

# LA7 Unit #4: Language Arts - Persuasive Writing (7)

Content Area: **Language Arts**  
Course(s): **Language Arts 7**  
Time Period: **Marking Period 3**  
Length: **30 days**  
Status: **Published**

## Established Goals/Standards

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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.7.4	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.
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.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

## Essential Questions

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

- How do global experiences help to generate an effective persuasive essay?
- How do real life experiences help to generate a persuasive essay?
- How should a persuasive essay be organized?
- What does it mean to effectively persuade through writing?

- What writing strategies should be used to effectively persuade the reader?

## **Enduring Understanding**

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

- Claims are supported with clear reasons and relevant evidence.
- Clarity with relationships among claims and reasons is effective when persuading.
- Development, organization, and style produce clear and coherent writing.
- Good writers establish and maintain a formal style and organize the evidence and reasons.
- Relevant and sufficient evidence from "real life" personal experiences, as well as global experiences clarify reasoning.

## **Content**

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- internal citations
- Paragraph structure
- Sentence structure
- Sentence variety
- Sophisticated vocabulary
- Thesis statements
- Transitions and transitional phrases

## **Resources**

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

- "TREC" graphic organizer
- Advertisements
- Google docs
- Persuasive Strategies Handout
- Student Laptops
- Teacher generated model essay
- Thesis statement mini-lesson - Flipchart for ActivBoard
- Transitional words/phrases list
- Wordly Wise