FICTION 7TH GRADE RL. 7.9

970L **Compare & Contrast Historical Fiction & Account**

Name: _____ Date: _____

An Unexpected Swim

It was enthralling to be among the very first passengers aboard the greatest ship ever built, the *Titanic*.

While I stared at the ceiling of our room, wondering what New York would be like when
me. My eyes grew h
steady lullaby, and

Then, somethi

I stepped into
hallway, a few othe
upper decks. I follo
were peering into th
out there that was

I crossed from
but nothing looked
the ship. I'd resigne
cold and return to r
the word *iceberg* re
gripped the rail and
head turning to sca
water lapping again
my eyes saw nothin

I stepped awa
back to sleep, but a
port had me waveri
grabbing the rail for

"She's listing!"

My mind put
my [illegible]

mas?"

ered up at

ther strode t
ying the inky w

Historical Account **Compare & Contrast Historical Fiction & Account**

Name: _____ Date:

Chapter XV. Jack Thayer's Own Story of t Wreck (of the *Titanic*)



Sinking of the Titanic

One of the calmest of the passengers was: young Jack Thayer, the seventeen-year-old son of Mr. and Mrs. John B. Thayer. When his mother was put into the life-boat he kissed her and told her to be brave, saying that he and his father would be all right. He and Mr. Thayer stood on the deck as the small boat in which Mrs. Thayer was a passenger made off from the side of the Titanic over the smooth sea.

The boy's own account of his experience as told to one of his re is one of the most remarkable of all the wonderful ones that have co e tremendous catastrophe:

"Father was in bed, and mother and myself were about to get i There was no great shock, I was on my feet at the time and I do not was h to throw anyone down. I put on an overcoat and rushed A d de. I saw nothing there. I then went forward to to se signs of ice. The only ice I saw was on the v deck. I could very far ahead, having just come out of a brigh lighted room.

"I then went down to our room and my fat nd mother c deck with me, to the starboard side of A deck. W not see ar there. Father thought he saw small pieces of ice flo round, bu not see any myself. There was no big berg. We walke nd to th side, and the ship had then a fair list to port. We stayed lookin the side for about five minutes. The list seemed very slow in

Compare & Contrast Historical Fiction & Account Name: _____ Date: _____

4. This question has two parts. First, answer *Part A*. Then, answer *Part B*.

Part A: What main theme do both passages convey?

a. loss
b. friendship
c. survival
d. forgiveness

Part B: Which set of quotes from the pass

a. "Father was in bed, and mother a own eyes grew heavy, closing as lullaby..."
b. "Father and I said good-bye to m don't want to leave!" Abigail cried
c. "They went down to B deck and a catch them, and lost sight of ther members as I got jostled about i
d. "...we were all taken aboard the a quarters of an hour later we were the *Carpathia*, finally came into v

5. What did the author of the historical f the actual historical event? What effe

In the historical fiction passa introduces a fictional characte around his experiences durin basic framework of the even to create a personalized and

Compare & Contrast Historical Fiction & Account Name: _____ Date: _____

Answer the following questions. Underline or highlight the text evidence in the color indicated.

1. What historical event is portrayed in both passages?

a. the building of the *Carpathia*
b. the sinking of the *Titanic*
c. the immigration to America
d. the ice storm of 1912

2. What details do the main characters in both passages share? Choose all that apply.

a. Both main characters are boys.
b. Both main characters are traveling with their families.
c. Both main characters have sisters.
d. Both main characters save someone in need.

3. Discuss **TWO** similarities between the passages.

Evacuation and Separation:
Both passages describe the chaotic evacuation and the separation of family members during the sinking of the Titanic. In text 1, Jack Thayer gets separated from his parents during the evacuation, and in Text 2, Thomas gets separated from his mother and sister as they try to board a life boat.

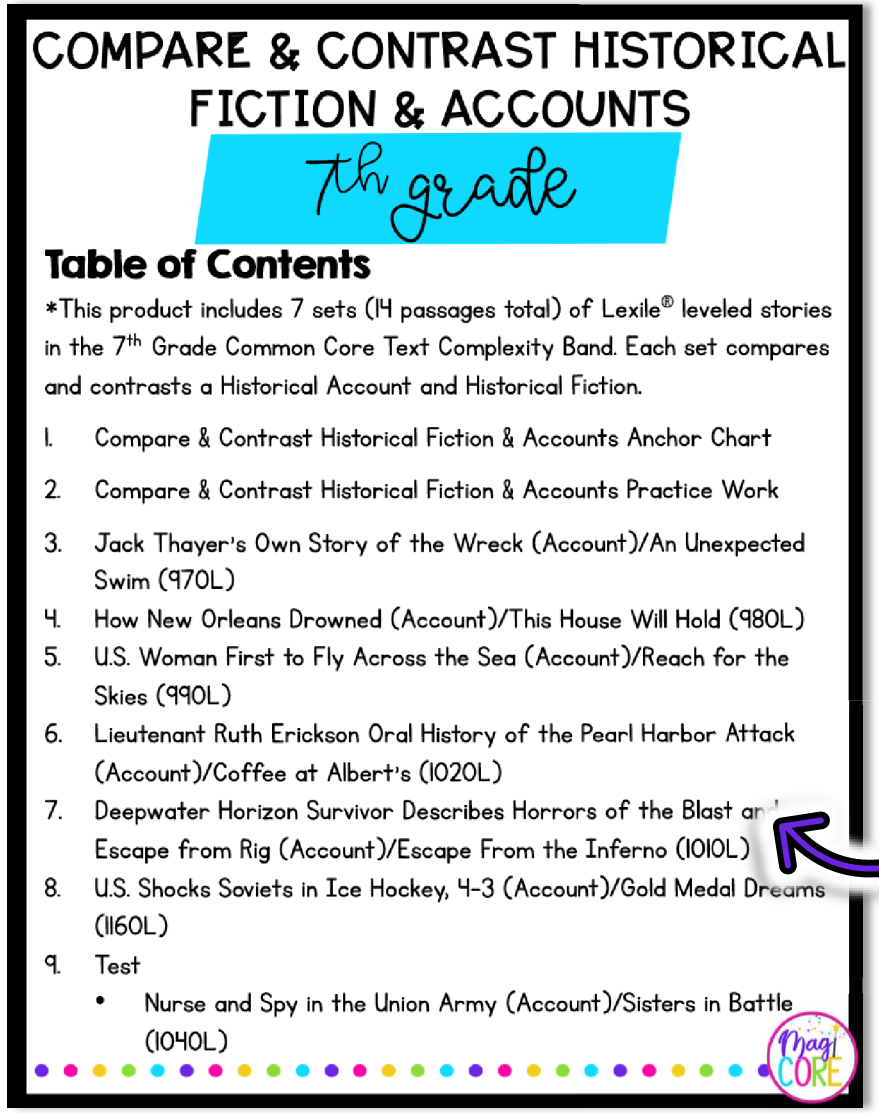
Survival and Rescue:
Both passages depict the survivor's experiences in the cold waters of the Atlantic Ocean and their eventual rescue by another ship.

MagiCORE

COMPARE & CONTRAST HISTORICAL FICTION & ACCOUNTS

CERTIFIED LEXILE PARTNER

WHAT'S INSIDE?



COMPARE & CONTRAST HISTORICAL FICTION & ACCOUNTS

7th grade

Table of Contents

*This product includes 7 sets (14 passages total) of Lexile® leveled stories in the 7th Grade Common Core Text Complexity Band. Each set compares and contrasts a Historical Account and Historical Fiction.

1. Compare & Contrast Historical Fiction & Accounts Anchor Chart
2. Compare & Contrast Historical Fiction & Accounts Practice Work
3. Jack Thayer's Own Story of the Wreck (Account)/An Unexpected Swim (970L)
4. How New Orleans Drowned (Account)/This House Will Hold (980L)
5. U.S. Woman First to Fly Across the Sea (Account)/Reach for the Skies (990L)
6. Lieutenant Ruth Erickson Oral History of the Pearl Harbor Attack (Account)/Coffee at Albert's (1020L)
7. Deepwater Horizon Survivor Describes Horrors of the Blast and Escape from Rig (Account)/Escape From the Inferno (1010L)
8. U.S. Shocks Soviets in Ice Hockey, 4-3 (Account)/Gold Medal Dreams (1160L)
9. Test
   - Nurse and Spy in the Union Army (Account)/Sisters in Battle (1040L)

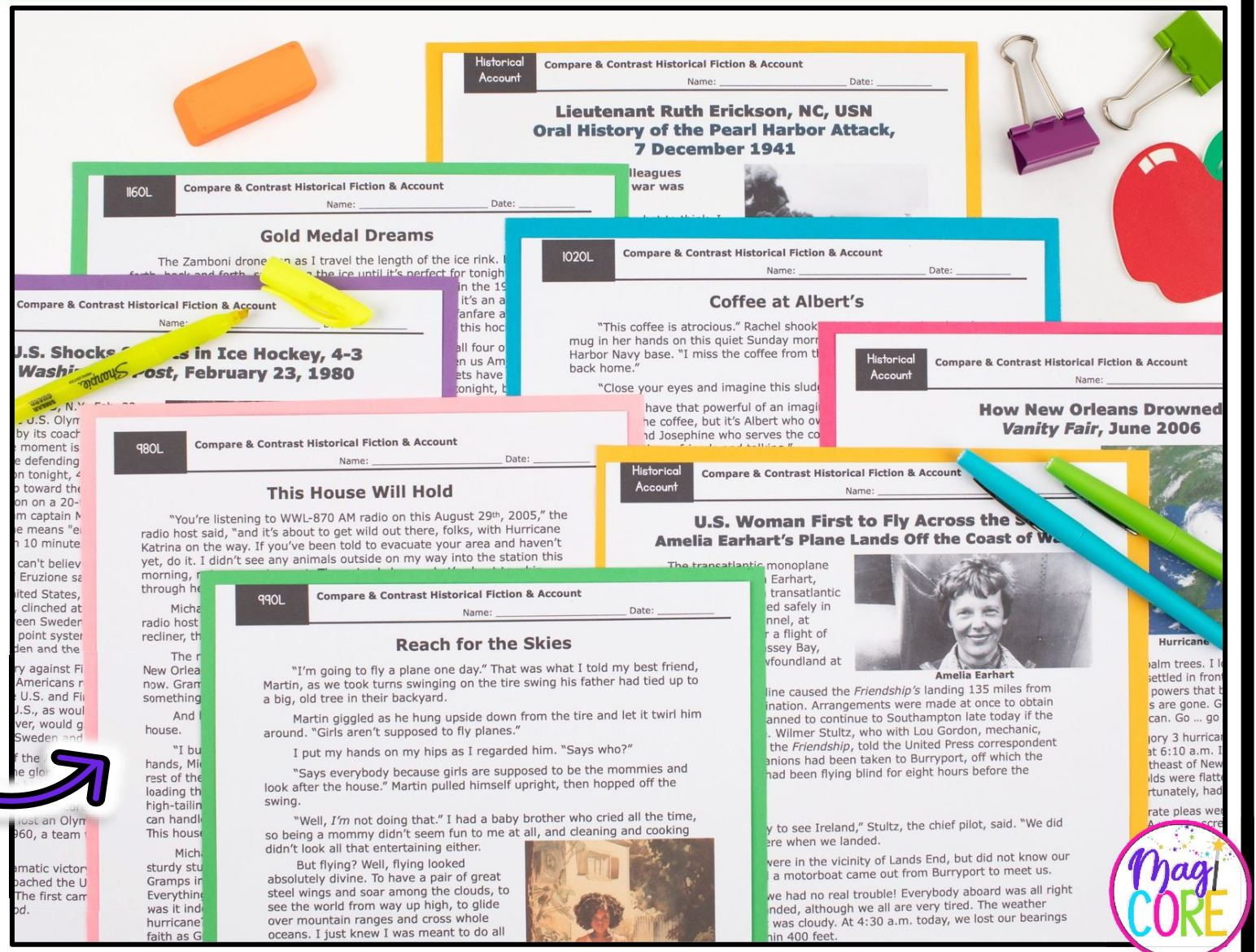
PRINTABLE PDFs covering the 7th grade text complexity band with Certified Lexile Levels.

- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND assessment paired passages

Printable Slides Included

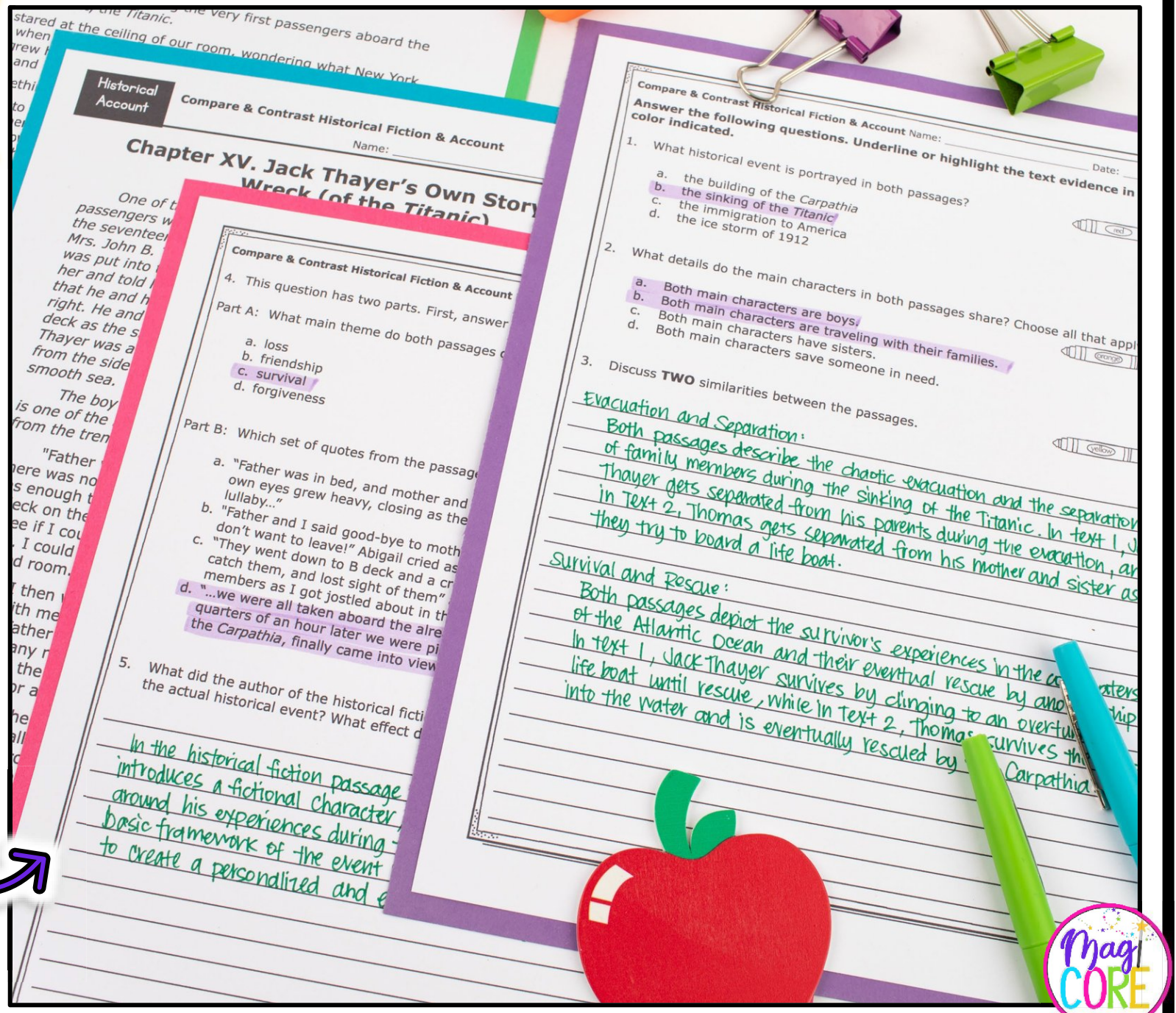
7 PAIRED ACCOUNTS & PASSAGES

- Learn in color! Visual cues reinforce text evidence.
- Teachers can quickly check student work.
- Variety of genres to spark comprehension AND curiosity.
- Paired Historical Accounts and Historical Fiction Passages.



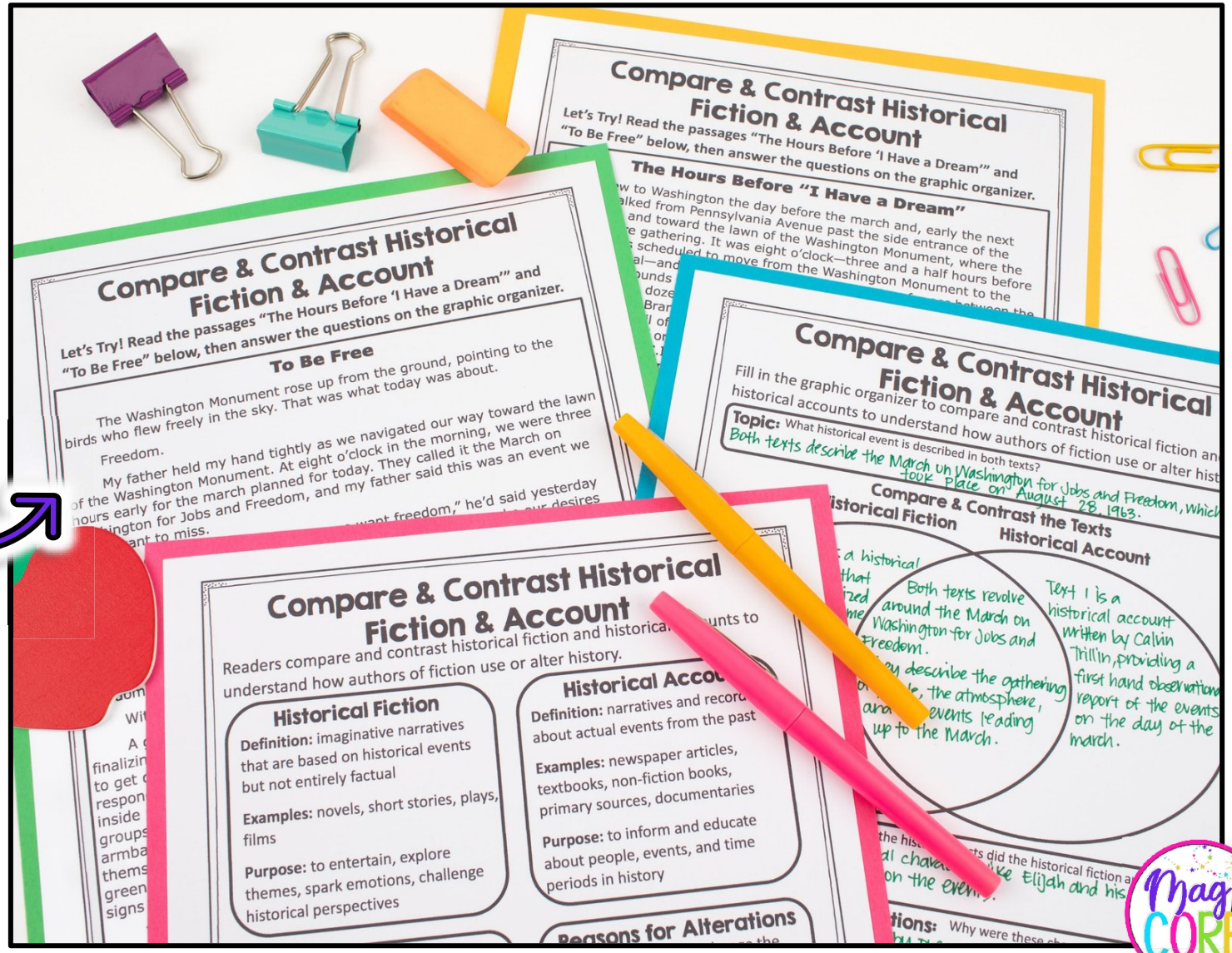
QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning



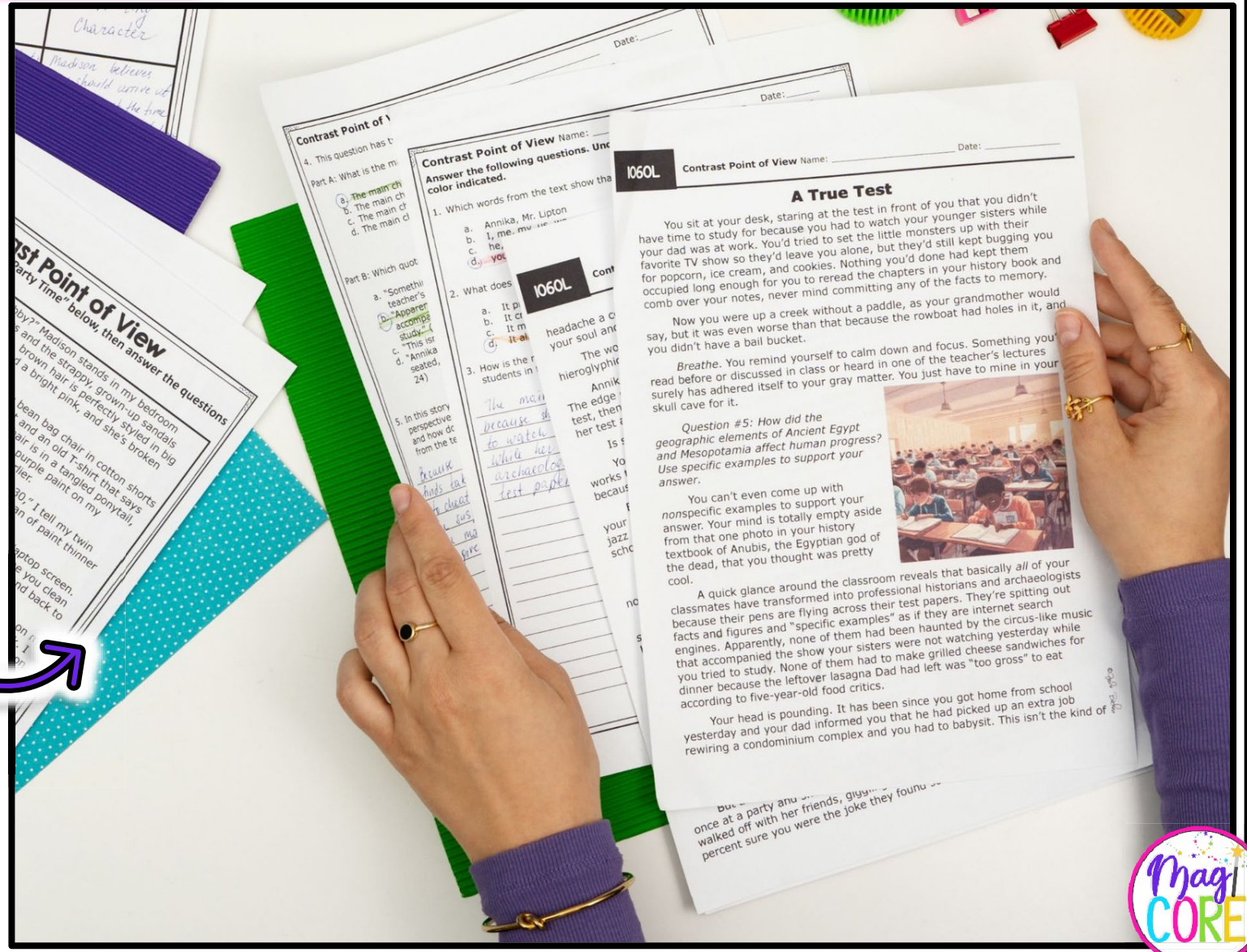
ANCHOR CHART

- Anchor chart breaking down how to compare & contrast accounts with historical fiction
- Practice passage and warmup activity sheet
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference



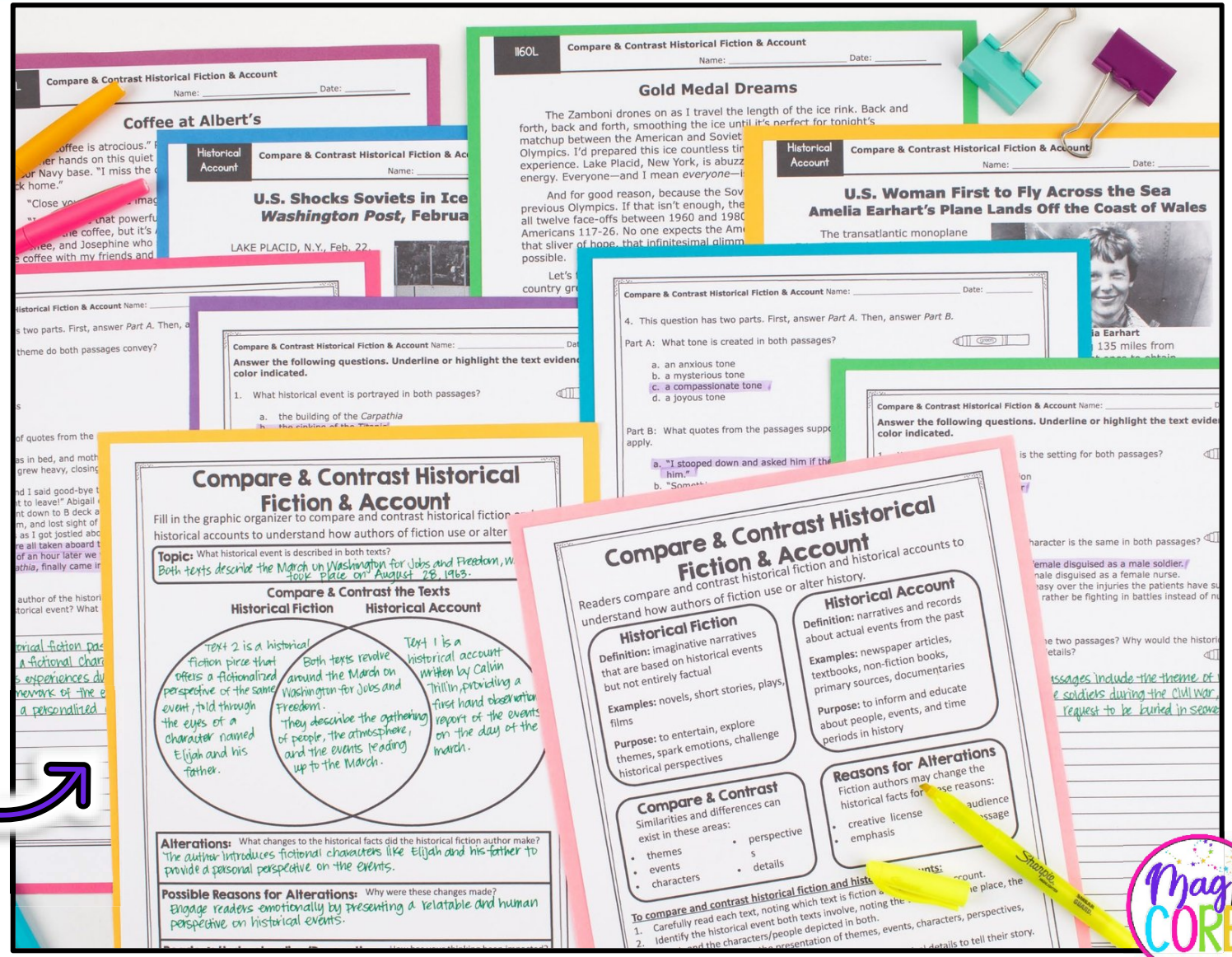
ASSESSMENTS

- Same format as practice
- One assessment with a historical account and fiction passage.
- Color-coding
- Follows best practices for standardized assessments



WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations
- Classroom tested! Trusted by over 1,000 teachers... and counting!... To help students grow their reading skills



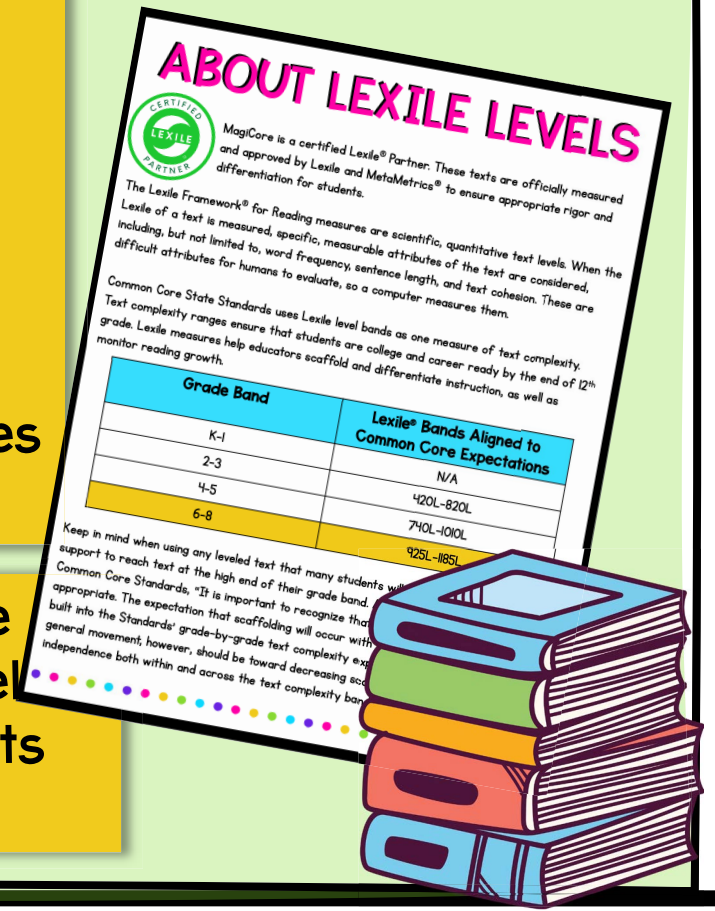
ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of fiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposure to linguistic and textural features, putting them further behind.

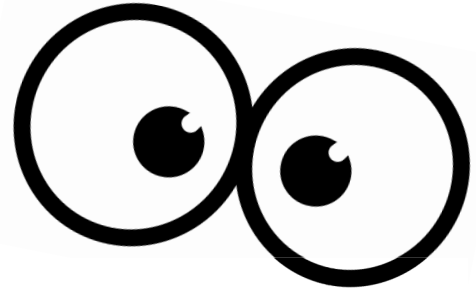
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.



Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

TAKE A PEEK



Historical Account

Compare & Contrast Historical Fiction & Account

Name: _____ Date: _____

How New Orleans Drowned
Vanity Fair, June 2006



Hurricane Katrina

As Katrina approached, the most respected broadcasting voice in Louisiana was that of radio announcer Garland Robinette, of WWL, 870 on the AM dial. Nobody knew why he had such a clear, deep, comforting lilt, but he did.

As he headed over to the fifth-floor studio of WWL, Robinette, 62, had a flashback. "I got goose bumps," he said, reminded of how animals in the jungles of Southeast Asia when he'd served in the Vietnam War had seemed to instinctively disappear before a firefight. "It was Vietnam all over again. I looked up. There were no green parrots in the palm trees. I looked down the street, not a stray cat." That evening, Robinette settled in front of the microphone and didn't mince words: "I know the powers that be say not to panic. I'm telling you: Panic, worry, run. The birds are gone. Get out of town! Now! Don't stay! Leave! Save yourself while you can. Go … go … go."

MONDAY. The eye of Katrina, a strong Category 3 hurricane with sustained winds of 125 m.p.h., struck the shore at 6:10 a.m. It hit just to the south of the hamlet of Buras, about 63 miles southeast of New Orleans. Virtually all of the fishing village's 1,146 households were flattened. Livestock and wildlife drowned en masse; the residents, fortunately, had fled.

Robinette took listeners' phone calls. Desperate pleas were coming in from Tremé and Chalmette, Slidell and Metairie. A woman screamed, "We have a two-year-old—I think we're going to drown." All the while, the radio station's high-rise building shook like a struck tuning fork. Then the studio's plate-glass window blew outward. An airstream, like that of a jet engine, almost sucked Robinette through the opening. Everything around him—papers, books, furniture, tapes—went flying into the morning sky. Even so, Robinette kept on broadcasting, shifting his operations to the closet. He told his listeners that, while wind damage would be extensive, Katrina seemed to be sidestepping the city, aiming its fury farther east.

Holed up in N.O.P.D. headquarters on nearby South Broad Street was Warren Riley, then the deputy chief of police. His dispatchers were

Compare & Contrast Historical Fiction & Account

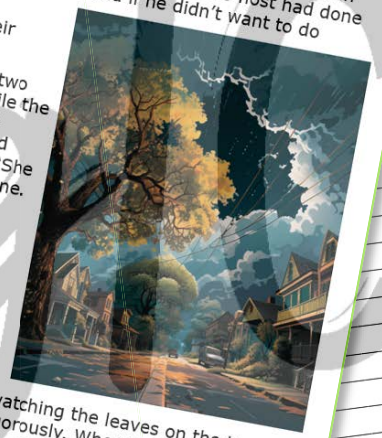
Name: _____ Date: _____

This House Will Hold

"You're listening to WWL-870 AM radio on this August 29th, 2005," the host said, "and it's about to get wild out there, folks, with Hurricane a on the way. If you've been told to evacuate your area and haven't it. I didn't see any animals outside on my way into the station this g, not even a stray cat. The animals know what's about to whip here, and they're not taking any chances, so neither should you."

hael glanced at his grandfather, hoping the man had heard what the t had said. Unfortunately, Gramps' eyes were closed as he sat in his e newspaper crumpled in his lap.

eighbors on either side of the house Michael and Gramps lived in s had urged Gramps to evacuate, just as the radio host had done s, however, was a stubborn man, and if he didn't want to do e didn't.



idn't want to leave their

s house with my own two Gramps had said while the e on their street were full of belongings and of the danger zone. "She d and the rain just fine. "

is grandfather built 'd even helped hop on occasion. de was solid, but pecially against a 't have as much

ndow to window, watching the leaves on the trees ntly to rustling vigorously. When it was clear that ride out the storm, Michael went into the wood to board up the windows. He'd already taken in erday and had at least convinced Gramps to put arage.

ame back into the house, the rain had started,

Compare & Contrast Historical Fiction & Account Name: _____ Date: _____

Answer the following questions. Underline or highlight the text evidence in the dicated.

red

nt is the topic for both passages?

y the events in both passages?

orange

author keep the same as the actual historical

yellow

Compare & Contrast Historical Fiction & Account Name: _____ Date: _____

tion has two parts. First, answer *Part A*. Then, answer *Part B*.

role does the radio announcer have in both passages?

s music to distract listeners from the hurricane.
s stories to entertain listeners who are bored during the storm.
contests so people can win money to fix their destroyed homes.
; warnings about the hurricane in both passages.

green

does the radio announcer create in both passages?

ne
e
e
e

he historical fiction author have had to alter the events in "This
t effect do those alterations have on readers?

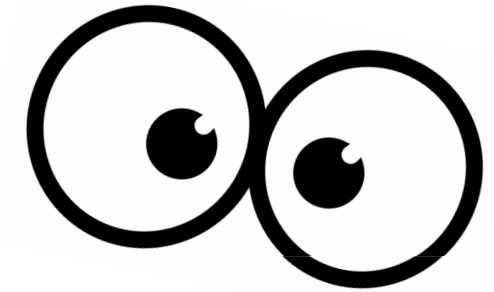
blue

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PREVIEW

Magic CORE

AND ANOTHER PEEK



Historical Account

Compare & Contrast Historical Fiction & Account

Name: _____ Date: _____

U.S. Woman First to Fly Across the Sea
Amelia Earhart's Plane Lands Off the Coast of Wales



Amelia Earhart

The transatlantic monoplane *Friendship* with Amelia Earhart, first woman to make a transatlantic flight, as co-pilot, landed safely in Burry inlet, Bristol channel, at 12:45 p.m. today after a flight of 2000 miles from Trepassey Bay, N.F. The plane left Newfoundland at 9:51 a.m., Sunday.

Shortage of gasoline caused the *Friendship's* landing 135 miles from Southampton, its destination. Arrangements were made at once to obtain gasoline, and it was planned to continue to Southampton late today if the weather was favorable. Wilmer Stultz, who with Lou Gordon, mechanic, completed the crew of the *Friendship*, told the United Press correspondent after he and his companions had been taken to Burryport, off which the plane landed, that he had been flying blind for eight hours before the landing.

Lose Bearings

"We failed entirely to see Ireland," Stultz, the chief pilot, said. "We did not know where we were when we landed.

"We thought we were in the vicinity of Lands End, but did not know our location definitely until a motorboat came out from Burryport to meet us.

"Aside from that we had no real trouble! Everybody aboard was all right when the *Friendship* landed, although we all are very tired. The weather during the entire flight was cloudy. At 4:30 a.m. today, we lost our bearings and came down to within 400 feet.

"We tried to drop messages to a liner, *The America*, to get our bearings."

The *Friendship* completed its flight in 20 hours and 54 minutes, averaging almost exactly 100 miles an hour. Favorable winds thus increased its normal cruising speed by 10 miles an hour. The plane left Boston 15 days ago for Trepassey Bay and had been held there until 9:51 a.m. Sunday by a discouraging series of misfortunes.

Small Fuel Supply

It left Trepassey with only 570 gallons of fuel—barely enough under

990L

Compare & Contrast Historical Fiction & Account

Name: _____ Date: _____

Reach for the Skies

plane one day." That was what I told my best friend, swinging on the tire swing his father had tied up to kyard.

ung upside down from the tire and let it twirl him ed to fly planes."

os as I regarded him. "Says who?"

girls are supposed to be the mommies and led himself upright, then hopped off the

ad a baby brother who cried all the time, to me at all, and cleaning and cooking



me to look after my thinking about a dumb reason! I on the a fear of s climbed higher than ough to learn how to fly a

Fiction & Account Name: _____ Date: _____

s. Underline or highlight the text evidence in the

red

ke place?

orange

son is pivotal to both passages?

ndbergh
don
ackaye
Earhart

yellow

the historical events depicted in both passages the same?

are & Contrast Historical Fiction & Account Name: _____ Date: _____

question has two parts. First, answer *Part A*. Then, answer *Part B*.

What main theme is presented in "Reach for the Skies?"

termination
enge
ice
ffice

green

actual historical figures influence the theme you chose for Part A?

indbergh showed Lizzie that only men could be pilots.
rhart inspired Lizzie to reach for the skies.
illustrated what sacrifices have to be made to fly.
ye represents a failure to meet one's goals.

orical fiction author use the main character of Lizzie to accurately
f the time period? What do readers learn about history through

blue

Preview
CORE

UPGRADE THEIR SKILLS!

The THEME AND CENTRAL IDEA Unit Contains:

- 12 Printable Lexile Leveled Reading Comprehension Passages
- Anchor Charts
- Rigorous comprehension questions for each passage
- Assessment Passages and Question
- Prepares students to determine a theme or central idea of a text

Love this unit but want to more literary practice? Try the THEME & CENTRAL IDEA unit!

