

# Unit 2- Argumentative Writing

Content Area: **English Language Arts**  
Course(s): **Language Arts 7**  
Time Period: **December**  
Length: **7 weeks**  
Status: **Published**

## Unit Summary

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Argument is a process through which writers present several strong, well-researched, logical arguments to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue, or problem. In this unit, students conduct research on a topic and participate in a formal debate articulating and defending their position. Then, students craft an essay articulating their position and refuting the counterargument. Throughout additional points in the year, students compose other short and long argumentative pieces and analytical essays in response to both fiction and non-fiction readings and text-sets.

## Standards

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LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
LA.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
LA.W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.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.
LA.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.
LA.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LA.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.
LA.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.7.10	Write routinely over extended time frames (time for research, reflection,

metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LA.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.
LA.SL.7.1.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.
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.7.1.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.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
LA.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.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.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).
LA.L.7.2.B	Spell correctly.
LA.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LA.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.
LA.L.7.4.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.
LA.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.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
TECH.8.1.8.F.CS1	Identify and define authentic problems and significant questions for investigation.

TECH.8.1.8.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.8.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.8.F.CS4	Use multiple processes and diverse perspectives to explore alternative.

## Student Learning Objectives

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- Students will learn....

## Essential Questions

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- How are logical arguments used in writing to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue or problem?
- How does knowledge of an audience shape the writer's decisions in crafting an argument?
- How do I develop a thesis statement based on my research question or topic?
- What kinds of sources command the most respect and trust from my readers?
- How should I organize my essay in order to support my thesis statement consistently and present?
- How can I create an argument to affect change in my community?

## Enduring Understandings

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- Students will understand that argument is a process through which writers present several strong, well-researched, logical arguments to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue or problem.
- Students will understand that persuasion is an approach through which writers try to convince a reader to take a certain action or adopt a point of view using techniques that establish the credibility of the writer and appeal to the emotions and self-interest of the reader.
- Students will understand that argumentative and persuasive writing have common, predictable elements and an organized structure, which support the writer's claim/thesis.
- Students will understand that writers often use both logical argument and persuasive techniques in a single piece of writing.
- Students will understand that effective argumentative writing is dependent upon acknowledging and addressing a reader's perspective.

## Application

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- Students will be able to independently use their learning to acknowledge an opposing argument enables a writer to undermine or discredit it.
- Students will be able to independently use their learning to understand that arguments become more cogent when backed up with attributions to authoritative sources.
- Students will be able to independently use their learning to apply basic skills such as spelling, grammar, and punctuation to all writing.
- Students will be able to independently use their learning to create clear and coherent writing that illustrates development, organization, and style that are appropriate to task, purpose, and audience.
- Students will be able to independently use their learning to participate in a conference that is a two-way discussions whose frank interchange of ideas facilitates good writing.
- Students will be able to independently use their learning to identify sources of information that have potential biases and varying degrees of credibility and authority.
- Students will be able to independently use their learning to demonstrate how writing is a process that unfolds over time, beginning with ideas, taking refinement over several drafts, and improving with inspiration from outside texts as well as with consultations with peers and teachers.

## **Skills**

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Students will be skilled at:

- Acknowledging an opposing argument as a first step toward dismantling it and exposing its flaws.
- Applying the basic skills of spelling, capitalization, and punctuation properly to their writing.
- Revising their written piece based on the feedback that they receive.
- Supporting assertions with information from credible, authoritative sources.
- Creating a formal digital writing piece with a works cited page.
- Evaluating the authority of a source of information and assessing the source for bias.
- Finding information from print and online sources.
- Including a clear introduction, an ample body, and a thorough conclusion in an essay.
- Formulating an effective thesis statement.
- Integrating pertinent facts and appropriate analysis and synthesis of a topic.
- Observing formal writing conventions, suiting vocabulary and tone to an academic audience.
- Participating in meaningful peer and teacher conferences, providing and evaluating advice and applying it as appropriate.
- Utilizing a research question as the basis for investigation, research, articulation of a thesis, and composition of an essay.
- Utilizing appropriate transitions to optimize continuity.
- Participating in a formal debate, while following the rules and procedure.
- Citing sources accurately in MLA format.