

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 I got there, I fell asleep to the steady lullaby, and then, something unexpected happened.

Then, something unexpected happened. I stepped into the hallway, a few other passengers were peering into the doorway, and I saw a man in a white coat and a hat, looking at his watch.

I crossed from the hallway into the room, but nothing looked familiar. I'd resigned myself to a cold and return to my room, but the word *iceberg* repeated in my mind, and I gripped the rail and my head turning to see the water lapping again, and my eyes saw nothing but the dark sea.

I stepped away from the rail, but a port had me wavering, and I grabbed the rail for support.

"She's listing!"

My mind put a question mark in my head.

"What's going on?"

I looked up at the ceiling.

Another strode toward me, carrying the inky water.

Historical Account

Compare & Contrast Historical Fiction & Account

Name: _____

Date: _____

Chapter XV. Jack Thayer's Own Story of the Wreck (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.



Sinking of the *Titanic*

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

"Father was in bed, and mother and myself were about to get into bed. There was no great shock, I was on my feet at the time and I do not remember throwing anyone down. I put on an overcoat and rushed to the deck. A dark night, I saw nothing there. I then went forward to the bow. Signs of ice. The only ice I saw was on the water. I could not see very far ahead, having just come out of a brightly lighted room.

"I then went down to our room and my father and mother came with me, to the starboard side of A deck. We did not see anything there. Father thought he saw small pieces of ice floating around, but I did not see any myself. There was no big berg. We walked on to the starboard side, and the ship had then a fair list to port. We stayed on the starboard side for about five minutes. The list seemed very slow, and we 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 passages best illustrates the theme?

- a. "Father was in bed, and mother and myself were about to get into bed. There was no great shock, I was on my feet at the time and I do not remember throwing anyone down. I put on an overcoat and rushed to the deck. A dark night, I saw nothing there. I then went forward to the bow. Signs of ice. The only ice I saw was on the water. I could not see very far ahead, having just come out of a brightly lighted room."
- b. "Father and I said good-bye to my mother. She told me not to worry, and don't want to leave!" Abigail cried.
- c. "They went down to B deck and a man came to catch them, and lost sight of them. As I got jostled about in the crowd, I saw a man in a white coat and a hat, looking at his watch."
- d. "...we were all taken aboard the *Carpathia*, finally came into view."

5. What did the author of the historical account do to create a personalized and realistic story?

In the historical-fiction passage, the author introduces a fictional character around his experiences during the sinking of the *Titanic* to create a personalized and realistic story.

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.



COMPARE & CONTRAST HISTORICAL FICTION & ACCOUNTS



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.

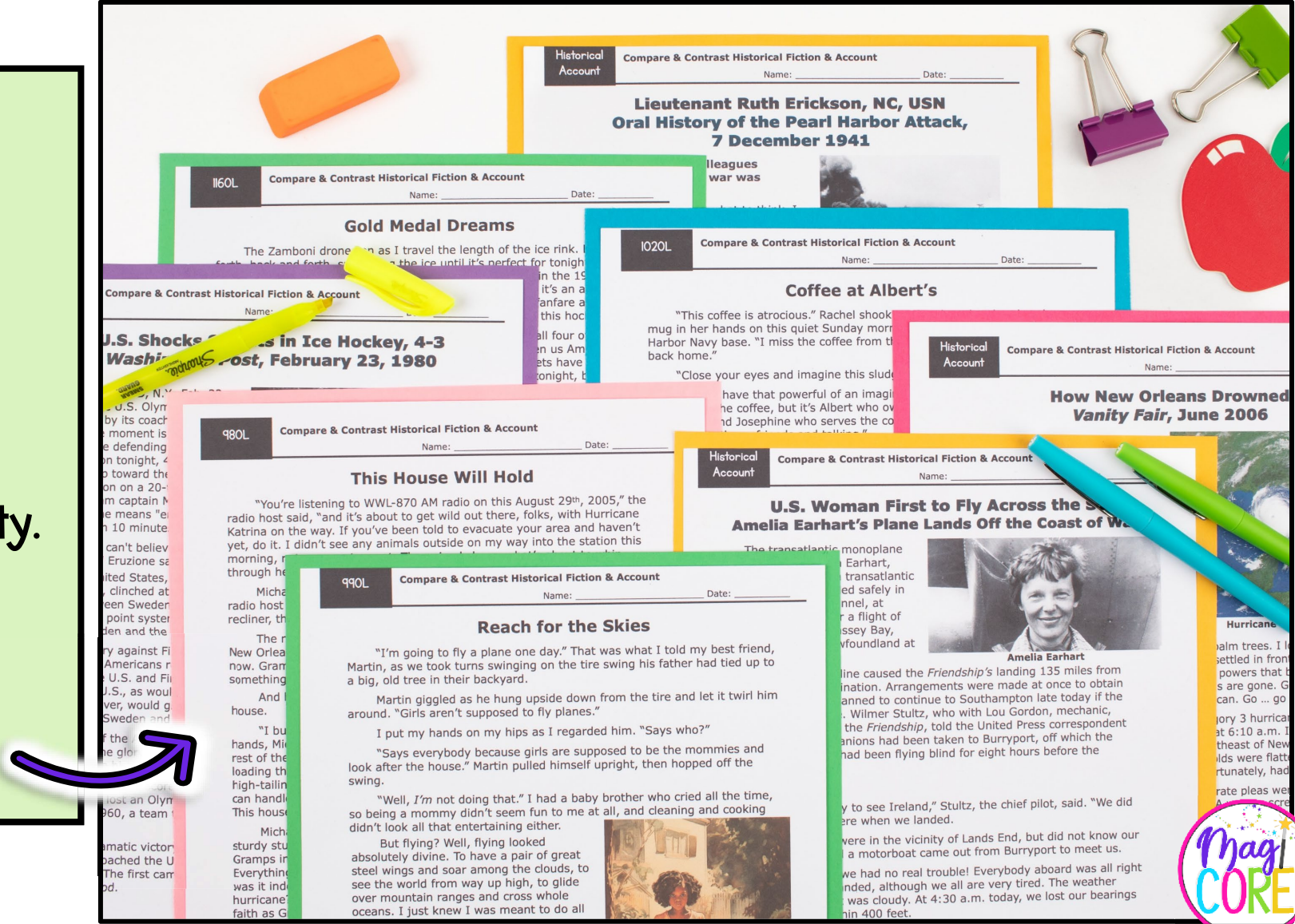
- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND assessment paired passages

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



Historical Account

Compare & Contrast Historical Fiction & Account

Name: _____ Date: _____

Chapter XV. Jack Thayer's Own Story Wreck (of the Titanic)

One of the passengers was the seventeen-year-old Mrs. John B. Thayer. She was put into a lifeboat with her and told that he and his wife were right. He and his wife were on the deck as the ship went down. Thayer was a smooth sea.

The boy is one of the from the trend.

"Father was in bed, and mother and own eyes grew heavy, closing as the lullaby..."

"Father and I said good-bye to mother. Abigail cried as don't want to leave!"

"They went down to B deck and a crew catch them, and lost sight of them"

d. "...we were all taken aboard the albatross quarters of an hour later we were picked up by the Carpathia, finally came into view"

5. What did the author of the historical fiction do to create the actual historical event? What effect did it have?

In the historical-fiction passage introduces a fictional character around his experiences during the basic framework of the event to create a personalized and emotional account.

Compare & Contrast Historical Fiction & Account

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

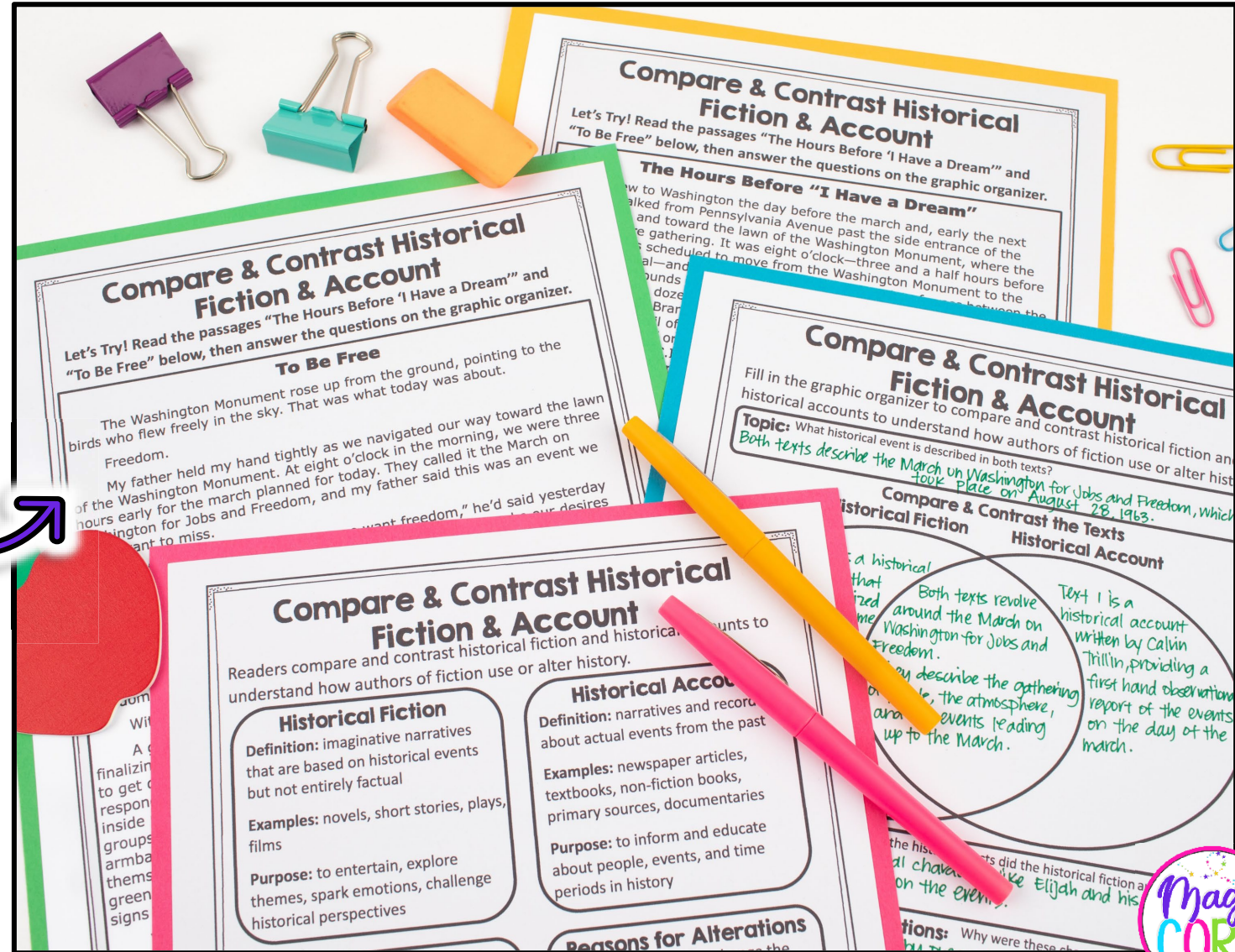
Evacuation and Separation:
Both passages describe the chaotic evacuation and the separation of family members during the sinking of the Titanic. In text 1, Jack Thayer gets separated from his parents during the evacuation, and in text 2, Thomas gets separated from his mother and sister as they try to 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. In text 1, Jack Thayer survives by clinging to an overturned life boat until rescue, while in text 2, Thomas survives the shipwreck by clinging to the ship's mast and is eventually rescued by the Carpathia.

Magi CORE

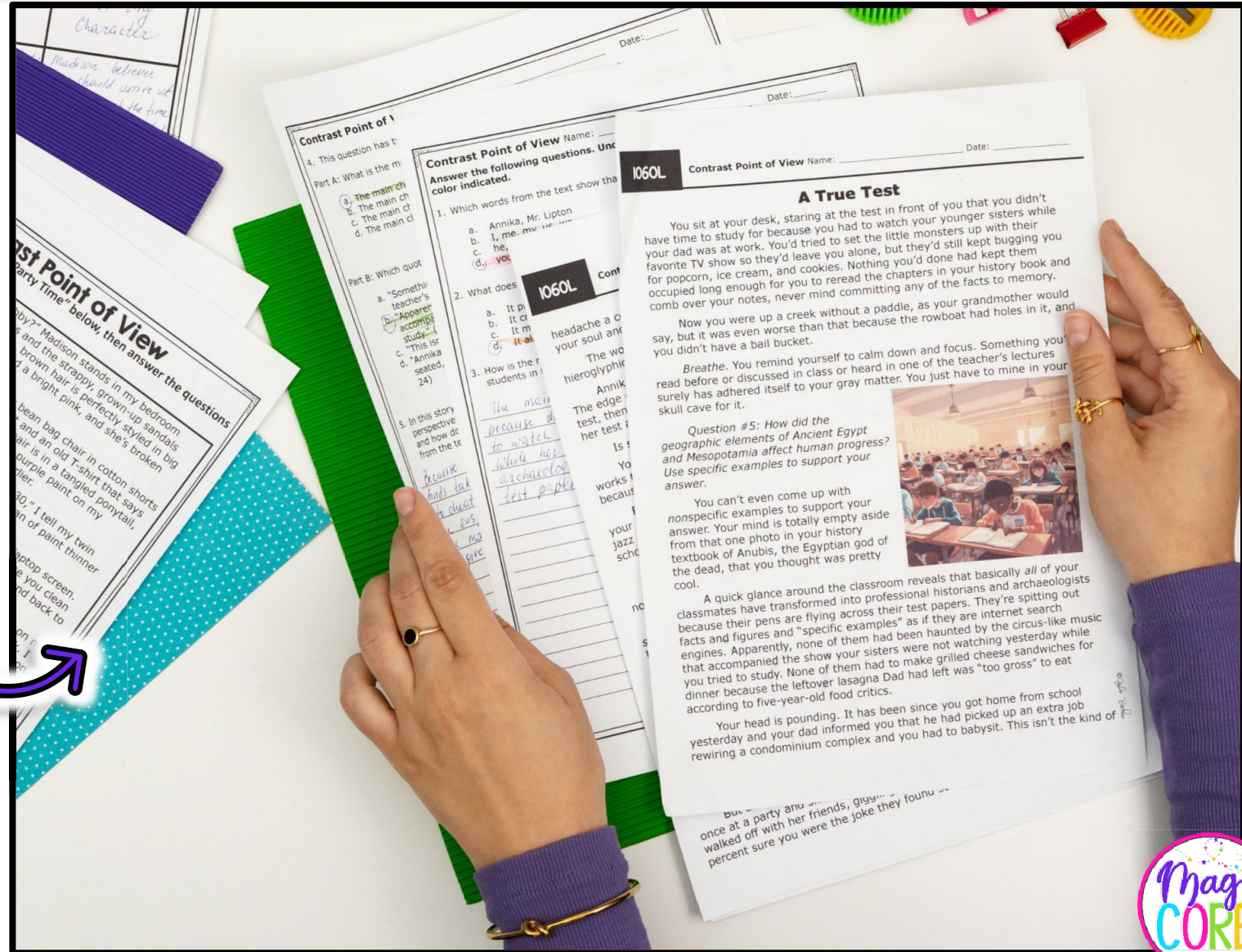
ANCHOR CHART

- 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

Compare & Contrast Historical Fiction & Account

Coffee at Albert's

U.S. Shocks Soviets in Ice
Washington Post, February 22, 1965
LAKE PLACID, N.Y., Feb. 22

Gold Medal Dreams

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

Compare & Contrast Historical Fiction & Account

Compare & Contrast the Texts

Historical Fiction

Historical Account

Alterations: What changes to the historical facts did the historical fiction author make?

Possible Reasons for Alterations: Why were these changes made?

Compare & Contrast Historical Fiction & Account

Historical Fiction

Historical Account

Reasons for Alterations

Mag CORE

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.

ABOUT LEXILE LEVELS

CERTIFIED LEXILE PARTNER

MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

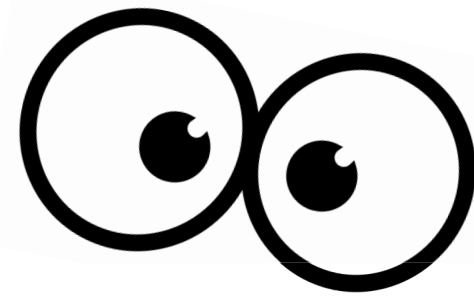
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	
2-3	N/A
4-5	420L-820L
6-8	740L-1010L
	925L-1185L

Keep in mind when using any leveled text that many students will need support to reach text at the high end of their grade band. Common Core Standards, "It is important to recognize that scaffolding is appropriate. The expectation that scaffolding will occur with built into the Standards' grade-by-grade text complexity expectations. In general movement, however, should be toward decreasing scaffolding and independence both within and across the text complexity band."

TAKE A PEEK



Historical Account

Compare & Contrast Historical Fiction & Account

Name: _____ Date: _____

How New Orleans Drowned

Vanity Fair, June 2006

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



Hurricane Katrina

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 Katrina on the way. If you've been told to evacuate your area and haven't done it, I didn't see any animals outside on my way into the station this morning, not even a stray cat. The animals know what's about to whip up here, and they're not taking any chances, so neither should you."

Michael glanced at his grandfather, hoping the man had heard what the host had said. Unfortunately, Gramps' eyes were closed as he sat in his newspaper crumpled in his lap.

Neighbors on either side of the house Michael and Gramps lived in had urged Gramps to evacuate, just as the radio host had done. Gramps, however, was a stubborn man, and if he didn't want to do something, he didn't want to leave their house with my own two eyes. Gramps had said while the neighbors on their street were full of belongings and the danger zone. "She said and the rain just fine."

His grandfather built the house and even helped him chop on occasion. The house was solid, but especially against a storm, it had not have as much to do with window, watching the leaves on the trees rustling vigorously. When it was clear that the storm was not to board up the windows, Michael went into the woodshed and had at least convinced Gramps to put the car back into the house, the rain had started,



Compare & Contrast Historical Fiction & Account

Name: _____ Date: _____

Contrast Historical Fiction & Account

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

What is the topic for both passages?

What events in both passages?

How does the author keep the same as the actual historical account?

Contrast Historical Fiction & Account

Name: _____ Date: _____

Contrast Historical Fiction & Account

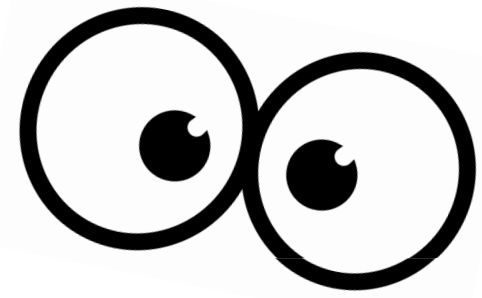
tion has two parts. First, answer Part A. Then, answer Part B.

role does the radio announcer have in both passages?

How does the radio announcer create in both passages?

What effect do those alterations have on readers?

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

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

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 backyard.

ung upside down from the tire and let it twirl him 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 y's climbed higher than ough to learn how to fly a

Contrast Historical Fiction & Account Name: _____ Date: _____

Underline or highlight the text evidence in the

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

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

termination
venge
ice
fice

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.

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

the historical events depicted in both passages the same?

son is pivotal to both passages?

indbergh
don
ackaye
a Earhart

at
to

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

990L

Magi 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!

