

LA7 Unit #3: Language Arts - Argumentative Writing/Editorials (7)

Content Area: **Language Arts**
Course(s): **Language Arts 7**
Time Period: **Marking Period 2**
Length: **30 days**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

LA.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
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.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.7.10	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.

Essential Questions

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

- How do writers effectively give an opinion on a topical issue?
- How does argumentative writing differ from persuasive writing?
- What is an editorial?
- What is argumentative writing?
- What is the purpose of an editorial?

Enduring Understanding

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

- Editorials are meant to influence public opinion, promote critical thinking, and sometimes cause people to take action on an issue.
- An effective argumentative writer investigates a topic; collects, generates, and evaluates evidence; and establishes a position on the topic in a concise manner.
- Good editorial writers build on an argument and try to persuade readers to think the same way they do.

Content

- Constructive criticism
- Critical thinking
- Explain
- Interpret
- Objective explanation
- Praise
- Presenting opinions in an effective way
- Pro-active approach
- Timely news angles
- Writing skills to influence public opinion

Resources

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

- ActivBoard Flipchart of definitions of editorial and argumentative writing
- Model argumentative writing vs. persuasive
- Model newspaper editorials
- Model student generated editorials

