

GRADE 7

Unit Eight: Information, Argument, and Persuasion

days

Through analysis of the text in Unit 8, students identify and use text features to locate and comprehend information, distinguish factual claims from opinions, analyze the structure an author uses to organize a text, understand elements of an argument, and analyze persuasive techniques and rhetorical fallacies. Students write a personal essay, use commas and colons correctly, and understand appositive phrases. Students use word roots and prefixes to help determine the meanings of words and use context clues to understand idioms. Finally, students deliver a persuasive speech, interpret explicit and implicit messages in media, visual and sound techniques used in media, and evaluate how media influence and inform audiences.

Learning Targets:

I can refer to the text several times to support my thoughts and inferences about a piece of informational text. (RI.1)

I can find more than one central idea in a text and explain how the ideas develop throughout the text. (RI.2)

I can give an unbiased summary of a piece of informational text. (RI.2)

I can figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used. (RI.4)

I can analyze the author's word choice and tone in a piece of informational text. (RI.4)

I can explain how an author organizes a text to develop ideas. (RI.5)

I can analyze major sections of a piece of informational text and explain how they contribute to the entire text. (RI.5)

I can figure out an author's point of view in a piece of informational text and examine how the author's position is different from others. (RI.6)

I can locate and judge arguments or claims in a text and then determine whether or not there is enough relevant evidence to support the argument. (RI.8)

I can analyze how two or more authors write about the same topic in different ways by comparing how they present or interpret facts and evidence. (RI.9)

I can read and understand literary nonfiction at my grade level and above (with help where needed). (RI.10)

I can write a claim and recognize opposing views to my claim. (W.1a)

I can logically organize reasons and evidence that support a written claim. (W.1a)

I can support my written claims with logical reasoning and relevant evidence. (W.1b)

I can support my written claims using appropriate sources and show that I understand the topic. (W.1b)

I can use words, phrases and clauses to clearly show how claims, reasons and evidence fit together. (W.1c)

I can establish and maintain a formal style in presenting my written arguments. (W.1d)

I can write a conclusion that follows from and supports the arguments I presented. (W.1e)

I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience. (W.4)

I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults. (W.5)

I can use different forms of technology to create and publish my writing. (W.6)

I can appropriately link to and cite the different technology sources I have used in my writing. (W.6)

I can use technology to interact and collaborate with others. (W.6)

I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic. (W.10)

I can analyze the main ideas and supporting details when information is presented in diverse media or formats (visually, orally or in numbers). (SL.2)

I can explain how the ideas presented in diverse media and different formats clarify a topic, text or issue. (SL.2)

I can outline specific claims and link them to a speaker's argument. (SL.3)

I can determine whether or not there is enough relevant evidence to support an argument. (SL.3)

I can give a presentation that makes claims using relevant descriptions, facts, details and examples. (SL.4)

I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others. (SL.4)

I can give a presentation using multimedia and visual displays to explain my claims and make my point clearly. (SL.5)

I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate. (SL.6)

I can show that I know how to write sentences accurately. (L.2)

I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots. (L.4b)

I can show that I understand the deeper meanings of words and phrases. (L.5)

I can use the relationships between words to help me better understand each of the individual words (ex: synonym/antonym or analogy). (L.5b)

Academic Vocab: area, domain, hypothesis, objective, resolve

Content Vocab: analogy, argument, bias, cause and effect, colon, comma, counterargument, evaluate, evidence, persuasive techniques

Literature

Informational Text

	Common Core State Standard	Assessment	Resources
	<p>Key Ideas and Details: CCSS.ELA-Literacy.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.</p>	<ul style="list-style-type: none">Unit 8 Assessment - Holt McDougal	<ul style="list-style-type: none">Text Analysis Workshop: Reading for Information - Holt McDougalLike Black Smoke: The Black Death's Journey/ A World Turned Upside Down: How the Black Death Affected Europe - Holt McDougal
	<p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development</p>	<ul style="list-style-type: none">Unit 8 Assessment - Holt McDougal	<ul style="list-style-type: none">Text Analysis Workshop: Reading for Information - Holt McDougal

	over the course of the text; provide an objective summary of the text.		
	<p>Craft and Structure: CCSS.ELA-Literacy.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.</p>	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop: Argument and Persuasion - Holt McDougal Remarks at the Dedication of the Aerospace Medical Health Center - Holt McDougal
	<p>CCSS.ELA-Literacy.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.</p>	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop: Reading for Information - Holt McDougal Like Black Smoke: The Black Death's Journey/ A World Turned Upside Down: How the Black Death Affected Europe - Holt McDougal News Reports: Preparing for Emergencies - Holt McDougal Text Analysis Workshop: Argument and Persuasion - Holt McDougal
	<p>CCSS.ELA-Literacy.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</p>	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Great White Sharks - Holt McDougal Why We Shouldn't Go to Mars - Holt McDougal

	<p><u>CCSS.ELA-Literacy.RI.7.8</u> 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.</p>	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Great White Sharks - Holt McDougal Text Analysis Workshop: Argument and Persuasion - Holt McDougal Pro Athletes' Salaries Aren't Overly Exorbitant/ Do Professional Athletes Get Paid Too Much? - Holt McDougal Why We Shouldn't Go to Mars - Holt McDougal Remarks at the Dedication of the Aerospace Medical Health Center - Holt McDougal
	<p><u>CCSS.ELA-Literacy.RI.7.9</u> 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.</p>	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Like Black Smoke: The Black Death's Journey/ A World Turned Upside Down: How the Black Death Affected Europe - Holt McDougal
	<p>Range of Reading and Level of Text Complexity:</p> <p><u>CCSS.ELA-Literacy.RI.7.10</u> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed</p>	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal 	<ul style="list-style-type: none"> News Reports: Preparing for Emergencies - Holt McDougal Why We Shouldn't Go to Mars - Holt McDougal

	at the high end of the range.		
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Writing

	Common Core State Standard	Assessment	Resources
	<u>CCSS.ELA-Literacy.W.7.1.a</u> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay
	<u>CCSS.ELA-Literacy.W.7.1.b</u> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay
	<u>CCSS.ELA-Literacy.W.7.1.c</u> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay
	<u>CCSS.ELA-Literacy.W.7.1.d</u> Establish and maintain a formal style.	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay
		<ul style="list-style-type: none"> Unit 8 Assessment - Holt 	<ul style="list-style-type: none"> Writing Workshop:

	CCSS.ELA-Literacy.W.7.1.e Provide a concluding statement or section that follows from and supports the argument presented	McDougal (can be assessed separately)	Persuasive Essay
	Production and Distribution of Writing: CCSS.ELA-Literacy.W.7.4 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.)	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay
	CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here .)	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay
	CCSS.ELA-Literacy.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.	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay

	<p>Range of Writing: CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay
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Speaking and Listening

	Common Core State Standard	Assessment	Resources
	<p>CCSS.ELA-Literacy.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.</p>	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Media Study: News Reports - Holt McDougal News Reports: Preparing for Emergencies - Holt McDougal Media Study: Persuasive Techniques in Commercials - Holt McDougal
		<ul style="list-style-type: none"> Speech 	<ul style="list-style-type: none"> Speaking and Listening

	<p><u>CCSS.ELA-Literacy.SL.7.3</u> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>		<p>Workshop: Presenting a Persuasive Speech - Holt McDougal</p>
	<p>Presentation of Knowledge and Ideas:</p> <p><u>CCSS.ELA-Literacy.SL.7.4</u> 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.</p>	<ul style="list-style-type: none"> • Speech 	<ul style="list-style-type: none"> • Speaking and Listening Workshop: Presenting a Persuasive Speech - Holt McDougal
	<p><u>CCSS.ELA-Literacy.SL.7.5</u> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<ul style="list-style-type: none"> • Speech 	<ul style="list-style-type: none"> • Media Study: News Reports - Holt McDougal • Speaking and Listening Workshop: Presenting a Persuasive Speech - Holt McDougal
	<p><u>CCSS.ELA-Literacy.SL.7.6</u> Adapt speech to a variety of contexts</p>	<ul style="list-style-type: none"> • Speech 	<ul style="list-style-type: none"> • Speaking and Listening Workshop: Presenting a Persuasive Speech - Holt

	and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)		McDougal
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Language

	Common Core State Standard	Assessment	Resources
	CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Pro Athletes' Salaries Aren't Overly Exorbitant/ Do Professional Athletes Get Paid Too Much? - Holt McDougal Remarks at the Dedication of the Aerospace Medical Health Center - Holt McDougal
	CCSS.ELA-Literacy.L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Great White Sharks - Holt McDougal Why We Shouldn't Go to Mars - Holt McDougal
	CCSS.ELA-Literacy.L.7.5	<ul style="list-style-type: none"> Unit 8 Assessment - Holt 	<ul style="list-style-type: none"> Pro Athletes' Salaries

	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	McDougal	Aren't Overly Exorbitant/ Do Professional Athletes Get Paid Too Much? - Holt McDougal
	CCSS.ELA-Literacy.L.7.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Remarks at the Dedication of the Aerospace Medical Health Center - Holt McDougal
	CCSS.ELA-Literacy.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.	<ul style="list-style-type: none"> Unit 8 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Like Black Smoke: The Black Death's Journey/ A World Turned Upside Down: How the Black Death Affected Europe - Holt McDougal