



Grade 7- Unit 3 - The Literary Essay - Writing to Analyze Craft

Unit Focus

The literary essay serves as a medium for students to formally analyze a text. In this unit, students will work to develop their thinking and analysis of a text to create a literary essay. The literary essay will use direct evidence from the text to support their thoughts, and ultimately analyze the use of the author's craft and purpose. Students will be using their work from the author study unit to write this essay. Throughout this unit, students will focus on deepening their analytical thinking through their writing and their ability to craft complete, complex thoughts.

Students will focus their essays on either proving the impact of a specific authors craft move or how the author uses various craft moves for a specific purpose.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer			
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 7<ul style="list-style-type: none">Reading Literature<ul style="list-style-type: none">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)Write arguments to support claims with clear reasons and relevant evidence. (CCSS.ELA-LITERACY.W.7.1)Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (CCSS.ELA-LITERACY.W.7.1.A)Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS.ELA-LITERACY.W.7.1.B)Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (CCSS.ELA-LITERACY.W.7.1.C)Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-LITERACY.W.7.1.E)Writing<ul style="list-style-type: none">Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (CCSS.ELA-LITERACY.W.7.4)Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (CCSS.ELA-LITERACY.W.7.6)Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.7.1)	<i>Students will be able to independently use their learning to...</i> T1 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages. T2 Provide clarity and refinement of ideas for a specific audience or purpose (inform, persuade, entertain). T3 Compare and contrast literary patterns across texts.			
	Meaning			
	<table><tr><th>Understanding(s)</th><th>Essential Question(s)</th></tr><tr><td><i>Students will understand that...</i> U1 Readers make inferences about a text by using text evidence to support their thinking. U2 Writing is strengthened through a cyclical process involving planning, revising, editing, and rewriting, or trying a new approach. U3 Writing is a process for clarifying as well as expressing one's thinking. U4 Writers support and elaborate on their claims or ideas with appropriate evidence, description, and detail.</td><td><i>Students will keep considering...</i> Q1 How do I support and prove my thinking? Q2 How do I develop and refine my idea(s)? Q3 What revisions/edits do I need to make to improve my writing? Q4 What makes clear and effective writing? Q5 How do I best support my purpose for writing?</td></tr></table>	Understanding(s)	Essential Question(s)	<i>Students will understand that...</i> U1 Readers make inferences about a text by using text evidence to support their thinking. U2 Writing is strengthened through a cyclical process involving planning, revising, editing, and rewriting, or trying a new approach. U3 Writing is a process for clarifying as well as expressing one's thinking. U4 Writers support and elaborate on their claims or ideas with appropriate evidence, description, and detail.
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Stage 1: Desired Results - Key Understandings

- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. *(CCSS.ELA-LITERACY.L.7.1.B)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.7.2)*
- Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). *(CCSS.ELA-LITERACY.L.7.2.A)*
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(CCSS.ELA-LITERACY.L.7.3)*
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* *(CCSS.ELA-LITERACY.L.7.3.A)*
- 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. *(CCSS.ELA-LITERACY.L.7.4)*
- 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. *(CCSS.ELA-LITERACY.L.7.4.A)*
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). *(CCSS.ELA-LITERACY.L.7.4.B)*
- 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. *(CCSS.ELA-LITERACY.L.7.4.C)*
- 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). *(CCSS.ELA-LITERACY.L.7.4.D)*
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *(CCSS.ELA-LITERACY.L.7.5)*
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). *(CCSS.ELA-LITERACY.L.7.5.C)*
- 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. *(CCSS.ELA-LITERACY.L.7.6)*

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- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Product Creation: Effectively use a medium to communicate important information. *(POG.3.2)*

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Thesis statement is what you intend to prove throughout your essay.

K2 Evidence from the text can be in the form of direct quotes or paraphrasing and it directly connects to the thesis statement and idea being proven.

K3 Analytical essay writing is concise and uses precise language.

K4 Authors intentionally include craft moves for specific purposes and impacts.

K5 Simple, compound, complex, and compound-complex sentences are used to signal differing relationships among ideas.

K6 Morpheme: Clud, clus, clos = close, shut

Skill(s)

Students will be skilled at...

S1 Developing clear thesis statements and reasons of support.

S2 Using evidence from the text to support and elaborate ideas.

S3 Choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

S4 Analyzing author's craft by considering the purpose and impact.

S5 Choosing among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas

S6 Recognizing morphemes hold their own individual meaning.