

GRADE 8

Unit Nine: Argument and Persuasion

days

Through textual analysis, students compare arguments in persuasive texts, identify and analyze persuasive techniques, analyze reasoning for soundness, and determine an author's purpose. Students analyze comparisons, contrasts, and rhetoric, evaluate the argument in a text, and evaluate evidence for relevance and sufficiency. Students write a persuasive essay to present orally, demonstrating use of parallelism to link related ideas, and use punctuation correctly. Greek and Latin roots words and antonyms are used to determine word meaning. Finally, students analyze and evaluate an ad campaign and recognize persuasive techniques in media message.

Learning Targets:

I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story. (RL.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 explain how supporting ideas develop and relate to the central idea of a text. (RI.2)

I can compare and contrast individuals, ideas and events in a text. (RI.3)

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 impact of an author's word choice on the meaning and tone of a piece of informational texts. (RI.4)

I can identify and explain how word choice in analogies and allusions to other texts affects the meaning and tone of an informational text. (RI.4)

I can break a paragraph into sentences to identify and analyze their functions within the paragraph. (RI.5)

I can explain how sentences support the main idea of a paragraph. (RI.5)

I can determine an author's point of view in a piece of informational text and explain how the author acknowledges and responds to other's opinions. (RI.6)

I can identify several ways to present on a topic. (ex: print or digital text, video or multimedia). (RI.7)

I can evaluate the advantages and disadvantages of presenting information in various formats. (RI.7)

I can outline and explain specific claims and supportive evidence in a written argument. (RI.8)

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 two or more texts on the same topic to identify examples of conflicting facts or interpretation. (RI.9)

I can write a claim and distinguish it from opposing views. (W.1a)

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

I can support my claims with logical reasoning and relevant evidence to show that I understand the topic. (W.1b)

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

I can use words, phrases and clauses to clearly show how claims, opposing 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 write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information. (W.2)

I can develop a topic using appropriate facts, definitions, details, quotations and other information and examples. (W.2b)

I can write a conclusion that follows from and supports the information and explanations I presented. (W.2f)

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 apply all that I have learned in 8th grade reading to writing literature. (W.9b)

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 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 recognize evidence that does not relate to an argument. (SL.3)

I can give a presentation that makes claims using relevant evidence, details and reasons. (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 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 use an ellipsis to show words or phrases have been left out (omitted). (L.2b)

I can use what I know about the English language to write, speak, read and listen. (L.3)

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 use print and digital reference sources to help me find the pronunciations of words and to clarify the meanings and parts of speech for new words or phrases. (L.4c)

I can make a guess about a word or phrase's meaning and then check my understanding using reference materials. (L.4d)

Academic Vocab: accurate, bias, contrast, convince, logic

Content Vocab: argument, parallel structure, persuasive text, reasoning, rhetoric

Informational Text

	Common Core State Standard	Assessment	Resources
	<p>Key Ideas and Details: CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none">Unit 9 Assessment - Holt McDougal	<ul style="list-style-type: none">Text Analysis Workshop: Elements of Persuasive Text - Holt McDougalZoos: Myth and Reality/ Zoos Connect Us to the Natural World - Holt McDougal
	<p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<ul style="list-style-type: none">Unit 9 Assessment - Holt McDougal	<ul style="list-style-type: none">Position on Dodgeball in Physical Education/ The Weak Shall Inherit the Gym - Holt McDougal

	<p>Craft and Structure: CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Position on Dodgeball in Physical Education/ The Weak Shall Inherit the Gym - Holt McDougal What to the Slave is the Fourth of July? - Holt McDougal
	<p>CCSS.ELA-Literacy.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal 	<ul style="list-style-type: none"> What to the Slave is the Fourth of July? - Holt McDougal
	<p>CCSS.ELA-Literacy.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop: Elements of Persuasive Text - Holt McDougal Zoos: Myth and Reality/ Zoos Connect Us to the Natural World - Holt McDougal
	<p>Integration of Knowledge and Ideas: CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Media Study: <i>Star Wars</i> Ad Campaign - Holt McDougal

	CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop: Elements of Persuasive Text - Holt McDougal Zoos: Myth and Reality/ Zoos Connect Us to the Natural World - Holt McDougal Position on Dodgeball in Physical Education/ The Weak Shall Inherit the Gym - Holt McDougal What to the Slave is the Fourth of July? - Holt McDougal
	CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Zoos: Myth and Reality/ Zoos Connect Us to the Natural World - Holt McDougal

Writing

	Common Core State Standard	Assessment	Resources
	CCSS.ELA-Literacy.W.8.1.a Introduce claim(s), acknowledge and	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay - Holt

	distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	(can be assessed separately)	McDougal
	CCSS.ELA-Literacy.W.8.1.b 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 9 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay - Holt McDougal
	CCSS.ELA-Literacy.W.8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay - Holt McDougal
	CCSS.ELA-Literacy.W.8.1.d Establish and maintain a formal style.	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay - Holt McDougal
	CCSS.ELA-Literacy.W.8.1.e Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay - Holt McDougal
	CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Zoos: Myth and Reality/ Zoos Connect Us to the Natural World - Holt McDougal
		<ul style="list-style-type: none"> Unit 9 Assessment - Holt 	<ul style="list-style-type: none"> Zoos: Myth and Reality/

	<p><u>CCSS.ELA-Literacy.W.8.2.b</u> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	McDougal	Zoos Connect Us to the Natural World - Holt McDougal
	<p><u>CCSS.ELA-Literacy.W.8.2.f</u> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Zoos: Myth and Reality/ Zoos Connect Us to the Natural World - Holt McDougal
	<p>Production and Distribution of Writing: <u>CCSS.ELA-Literacy.W.8.4</u> 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.)</p>	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay - Holt McDougal
	<p><u>CCSS.ELA-Literacy.W.8.5</u> 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</p>	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay - Holt McDougal

	including grade 8 here.)		
	CCSS.ELA-Literacy.W.8.9.b Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay - Holt McDougal
	Range of Writing: CCSS.ELA-Literacy.W.8.10 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.	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Persuasive Essay - Holt McDougal

Speaking and Listening

	Common Core State Standard	Assessment	Resources
	CCSS.ELA-Literacy.SL.8.3	<ul style="list-style-type: none"> Speech 	<ul style="list-style-type: none"> Speaking and Listening

	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		Workshop: Presenting a Persuasive Speech - Holt McDougal
	<p>Presentation of Knowledge and Ideas:</p> <p>CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; 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>CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> • Speech 	<ul style="list-style-type: none"> • Speaking and Listening Workshop: Presenting a Persuasive Speech - Holt McDougal

Language

	Common Core State Standard	Assessment	Resources
	CCSS.ELA-Literacy.L.8.2.b Use an ellipsis to indicate an omission.	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Position on Dodgeball in Physical Education/ The Weak Shall Inherit the Gym - Holt McDougal
	Knowledge of Language: CCSS.ELA-Literacy.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal 	<ul style="list-style-type: none"> What to the Slave is the Fourth of July? - Holt McDougal
	CCSS.ELA-Literacy.L.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Zoos: Myth and Reality/ Zoos Connect Us to the Natural World - Holt McDougal Position on Dodgeball in Physical Education/ The Weak Shall Inherit the Gym - Holt McDougal
	CCSS.ELA-Literacy.L.8.4.c Consult general and specialized	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal 	<ul style="list-style-type: none"> What to the Slave is the Fourth of July? - Holt McDougal

	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.8.4.d 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).	<ul style="list-style-type: none"> Unit 9 Assessment - Holt McDougal 	<ul style="list-style-type: none"> What to the Slave is the Fourth of July? - Holt McDougal