the text.
- Analyzing the structure and point of view(s) expressed within the text elucidates the message and purpose.
- Using a variety of media and techniques to present text can empower audiences.

**Unit Overarching Questions**

- What is perspective?
- How can we determine if a text is effective?
- What is the best way for an author to ensure the greatest impact on an audience?

**Strand 2: Critiquing and Responding to Text**  
**Concepts/Skills Processes:**

- Investigation (W7.7)
- Bias (RI7.9)
- Diverse Media Techniques (RL7.7)
- Compare and Contrast (RI7.7)

**Critiquing Focus/Concepts**

- Credibility (W7.1b)
- Authenticity (W7.8)

**Strand Understandings:**

- Asking focused questions about a topic or an issue and seeking answers to those questions usually leads to a deeper understanding of that subject.
- Evaluating the information that an author chooses to share reveals biases, predispositions, and/or objectivity.
- Analyzing the effects of different techniques used in various mediums of presenting text enhances perceptions of the subject being studied.
- Comparing and contrasting various mediums of the same text brings emphasis to key concepts and perspectives within that text.
- Ascertaining the credibility and authenticity of text portrayals ensures the validity of response to and understanding of the text.

**Essential/Guiding Questions**

- What are the different mediums to portray a text? (F)
- What is the role of an audience when reading, listening to, or viewing texts? (C)
- What impact does an author’s perspective presented within a text have on audience response to the text? (C)
- How does understanding author’s purpose contribute to the effectiveness of a text? (C)
- How does identifying author’s message contribute to the effectiveness of a text? (C)
- What does it mean to appreciate a text? (C)

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**Unit Focus:**  
Independent Explorations: Research

**Concept Lens:**  
Perspectives & Author’s Craft

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**Concepts/Skills Processes:**

- Audience (W7.5)
- Collaboration (W7.6)
- Reflection (W7.3e)

**Strand Understandings:**

- Awareness of audience is critical in creating effective text.
- Collaborating with others when considering author’s purpose and message builds meaning.
- Reflecting on author’s craft within a text deepens understanding, creates meaning, and encourages creativity and insight.
- Using a rich vocabulary and specific word choice enables the author to define a certain level of formality, tone, and style, and communicate more effectively.

**Essential/Guiding Questions:**

- What is collaboration? (F)
- How does collaboration and incorporation of other’s perspectives add to the effectiveness of a text? (C)
- How does an author’s perspective impact the audience? (C)
- Who determines meaning of a text, the author or the audience? (P)