

English Language Arts

Unit 36: Argumentative: Reading, Writing, Speaking, Listening, and Language

Essential Under-standings	<ul style="list-style-type: none">■ Good readers comprehend, interpret, and evaluate the author's overall claim or theme.■ Effective writers and speakers attempt to convince their audience through the development of well-constructed claims and the judicious use of evidence.■ Good writers understand the importance of essay structure, particularly the elements of introduction, evidence, and conclusion.■ Effective writers and speakers independently plan and execute organizational schema suitable for their purpose and audience.
Essential Questions	<ul style="list-style-type: none">■ How do argumentative writers and speakers engage their audience and vary their language and format for different purposes?■ What techniques do writers and speakers use to structure and support their claims?■ How does an author incorporate relevant and sufficient evidence to support his/her claims?■ How does literary analysis deepen one's understanding of literary texts?■ How do readers analyze and assess arguments and specific claims for their validity?■ How does the refining and revising of writing individually and collaboratively strengthen one's writing?■ Why is adherence to standard English conventions important in communicating one's ideas clearly in writing and speech?
Essential Knowledge	<ul style="list-style-type: none">■ Writers and speakers support claims with valid reasoning and relevant and sufficient evidence.■ To create a detailed and specific analysis, writers make clear the relationship among thesis, points, and evidence.■ To read and listen to argument critically is to delineate and evaluate the argument and specific claims, including the validity of reasoning, as well as relevance and sufficiency of evidence.■ An author's point of view and purpose shape the content and style of the text.■ Writers and speakers use rhetorical devices to persuade their audience, and they adapt writing and speech to a variety of contexts.■ In order to understand a text fully, readers determine what the text says explicitly, cite evidence to support inferences, determine central ideas or themes, interpret language, analyze text structure, assess point of view, and analyze how individuals, events, and ideas develop over two or more texts addressing similar themes or topics.■ Authors work individually and collaboratively to develop and strengthen writing via meaningful feedback and revision.■ Writers adhere to standard English conventions, adapt language and style to fit audience and purpose, and correctly use a range of vocabulary to create a

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	well-written or well-delivered narrative.
Essential Skills	<ul style="list-style-type: none">• Provide, in writing and speech, textual evidence to support inferences and analysis of fiction and nonfiction text• Write and present arguments to support claims using clear reasons and relevant evidence from accurate, credible sources• Revise and edit writing with support of peers and teachers so it effectively conveys purpose and meets conventions of Standard English.• Analyze independently and in groups, both in writing and speech, the central idea and structural parts of a text.• Analyze meanings of words and phrases, including figurative language, and how they fit within the structure of a text.• Determine the author's point of view in a text and how that fits the author's purpose.• Interpret in discussions and writing how arguments presented in various media and formats communicate information and point of view.• Distinguish between fact and opinion in written, spoken and visual sources.• Identify authors and presenters' claims and evaluate whether they successfully have developed and supported their points of view.
Vocab.	<p><u>Terms:</u></p> <p>Claim, evidence, character, plot, inference, thesis, transitions, reasoning, point of view, purpose, argument, theme, theme, tone, direct/ indirect quotes, essay, points, introduction, body, conclusion, audience, context, analyze, evaluate</p>

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Related Maine Learning Results	<p><u>Reading Literature - grade seven</u></p> <p>RL 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> <p>RL 7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL 7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL 7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL 7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>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> <p><u>Reading Informational Text - grade seven</u></p> <p>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.</p> <p>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).</p> <p>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> <p>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> <p>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> <p>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.</p>
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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.

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.

Writing - grade seven

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

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W 7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.

W 7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

Speaking and Listening - grade seven

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

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	<p>issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none">a. 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.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.c. 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.d. Acknowledge new information expressed by others and, when warranted, modify their own views. <p>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.</p> <p>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.</p> <p>SL 7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Language - grade seven</u></p> <p>L 7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">a. Explain the function of phrases and clauses in general and their function in specific sentences.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. <p>L 7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).b. Spell correctly. <p>L 7.3: Use knowledge of language and its conventions when writing, speaking,</p>
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	<p>reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L 7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized 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.</p> <p>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).</p> <p>L 7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>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.</p>
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<p>Sample Lessons and Activities</p>	<ul style="list-style-type: none"> ■ In a whole-class or small-group discussion format, students present and support a claim about an issue or literature (i.e., character, theme, or plot). (RL.1, RL.2, RL.3, SL.1, SL.3, SL.4, SL.6, L.1, L.3, L.6) ■ Write long and short-format analytical essays using several pieces of textual evidence to support analysis, theme, or central idea over the course of a text. (RL.1, RL.2, RL.6, W.1, W.4, W.5, W.6, W.9, W.10, L.1, L.2, L.3, L.6) ■ Practice on-demand argumentative writing. (W.1, W.4) ■ Read sample argumentative essays, analyzing the author's purpose, structure, use of reasoning and evidence, rhetorical devices, and language. (RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.8, RI.10, L.4, L.5) ■ Read, analyze, and discuss how authors and speakers argue opposite sides of the same issue. (RI.1, RI.2, RI.4, RI.5, RI.6, RI.8, RI.9, SL.1, SL.3, L.1, L.3, L.4, L.5) ■ Individually and collaboratively plan, revise, edit, and prepare a final copy of a five paragraph analytical essay. (W.1, W.4, W.5, W.6, RI.5, RI.8, SL.3, L.1, L.2, L.3, L.5, L.6)
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ■ Literature Circle discussion, panel discussion, and class discussion ■ Five-paragraph literary analysis essay ■ Teacher-generated rubrics, based on L. Calkins and CCSS
<p>Sample Resources</p>	<ul style="list-style-type: none"> ■ <i>Daybook of Critical Reading and Writing</i> ■ <i>Write Source 2000: A Guide to Writing, Thinking, and Learning</i> ■ <i>Writing to Persuade</i> by Karen Caine ■ <i>Nonfiction Craft Lessons</i> by Joann Portapuli and Ralph Fletcher ■ <i>Inside Writing: Persuasive Essays</i> (Write Source) ■ <i>Twisting Arms: Teaching Students how to Write to Persuade</i> by Dawn DiPrince ■ See also novels listed under "Sample Resources" in 7th grade Narrative Unit ■ On-line resources from Lucy Calkins ■ Teacher generated argumentative resources ■ www.thewritesource.com

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