

7th Grade Reading Unit 4: Nonfiction Essays and Speeches (End of 7th/Beginning of 8th)

Content Area: **Generic Content Area**
Course(s): **Great Books 7, Jr. Great Books 7**
Time Period: **Generic Time Period**
Length: **# days**
Status: **Published**

Established Goals/Standards

LA.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.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.
LA.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).
LA.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.
LA.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.
LA.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.
LA.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LA.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.
LA.RI.7.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.
LA.RI.7.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
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.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

LA.W.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.7.2.E	Establish and maintain a formal style academic style, approach, and form.
LA.W.7.2.F	Provide a concluding statement or section that follows from and supports the information or explanation 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.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.7.2	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.
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.

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How do you determine the main idea of a non-fiction text?
- How is a speech different from an essay? How are they similar?
- What are the different types of essays and what purposes can essays serve?
- What creative techniques do non-fiction writers use to convey information?
- What makes certain speeches noteworthy?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- Both speeches and essays rely on strong organization of topics to deliver a clear message and the creative use of word choice and imagery. Unlike essays, however, speeches must rely on certain strategies of rhetoric to reach a listener, rather than a reader.
- Essays can be creative, comical, serious, personal, and newsworthy. The purpose of an essay is often to inform or persuade.

- Nonfiction writers use powerful word choice, imagery, figurative language, repetition, anaphora, and other forms of rhetorical techniques to deliver content in an engaging and effective manner.
- Speeches become noteworthy because of their content, historical context, the speaker, or the time and place in which they are delivered.
- The main idea of a nonfiction text can be determined by analyzing the evidence presented, topic sentences, thesis statements, and making inferences.

Content

- allusion
- anaphora
- anecdotal evidence
- compare contrast
- creative non-fiction
- determining the main idea of a paragraph
- essays
- fact vs. opinion
- imagery
- making inferences
- repetition
- speeches
- thesis statement
- tone
- topic sentence
- types of factual evidence (statistics, maps, research)
- word choice and connotation of certain words

Resources

Please add your Resources by clicking on the Lists tab above.

- "I Have A Dream" by Martin Luther King - GB and JGB
- "The Audacity of Hope" by Barack Obama - GB and JGB
- Essays from NYtimes.com
- JFK' Inaugural Speech - GB and JGB
- McDougal Littell Red Level (JGB-Mark Twain)
- Other speeches at American Rhetoric: www.americanrhetoric.com
- Selected Essays fom McDougal Littell - Green Level (GB - The Essay section)

