



Grade 7- Unit 3 Writing- Research Based Argument Essay

Unit Focus

The end of the informational reading unit leads directly into the research-based persuasive essay. Students will write their first draft of the research essay by conducting group research about a topic they care about and then debate about these topics. Students will establish and support positions matched to a specific audience, purpose and message, move to more focused arguments, and then recraft their piece to match a more global audience.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p>Common Core Standards <i>English Language Arts: 7</i> <i>919364 Speaking & Listening</i></p> <ul style="list-style-type: none"> • 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. • CCSS.ELA-LITERACY.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><i>919371 Language</i></p> <ul style="list-style-type: none"> • 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. <p><i>CCSS.ELA-LITERACY.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.L.7.1.A Explain the function of phrases and clauses in general and their function in specific sentences. • CCSS.ELA-LITERACY.L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • CCSS.ELA-LITERACY.L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* 	<p>T1 Synthesize information from a variety of sources to take and support a position designed to impact the thinking of a specific audience.</p> <p>T2 Generate and capture ideas to pursue in future writing</p> <p>T3 Use the writing process to thoughtfully produce, reflect on and publish with a variety of tools for many intended audiences, purposes and messages.</p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	<p>U1 Writers combine description and exposition to engage and persuade readers to think a certain way about a topic or issue.</p> <p>U2 Writers support claims with sound evidence, sufficient detail, and/or valid reasoning.</p> <p>U3 Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.</p> <p>U4 Authors have a position or perspective and readers can agree or disagree with it</p>	<p>Q1 How does my audience influence what I write and the way I write? How do I know if it worked for the reader?</p> <p>Q2 What additional perspectives might build my argument?</p> <p>Q3 Persuasive Essay Focus: How am I engaging my reader to bring them to my side? What else might I consider?</p>	
	ACQUISITION OF KNOWLEDGE AND SKILL		
	KNOWLEDGE	SKILLS	
<p>K1 Writers create inquiry questions and investigate many views about a topic.</p> <p>K2 Arguments are based on logic and evidence.</p> <p>K3 Persuasion is designed to elicit empathy for a position.</p>	<p>S1 Using language and domain-specific vocabulary to inform about or explain the topic.</p> <p>S2 Using transition words to help readers move through a text.</p> <p>S3 Developing a topic with relevant facts, definitions, concrete</p>		

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

CCSS.ELA-LITERACY.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-LITERACY.L.7.2.A** Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- **CCSS.ELA-LITERACY.L.7.2.B** Spell correctly.

CCSS.ELA-LITERACY.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **CCSS.ELA-LITERACY.L.7.3.A** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

CCSS.ELA-LITERACY.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-LITERACY.L.7.5.C** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Student Growth and Development 21st Century Capacities Matrix

Collaboration/Communication

- **Product Creation:** Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.

Global Thinking

- **Alternate Perspectives:** Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews.

K4 Writers research and debate to analyze their audience and develop counterclaims.

K5 Vocabulary - Thesis, claim, evidence, fallacy, tone, rhetorical devices, counterargument, Citation, Plagiarism, contextualize, positionality, perspective, bias, persuade, exposition, description, paraphrase, counterclaim

details, quotations, etc.

S4 Using quotation marks accurately to quote sources.

S5 Creating text citations and references

S6 Establishing a relationship among claims, reasons, and evidence.

S7 Refuting evidence that supports a counterclaim.

S8 Synthesizing information from multiple sources.

S9 Setting goals using checklists