

Unit 4A: Argumentative Reading

Overarching Questions

- How do readers interact with informational texts?
- How do readers use critical thinking skills to analyze texts?
- How do readers determine types of relevant evidence?
- How are powerful arguments formed and effectively supported?

Enduring Understanding

Informational text is not just limited to print such as magazine or newspaper articles; it includes video clips, blogs, multimedia presentations, infographics and other forms of information sharing.

Standards

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6. Assess how point of view or purpose shapes the content and style of a text.
RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
10. Read and comprehend complex literary and informational texts independently and proficiently.
RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band

proficiently, with scaffolding as needed at the high end of the range.

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.7.1. 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.

SL.7.1a. 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.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c. 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.

SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.7.4d. 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.7.6. 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.

Essential/Focus Questions

1. Can students:

- determine and analyze the development of central ideas or themes of a text and summarize the supporting details and ideas?
- determine what the text says explicitly and make logical inferences from it; analyze how and why individuals, events, and ideas develop and interact over the course of a text?
- cite specific textual evidence when writing or speaking to support conclusions drawn from the text?

Key Concepts

author's purpose
central idea
claim
evidence
point of view
supporting ideas
text features
text structures
argument
commentary
counter argument

<p>2. Can students:</p> <ul style="list-style-type: none"> ○ interpret and determine the meaning of words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings? ○ analyze how specific word choices shape meaning or tone and analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text? <p>3. Can students:</p> <ul style="list-style-type: none"> ○ prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively? ○ integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally? ○ evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric? 	<p>credible sources debatable claim evidence—factual and anecdotal thesis</p>
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<p>Intellectual Processes</p> <p>Analyze Collaborate Compare/Contrast Determine Evaluate Inference Integrate Prepare Summarize</p>

<p>Assessment Tasks</p> <ol style="list-style-type: none"> 1. Optional classroom assessment: HVS ELA 7 Argumentative Reading Assessment (baseline & final will be available by late October 2016. May be administered and assessed by end of Semester 2) 2. Post-reading questions for a variety of informational texts 3. Continue collection of entries in reader's/writer's notebook 4. Continue grammar and vocabulary program

<p>Lesson Sequence/Best Practices</p> <p>-Theme/Central idea -Points of view -Compare/Contrast fiction historical, text video -Text evidence -Text Features</p>
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Unit 4B: Argumentative Writing

Overarching Questions

How do writers select credible sources to support their argument?
How do persuasive techniques help to create effective arguments?

Enduring Understandings

Discovering the best topic, argument, and structure for a writing task requires exploration and experimentation (brainstorming, discussion, drafting). Refuting counter arguments serves to strengthen a writer's argument. Opinions must be supported with substantive evidence to be persuasive.

Research requires selecting credible sources, sifting through information to find the most effective evidence, and fluidly incorporating that evidence into the argument, as well as citing all material properly. A multimedia speech can clearly convey a writer's position on a topic.

Standards

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1d. Establish and maintain a formal style.

W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.7.6. 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.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.

Essential/Focus Questions

Key Concepts

<ol style="list-style-type: none"> 1. Can students: <ul style="list-style-type: none"> ○ write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence? ○ use technology, including the Internet, to produce and publish writing and to interact and collaborate with others? ○ draw evidence from literary or informational texts to support analysis, reflection, and research? 2. Can students: <ul style="list-style-type: none"> ○ present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience? ○ make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations? ○ adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 3. Can students: <ul style="list-style-type: none"> ○ recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language? ○ vary sentence patterns for meaning, reader/listener interest, and style? 	<p>appropriate structure commentary/explanation consider audience/formal style counterclaim credible source debatable claim evidence – factual and anecdotal eye contact integration of multimedia multimedia posture, facial expressions, and gestures related to public speaking reflection transition/signal phrases volume, rate, and speed of speaking appropriate presentation medium</p>
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Intellectual Processes
Adapt
Analyze
Present
Recognize
Reflect
Use
Vary
Write

Assessment Tasks

1. Present a multimedia argumentative speech. Score using HVS ELA 7 Argumentative Speech Rubric below (must be presented, assessed, and rubrics scanned and sent to board office for entry into Illuminate DNA by end of Semester 2).
2. Reflect on writing
3. Continue collection of entries in reader's/writer's notebook
4. Continue grammar and vocabulary program

Lesson Sequence/Best Practices
-Claim/arguable topics
-Evidence to support
-Opposing claim
-Counter claim