

Level 2: Unit 2: What Influences My Choices?

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **Generic Time Period**
Length: **32 days**
Status: **Published**

Unit Overview

There are many reasons why people choose to do something, buy something, or think a certain way. In this unit, you will analyze print, visual and film texts that are common in the media and advertising. You will investigate how advertising influences the lives of youth by critically reading and viewing informational text and film. You will analyze the components of argumentation by reading argumentative essays, news articles, and speeches. By the end of the unit, you will become a skilled reader and writer of a variety of nonfiction texts. an engaged collaborator in discussion groups, and an effective argumentative writer.

Transfer

- Analyzing the connection between content, purpose, and audience
- Analyzing and interpreting samples of good writing
- Identifying and explaining an author's use of rhetorical strategies and techniques
- Creating and sustaining an argument based on readings, research, and/or personal experience
- Producing effective expository compositions

Meaning

Understandings

- To understand how our lives are affected by media and advertising
- To identify and analyze the use of text features in informational texts
- To compose an informational text
- To compose an argumentative text
- To engage in meaningful discourse within a collaborative group
- To provide and accept constructive feedback from others

Essential Questions

- What role does advertising play in the lives of youth?

- What makes an effective argument?

Application of Knowledge and Skill

Students will know...

Academic Vocabulary

text features

credibility

primary source

secondary source

valid

claim

counterclaim

Literary Terms

informational writing

thesis statement

rhetoric

Language and Writer's Craft

Revising for Precise Language and Formal Style (2.6)

Sentence Variety (2.8)

Sentence Structure (2.13)

Using Rhetorical Devices (2.14)

Complex Sentences with Subject-Verb Agreement (2.15)

Revising for Cohesion and Clarity (2.16)

Students will be skilled at...

Part One

Gather and synthesize relevant information from credible print and non-print sources

Establish a controlling idea and support it with facts, details, and examples from experience and research

Sequence ideas and use transitions to create coherence

Provide a clear and focused introduction and conclusion

Use precise diction and a variety of sentence structures

Demonstrate command of standard English conventions

Engage effectively in a collaborative discussion

Part Two

Gather and synthesize relevant information from credible print and non-print sources

Establish a clear claim and support it with valid reasoning, relevant and sufficient evidence, and counterclaims

Sequence ideas logically and use transitions to create coherence

Provide a clear and focused introduction and conclusion

Use a formal style and tone

Use a variety of rhetorical devices, appeals, and sentence structures for effect

Demonstrate command of standard English conventions (e.g.; when citing textual evidence)

Academic Vocabulary

text features

credibility

primary source

secondary source

valid

claim

counterclaim

Literary Terms

explanatory writing

thesis statement

rhetoric

Learning Goals

By the end of Unit 2, students will:

- understand how our lives are affected by media and advertising (level 4)
- identify and analyze the use of appeals, language, and rhetorical devices in informational and argumentative texts (level 4)
- create informational and argumentative essays (level 4)

2.1 Previewing the Unit– 1 period

SWBAT:

- Preview the big ideas and vocabulary for the unit and collaborate with a group
- Begin to plan a piece of writing by discussing sources and background knowledge of the topic

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.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.

2.2 What Is the Issue? - 2 periods

- **Informational Text:** “How Kids Can Resist Advertising and Be Smart Consumers” Caroline Knorr

SWBAT:

- Read an informational text closely and generate questions before, during, and after reading to deepen understanding

- Engage in a meaningful discussion with others about a text
- Integrate ideas from multiple texts to build knowledge and vocabulary about the role advertising plays in the choices young consumers make

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.7.4	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.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.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.7.2	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.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.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 2.2
- Knowledge Quest p.95 & 96

2.3 Analyzing Informational Text – 2 periods

Informational Text: "Mobile Kids" from Nielsen

SWBAT:

- Recognize text features and graphics in an informational text and use them to better comprehend ideas

and information

- Generate and refine a question for formal research
- Integrate ideas from multiple texts to build knowledge and vocabulary about the role advertising plays in the choices of young consumers

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.7.4	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.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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.7.7	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.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.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 2.3
- Knowledge Quest p.100, 102, & 104
- Research Questions p.106

2.4 How Do They Do It? Analyzing Ads – 1 period

SWBAT:

- Identify techniques used in advertisements
- Determine the purpose of persuasive advertisements and analyze how they use language to achieve that purpose
- Write a thesis statement for a paragraph describing the effectiveness of advertising techniques

LA.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author
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distinguishes his or her position from that of others.

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.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).

Formative Assessment Opportunities

- Advertisement Analysis p.109
- Digital Assessment: Activity Quiz 2.4

2.5 Advertising for All - 2 periods

SWBAT:

- Analyze and discuss advertising for commonly used products and how it affects consumers
- Analyze the claims and techniques used in an ad
- Write an informational paragraph about the effect of advertisements and celebrity endorsements

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.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.F

Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.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.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 2.5
- Informational Writing Prompt p.113

2.6 Evaluating Sources: How Credible Are They? - 1.5 periods

Informational Text: "Re: Advertising in the New York Times For Kids"

SWBAT:

- Identify and gather relevant information from a variety of research sources
- Differentiate between primary and secondary sources
- Examine research sources for reliability and credibility

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.7.6	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.7.8	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.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.7.5	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.7.8	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.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.

Formative Assessment Opportunities

- Criteria Chart p.120-121
- Digital Assessment: Activity Quiz 2.6
- Informational Writing Prompt p. 122

Language and Writer's Craft

- Revising for Precise Language & Formal Style

2.7 Gathering Evidence from a Film - 1 period

***Documentary Film:** *The Myth of Choice: How Junk-Food Marketers Target Our Kids* (available online)

SWBAT:

- Analyze a film to establish its purpose and assess credibility
- Identify and gather relevant research information about a film
- Engage in a collaborative discussion about research findings

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.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.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 2.7
- Film Analysis Chart p.124
- RAFT Graphic Organizer p.123

2.8 Gathering Evidence from a News Article - 2 periods

News Article: "More Companies Market Directly to Kids" Michele Norris

SWBAT:

- Make connections between information presented in the text and information presented in a film
- Write a paragraph comparing and contrasting information presented in different texts across genres

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.7.3	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.7.7	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.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
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.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.7.5	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.7.8	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.L.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
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.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.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 2.8
- Informational Writing Prompt p.130

Language and Writer's Craft

- Sentence Variety

2.9 Gathering Evidence: Bringing It All Together – 2 periods

SWBAT:

- Identify and gather relevant information from a variety of sources
- Organize an informational essay
- Edit an essay to be appropriate for its audience

LA.W.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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.7.5	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.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 2.9
- Writing to Sources: Informational Text p.132

Summative Assessment - Writing an Explanatory Essay and Participating in a Collaborative Discussion

SWBAT:

- Write an explanatory essay that explains the role of advertising in the lives of youth
- Utilize unit articles and one additional researched informational text in aforementioned essay
- Exchange ideas in a collaborative discussion

LA.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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.7.5	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.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.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2.10 Unpacking Embedded Assessment 2

SWBAT:

- Identify the skills needed to complete Embedded Assessment 2 and draw on your background knowledge to understand the text
- Recognize the characteristics and structures of argumentative text

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

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 2.10

2.11 Preparing for Argumentative Writing

SWBAT:

- Recognize the characteristics and structures of argumentative text
- Begin to write a multi-paragraph argumentative text

LA.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
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.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.
LA.L.7.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 2.11

2.12 Which Claims to Believe – 2 periods

- **Essay:** "America the Not-So-Beautiful" by Andrew A. Rooney

SWBAT:

- Recognize the characteristics and structures of argumentative text and analyze a claim
- Identify the thesis, or controlling idea, of a text
- Identify the intended audience of an argumentative text

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.7.8	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.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
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.7.9.B	Apply grade 7 Reading standards to literary nonfiction (e.g., “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.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.7.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
LA.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 2.12
- SOAPStone Chart p. 142
- Writing Process: Writing a Claim for an Argumentative Essay p. 143-144

Language Checkpoint

- Writing Parallel Lists

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz LC 2.12

2.13 Exploring and Evaluating Reasons and Evidence - 2 periods

- **Informational Text:** “Another study highlights the insanity of selling junk food in school vending machines,” by Karen Kaplan

SWBAT:

- Explain how evidence is used to support an author's purpose and message

- Identify the claim of an argumentative text

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.7.8	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.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.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 2.13
- Research Plan p.154-155

Language and Writer's Craft

- Sentence Structure

2.14 Just the Right Rhetoric: Logical Appeals - 2 periods

- **Speech:** "Ain't I a Woman?" by Sojourner Truth
- **Speech:** "Nobel Lecture" by Malala Yousafzai

SWBAT:

- Analyze the effectiveness of counterclaims and alternatives to an author's argument
- Compare and contrast a speech in different media
- Integrate ideas from multiple texts to build knowledge and vocabulary about how women influence changes in society

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.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.7.5	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.7.9.B	Apply grade 7 Reading standards to literary nonfiction (e.g., “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.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.7.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
LA.L.7.5.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Formative Assessment Opportunities

- Argumentative Writing Prompt p.167
- Digital Assessment: Activity Quiz 2.14
- Knowledge Quest p.162 & 164

Language and Writer's Craft

- Using Rhetorical Devices

2.15 Differing Opinions: Acknowledging Opposing Claims - 2 periods

- **Essay:** “Should We Live Life, Or Capture It” by Marcelo Gleiser
- **Essay:** "The Joy of Instagram" by Megan Garber

SWBAT:

- Analyze the logic in the development of different points of view and the consideration of alternatives
- Create a claim and argue a position in a debate, using an appropriate mode of delivery

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.7.4	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.7.6	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.7.8	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.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.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.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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.7.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.7.2.B	Spell correctly.
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.

Formative Assessment Opportunities

- Argumentative Writing Prompt p.176
- Digital Assessment: Activity Quiz 2.15

Language and Writer's Craft

- Complex Sentences with Subject-Verb Agreement

2.16 To Introduce and Conclude - 1 period

- **Student Essay:** “Screen Time?”

SWBAT:

- Recognize the structure of an argumentative text, including an introductory and a concluding paragraph

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.7.8	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.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.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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.L.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Formative Assessment Opportunities

- Argumentative Writing Prompt p.180
- Digital Assessment: Activity Quiz 2.16

Language Checkpoint

- Placing Modifiers

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz LC 2.16

Part Two - Summative Assessment - Writing an Argumentative Essay - 4 periods

SWBAT:

- Write an argumentative essay that states and supports a claim about an issue of importance to you.

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.7.10	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.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.7.2.B	Spell correctly.

21st Century Life and Careers/Technology

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace

with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP5.1

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

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.

CAEP.9.2.8.B.6

Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

Formative Assessment and Performance Opportunities

- Writing Workshop 2: Argumentative Writing
- Writing Workshop 3: Informational Writing
- Writing Workshop 5: Response to Informational and Argumentative Texts
- Writing Workshop 6: Research Writing

Accommodations and Modifications

Text from ELA	ELD Activities on SpringBoard Digital	Differentiation Focus
Activity 2.2 "\$211 Billion and So Much to Buy"	2.2a: Academic and Social Language Preview	Vocabulary Development
	2.2b: Interpreting the Text Using Close Reading	Close Reading
	2.2c: Collaborative Academic Discussion	Analyzing, Discussing, and Questioning the Text
Activity 2.8 "Marketing to Kids Gets More Savvy"	2.8a: Academic and Social Language Preview	Vocabulary Development
	2.8b: Interpreting the Text Using Close Reading	Close Reading
	2.8c: Collaborative Academic Discussion	Analyzing, Discussing, and Questioning the Text
Activity 2.11 "America the Not-So-Beautiful," by Andrew A. Rooney	2.11a: Academic and Social Language Preview	Vocabulary Development
	2.11b: Interpreting the Text Using Close Reading	Close Reading
	2.11c: Collaborative Academic Discussion	Analyzing, Discussing, and Questioning the Text

- 2.3 Mini-lesson on Target Audience
- 2.4 Model analyzing an ad with students. Identify target audience and view components of a magazine cover versus an ad. Give students or build topic sentence with classes to point them in the right direction with writing prompt. Also, make TLQ its own lesson as it's one of the biggest strategies of the year.
- 2.6 model for students how to find information for question #2 as they haven't utilized source criteria prior. Possibly place students into pairs. Give students websites for the lesson activity so they spend less time "surfing" and focus on criteria.
- 2.9 create an outline for the embedded assessment. Model how to write in outline form, search for

evidence, incorporating the TLQ format, identifying sources, etc.

- Differentiation Options in Unit Lessons 2.2, 2.3, 2.4, 2.5, 2.6,2.8,2.10,2.12,2.13, 2.14,2.15
- Grammar & Usage
- Grammar Handbook
- Signal Boxes: Vocabulary & Literary Terms
- Sustained Silent Reading

Interdisciplinary Connections

Unit Resources

- See graphic organizers in back of Springboard book
- SpringBoard Grammar and Usage Handbook
- SpringBoard Literature Circles: Independent Reading