Unit 3 Reading: Rhetorical Analysis of Argument

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **5-6 Weeks**
Status: **Published**

Pacing Guide

Please refer tothis Language Arts Reading and Writing Workshop Pacing Guide for grade 8.

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

	Brainstorming can create new, innovative ideas.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.2	Explain the importance of respecting digital content of others.
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.TL.2	Create a document using a word processing application.
	Collaboration can simplify the work an individual has to do and sometimes produce a better product.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.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.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LA.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
LA.L.8.4.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.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
LA.L.8.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.L.8.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.5.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.
LA.L.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LA.L.8.6	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.

Students Will Know/ Students Will Be Skilled At

- Students will be skilled at determining the author's "claim" (when stated both explicitly or implicitly)
- Students will be skilled at discussing texts with teachers and peers
- Students will be skilled at identifying and analyzing the evidence used to support a claim
- Students will be skilled at identifying various logical fallacies contained within arguments
- Students will be skilled at identifying various rhetorical devices used in arguments and analyzing their effectiveness
- Students will be skilled at reading argumentative and informational texts fluently and with comprehension
- Students will be skilled at using a variety of reading strategies when encountering challenging texts
- Students will know the difference between connotation and denotation
- Students will know the following logical fallacies: slippery slope, begging the question, appeal to false authority, false cause
- Students will know the following rhetorical devices: figurative language, allusions, parallel construction, anaphora, repetition, rhetorical question
- Students will know the main components of an argument (the Toulmin model)
- Students will know the purpose of a counterargument and a rebuttal
- Students will know the three main ways writers appeal to an audience in order to produce a desired effect (logical, emotional, and ethical)
- Students will know the three types of claims (fact, opinion, value)
- Students will know the various ways in which writers support their claims

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as

formative and/or summative.

Developmental progression across years in media is evidenced through benchmark assessments as part of the media specialist's Student Growth Objective (SGO). Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

In addition to the "possible assessments" provided in the Learning Plan section, teachers may consider the performance tasks listed below:

Formative Assessments

- Responses to Essential Questions
- Self-Assessment (Reading Inventory)
- Model "Ways to Write About Reading"
- Teacher-generated "writing about reading" options
- Peer conferences/Partner Reading Time
- Large and Small-Group Discussion
- Whole group mini-lessons (model reading strategies)
- Accountable Talk
- Turn and talks
- Reading Responses on Post-its/Stop and Jots
- Reading Responses in Journals/Notebooks
- Quick-Writes about Reading
- Interactive Read Aloud Reading responses, written and oral (Thinkaloud and Close Reading)
- Exit tickets or Do Nows
- Engagement Observations
- Reading Logs and Reading Surveys
- Envision and prediction post-it notes/Board
- Monitor Stamina, Volume, and Fluency through rubrics
- Text and Video analysis
- Read increasingly complex text by monitoring student self-selection of leveled text
- Small Group Strategy Reading group work
- Knowledge of domain-specific vocabulary
- Grade-Level Engagement Rubric for Verbal and Non-Verbal Participation
- Logical Fallacy Quiz
- Center Work
- Claims Quiz

Summative Assessments including Alternative Assessments:

- Students listen to their classmates speeches (created as an assessment in the parallel writing unit) and provide evidence of critical listening and analysisReading Notebooks using grade-level text questions
- Book Talk (written script and oral presentation)
- Timeline containing "impactful texts"
- Running Records
- Teachers College Reading and Writing Project: Reading learning progressions
- Teachers College Reading and Writing Project: rubrics with student samples
- Vocabulary/Word Study Assessments
- Presentations
- Performance- and project-based learning
- Personalized, student-designed assessments

Benchmark Assessments

- Fountas and Pinnell Benchmark Assessment System, grades 3-8, Levels L-Z, Heinemann
- Complete Comprehension, Independent Reading Assessment, fiction, Jennifer Serravallo, Heinemann
- iReady Screener and Diagnostic Assessment
- Benchmark Grade-Level Reading and Writing Assessments aligned with New Jersey Student Learning Standards
- New Jersey Student Learning Assessment (NJSLA)

Learning Plan

The Middle School Language Arts/Literacy program encompasses reading literature and informational text, speaking and listening and enhancing language skills (spelling, grammar, and vocabulary). The understandings and skills of each strand of the New Jersey Student Learning Standards are not isolated, but integrated, interactive, and embedded in all subject areas across the curriculum. Teachers may engage in two whole-class, closely-studied community readings per year, not to exceed four weeks each.

Reading instruction is literature-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop. These include read-alouds/alongs, shared reading, guided reading, independent reading, small group strategy instruction, one-to-one conferencing, and partnership or book club discussions. Reading Workshop provides students with the necessary tools to communicate orally, read and comprehend print, and write with clarity and purpose for a variety of audiences. Individual conferences with each student will address specific needs of the reader. Students will select from authentic literature at their independent and instructional reading levels.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson

- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs*.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

Please refer to the Middle School ELA, Grade 8 Folder for specific lessons and materials for Word Study.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

This particular unit focuses on the synthesis, analysis, and evaluation of a selection of argumentative texts, including articles, speeches, print advertisements, and commercials. Students will first become familiar with the basic structure of an argument. As they focus their reading on speeches, they will identify the rhetorical devices used by speech-writers and analyze their impact on the audience. Students will also consider the possibility of "flawed" or "faulty" arguments and the ways in which audiences can be fooled by logical fallacies in order to become more critical readers and thinkers.

For this particular unit, teachers should...

- Select texts for argument analysis
- Prepare materials for teaching argument structure
- Select materials for discussion of word choice and argumentation
- Prepare materials for discussion, writing, and synthesis
- Select mentor texts for modeling
- Prepare for conferences with students
- Create formative and summative assessments

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention

materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Please reference the materials in this Middle School ELA, grade 8 folder under "reading."

Instructional Materials

- Center Materials: -Links to Videos: -https://www.youtube.com/watch?v=kIv3m2gMgUU&feature=youtu.be (slippery slope) -https://www.youtube.com/watch?v=SOAPMjsHLDM (false authority) -https://www.youtube.com/watch?v=u5xrr4RyqaE (false cause) -https://www.youtube.com/watch?v=fbu0shSpsaY (appeal to ignorance) -Children's Books: -President Squid (by Aaron Reynolds) -The Pigeon Needs a Bath (by Mo Willems) -If You Give a Mouse a Cookie (by Laura Numeroff -Have I Got a Book for You (by Melanie Watt)
- Children's Books: -Click, Clack, Moo: Cows That Type (by Doreen Cronin) -The Day the Crayons Quit (by Drew Daywalt) -Dear Mrs. LaRue: Letters from Obedience School (by Mark Teague) -I Wanna Iguana (by Karen Orloff)
- https://www.northbergen.k12.nj.us/cms/lib/NJ01000984/Centricity/Domain/50/Textbook%20pgs%20921%20to%201051.pdf (link to essay "The Trouble with Television" by Robert MacNeil)
- https://www.theatlantic.com/magazine/archive/2013/10/the-case-against-high-school-sports/309447/ (link to article "The Case Against High School Sports" by Amanda Ripley)
- Public service announcements/commercials streamed from YouTube: -https://www.youtube.com/watch?v=IO9d2PpP7tQ (homeless animal support), -https://www.youtube.com/watch?v=3uBLdn_oEuA (active kids PSA)
- Speeches: -"I Have a Dream" (Martin Luther King, Jr.): https://www.archives.gov/files/press/exhibits/dream-speech.pdf (link to speech) -"The Gettysburg Address" (Abraham Lincoln): http://historytools.davidjvoelker.com/sources/lincoln-gettysburg.pdf (link to speech) -"A Day of Infamy" (Franklin D. Roosevelt): http://www.nationalww2museum.org/assets/pdfs/lesson-plan16.pdf (link to speech and resources) -"Inaugural Address" (John F. Kennedy): http://www.presidency.ucsb.edu/ws/index.php?pid=8032& (link to speech) -"Give Me Liberty..." (Patrick Henry): http://www.history.org/almanack/life/politics/giveme.cfm (link to speech) -"Challenger Disaster" (Ronald Reagan): https://history.nasa.gov/reagan12886.html (link to speech)
- Various print advertisements

Teacher Resources

- American Rhetoric website: http://www.americanrhetoric.com/top100speechesall.html ● https://www.theguardian.com/theguardian/series/greatspeeches

- Lesson from ReadWriteThink.com: http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html?tab=4
- Resources on logical fallacies: https://www.varsitytutors.com/englishteacher/fallacies
- Sample poster project activity: http://thedaringenglishteacher.blogspot.com/2016/11/collaborative-rhetorical-analysis.html?m=1

Strategies for Accommodation and Modification

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a format (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Take frequent breaks
- Modify the length and quantity of assignments to fit individual student's abilities and needs.
- Supply study guide questions, graphic organizers, and access to class notes.
- Individualize reading choices based on ability (reading level), readiness, and choice through extensive classroom library
- Use an alarm to help with time management
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide discreet steps in a process; elminate unnecessary steps, as needed.
- Manage executive function by scaffolding process and amending deadlines
- Use digital ebooks, technology, audio and video version of printed text
- Differentiate roles in discussion groups
- Access speech-to-text function on computer

Adhere to all modifications and accomodations as prescribed in IEP and 504 plans.

Individual conferences with each student will address specific needs of the reader.