LMS ELA 7 Unit 1 (2026)

Content Area: **ELA**
Course(s): **ELA Grade 7**
Time Period: **MP1**
Length: **45 day**
Status: **Published**

Overview

Grade 7 English Language Arts

Unit 1

Theme: People, Place, and Environmental Change

Reading Focus: Informational / Nonfiction
Writing Focus: Argument
Language Focus: Vocabulary, Word Study, and Sentence Structure
Speaking and Listening Focus: Discussion, Argument, and Presentation

Overview

In this unit, students explore the relationship between people, communities, and the environment through primarily informational and nonfiction texts. Students begin by developing foundational informational-reading skills, including determining central ideas, citing relevant evidence, and analyzing text structure. As the unit progresses, students examine connections among ideas, analyze author perspective and purpose, evaluate claims and evidence, and integrate information from multiple texts and media. Selected vignettes from Paul Fleischman's Seedfolks serve as a recurring literary supplement, allowing students to connect environmental and community issues to the experiences and perspectives of individual characters.

Writing instruction begins with short responses and baseline writing before progressing from claims, reasons, and evidence to argument paragraphs, connected paragraphs, and a short multi-paragraph argument. Language instruction emphasizes vocabulary development through context clues, Greek and Latin roots and affixes, word relationships, precise word choice, and sentence structure. Students also develop speaking and listening skills through discussion, analysis of oral and multimedia information, evidence-based presentations, evaluation of spoken arguments, and a culminating presentation using multiple sources.

Essential Questions and Enduring Understandings

Essential Questions

1. How do people and communities shape their environments, and how do environments shape the people

who live in them?
2. How do authors organize and develop ideas in informational texts?
3. How do an author's perspective, purpose, claims, and evidence influence the way an issue is presented?
4. How can readers use information from multiple texts and media to deepen their understanding of an issue and evaluate possible solutions?
5. How can writers develop and organize a clear argument using relevant evidence and reasoning?
6. How do vocabulary, sentence structure, discussion, and presentation choices help us communicate ideas clearly and effectively?

Enduring Understanding

1. People and communities affect the environments in which they live, while environmental conditions can influence people's experiences, opportunities, and relationships.
2. Authors use central ideas, supporting details, text structures, and connections among ideas to organize and develop information.
3. An author's perspective and purpose influence how information is presented, and strong readers evaluate claims, reasoning, and evidence rather than simply accepting them.
4. Combining and comparing information from multiple texts, sources, and media can lead to a deeper and more complete understanding of complex issues.
5. Effective arguments develop a clear claim using logical reasons, relevant evidence, explanation, organization, and acknowledgment of alternate or opposing claims.
6. Precise vocabulary, purposeful sentence structures, active listening, and effective speaking choices help people communicate complex ideas clearly.

Core Skills Bridge

Essential Question	Core Skills	
How do people and communities shape their environments, and how do environments shape the people who live in them? RI.CR.7.1; RI.CI.7.2; RI.IT.7.3; RL.CR.7.1; RL.CI.7.2; RL.PP.7.5	Determine a central idea and explain how details develop it. (Weeks 1–4) Analyze connections among individuals, events, and ideas. (Weeks 3–4) Connect Seedfolks characters' experiences to ideas explored in informational texts. (Weeks 3–4) Compare how different narrators experience the same community or environmental issue. (Weeks 5–6) Analyze how characters' backgrounds and experiences	Cer See See See Env Inf

	shape their perspectives. (Weeks 7–8) Draw and support conclusions about environmental problems and possible solutions. (Weeks 9–10)	
How do authors organize and develop ideas in informational texts? RI.CR.7.1; RI.CI.7.2; RI.IT.7.3; RI.TS.7.4	Determine a central idea and identify details that develop it. (Weeks 1–2) Analyze how informational text structure helps develop information. (Weeks 1–2) Analyze connections and distinctions among individuals, events, and ideas. (Weeks 3–4) Explain how particular details develop a central idea. (Weeks 3–4)	Cer Inf Tex Cor Cer Inf
How do an author's perspective, purpose, claims, and evidence influence the way an issue is presented? RI.CR.7.1; RI.PP.7.5; RI.AA.7.7; SL.ES.7.3	Determine an author's perspective or purpose and distinguish it from other perspectives. (Weeks 5–6) Use evidence to explain how perspective influences the presentation of an issue. (Weeks 5–6) Trace a claim and evaluate its reasoning and evidence. (Weeks 7–8) Evaluate whether arguments are supported by relevant and sufficient evidence. (Weeks 9–10)	Aut Per Cla Str 9–1 Env

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How can readers use information from multiple texts and media to deepen their understanding of an issue and evaluate possible solutions? RI.CR.7.1; RI.CI.7.2; RI.MF.7.6; RI.CT.7.8; RI.AA.7.7	Integrate information presented in different formats or media. (Weeks 7–8) Use evidence from multiple sources or formats to develop understanding. (Weeks 7–8) Compare how multiple authors present the same topic. (Weeks 9–10) Synthesize information from multiple texts and media. (Weeks 9–10)	Tex Cla Mu Env Mu
How can writers develop and organize a clear argument using relevant evidence and reasoning? W.AW.7.1; W.WP.7.4; W.SE.7.6; W.RW.7.7	Write short, focused responses. (Weeks 1–2) Develop a claim supported by a reason and relevant evidence. (Weeks 3–4) Explain the relationship among claim, reason, and evidence. (Weeks 3–4) Organize and draft an argument paragraph from an SPO. (Weeks 5–6) Develop connected paragraphs and acknowledge an opposing claim. (Weeks 7–8)	Qui Cla Bec Bui Evi Tw

	Develop, organize, revise, and edit a short multi-paragraph argument using multiple sources. (Weeks 9–10)	Evi Rev Sho Uni
How do vocabulary, sentence structure, discussion, and presentation choices help us communicate ideas clearly and effectively? L.VL.7.3; L.VI.7.4; L.SS.7.1; L.KL.7.2; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.UM.7.5; SL.AS.7.6	Use context, roots, affixes, and reference materials to determine word meaning. (Weeks 1–4) Analyze word choice, relationships, and connotation. (Weeks 5–6) Use phrases, clauses, and varied sentence structures to clarify relationships among ideas. (Weeks 7–8) Revise language for precision and concision. (Weeks 9–10) Participate in discussion, present evidence-based ideas, evaluate speakers, and communicate conclusions using multimedia. (Weeks 1–10)	Con Mo (W Con 6) Ser Lan Sm Lis Bri Cla

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Core Standards

Reading

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. 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.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

D. Establish and maintain a formal style/academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing

tasks; and focusing on how well purpose and audience have been addressed.

W.SE.7.6. 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.

W.RW.7.7. 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.

Language

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).

E. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

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

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

C. Analyze the impact of a specific word choice on meaning and tone.

D. 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.

E. 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).

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.

D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Speaking and Listening

SL.PE.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.

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.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.II.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.

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

SL.PI.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.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Cross-disciplinary Connections

Life Science

MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

Earth and Space Sciences Science

MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused climate change over the past century.

Social Studies

6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.

6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Career Readiness, Life Literacies, Key Skills

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Resources

District-approved secondary ELA instructional resource list

Newsela ELA:

- "World's nations adopt plan 'toward a pollution-free planet'"
- "Restoring ecosystems could bring back wildlife and reduce carbon"
- "Agriculture remains key to the Garden State"
- "Dream Jobs: Landscape gardener"
- "Activist Greta Thunberg gives blistering U.N. speech on climate change"
- "PRO/CON: The world's getting warmer, can nuclear power help us?"
- "Who is a climate refugee?"
- "PRO/CON: Is now the time for climate change laws in the U.S.?"

Primary / Multimedia Text:

- Greta Thunberg, "Speech to the UN" (September 2019)

Literary Supplemental Text:

- Paul Fleischman, *Seedfolks* — selected vignettes:
  - Kim
  - Gonzalo
  - Leona
  - Sam
  - Sae Young
  - Amir
  - Florence — optional

Additional Informational Texts:

- Informational texts from district-approved resources, including **CommonLit, Newsela, Scholastic Scope, and Action**

Writing Resources

- *The Writing Revolution*
- Single Paragraph Outline (SPO)
- Model Argument Sentences
- Model Argument Paragraphs
- Model Arguments / Model Argument Compositions
- Multiple-Source Evidence
- Unit 1 Writing Prompts
- Revision Checklist
- Unit 1 Writing Pre-Assessment / Baseline Writing Sample
- Unit 1 Writing Benchmark

Language and Vocabulary Resources

- Unit 1 Academic Vocabulary
- Word Wall
- Language Dives
- Vocabulary.com: **Elements of the Universe**
    - Terr/Terra — Earth
    - Geo — Earth
    - Hydr/Hydro — Water
    - Aqua — Water
    - Aer/Aero — Air
    - Ign/Igni — Fire
    - Pyr/Pyro — Fire
    - Sol — Sun
    - Optional Extension: Cosm/Cosmo; Aster/Astro
- Unit 1 Academic Vocabulary and Spanish Cognates

Digital / Instructional Platforms

- CommonLit
- Newsela
- Scholastic Scope
- Action
- Vocabulary.com
- IXL

Additional instructional resources:

- Comprehension microskills
- Tier I instructional practices
- Engagement toolkit
- Ways to Read Connected Text with a Small Group

Lexia Aspire and PowerUp Resources:

- Word Recognition - phonemic awareness, decoding, fluency
- Language Comprehension - vocabulary, morphology, academic language, syntax

- Writing & reading comprehension - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing
- Writing Graphic Organizers

Pacing Guide

Module 1- Weeks 1 and 2

	Weeks	
NOTE: During the first week of the unit, 2 days will be needed to administer the Unit 1 Pre-assessment and Wr		
	Reading	**Writing**
Standards	RI.CR.7.1; RI.CI.7.2; RI.TS.7.4	W.RW.7.7
Core Skills	Cite relevant textual evidence to support understanding and inferences. (RI.CR.7.1) Determine a central idea and identify details that develop it. (RI.CI.7.2) Analyze how an informational text is organized and how its structure helps develop information. (RI.TS.7.4)	Write routinely in response to texts, topics, and prompts. (W.RW.7.7) Develop short, focused written responses appropriate to the task and purpose. (W.RW.7.7) Express an idea clearly using complete sentences and relevant details. (W.RW.7.7)

Resources	Suggested Anchor Texts Newsela ELA: “World's nations adopt plan "toward a pollution-free planet" “Restoring ecosystems could bring back wildlife and reduce carbon” Other readings from CommonLit, Newsela, Scope, Action	Unit 1 Writing Pre-assessment The Writing Revolution
Suggested Lessons	Central Idea and Supporting Details Selecting Relevant Text Evidence Understanding Informational Text Structure How Structure Helps Develop an Idea	Responding Directly to a Prompt From an Idea to a Complete Response Adding Relevant Details Establishing Writing Routines
Suggested Activities	Central Idea and Detail Sort Informational Text Structure Sort Text Evidence Hunt ELA Station Activities	Quickwrites One- to Three-Sentence Text Responses Expand a Response Baseline Writing Sample

		ELA Station Activities
Assessment	Read a new informational text and answer 5–7 multiple-choice/short-answer questions about central idea, evidence, and text structure.	Unit 1 Writing Pre-assessment / Baseline Writing Sample Collection of Short Written Responses

Module 3 - Weeks 5 and 6

	Weeks	
NOTE: During the Week 5 of the unit, one day will be needed to administer the Unit 1 Mid-marking Period Ass		
	Reading	**Wri**
Standards	RI.CR.7.1; RI.CI.7.2; RI.PP.7.5; RL.CR.7.1; RL.PP.7.5	W.AW.7.1; W.WP.7.4
Core Skills	Determine an author's perspective or purpose and distinguish the author's position from other perspectives presented in the text. (RI.PP.7.5) Use evidence to explain how perspective influences the way an issue is presented. (RI.CR.7.1; RI.PP.7.5) Seedfolks: Compare how different narrators experience the same community or environmental issue. (RL.PP.7.5)	Develop a focused cla logical reasons and rel (W.AW.7.1) Explain how evidence rather than simply pre (W.AW.7.1) Organize a claim, supp reasoning, and conclus Paragraph Outline. (W Draft and revise a coh paragraph from an SP(W.WP.7.4)

Resources	Suggested Anchor Texts Newsela ELA: “Activist Greta Thunberg gives blistering U.N. speech on climate change" Greta Thunberg, “Speech to the UN” (Sept 2019) Other readings from CommonLit, Newsela, Scope, Action Seedfolks Vignettes: - Leona - Sam	The Writing Revolutic Single Paragraph Outl Model Argument Para Unit 1 Writing Promp
Suggested Lessons	Understanding Author’s Perspective Perspective vs. Purpose How Authors Present an Issue Comparing Perspectives in Seedfolks	Building an Argument Evidence vs. Reasonir Moving Beyond “This From SPO to Paragrap
Suggested Activities	Author Perspective Comparison Chart Perspective Evidence Sort	Writing a Concluding Model Paragraph Sort Evidence vs. Reasonir

	Seedfolks Narrator Comparison	Build an SPO
	ELA Station Activities	Expand Weak Reason
		Partner Paragraph Rev
		ELA Station Activitie
Assessment	Read an informational text and answer 5–7 multiple-choice/short-answer questions about central idea, textual evidence, and author perspective/purpose.	Complete an SPO and paragraph using releva reasoning.

Module 4 - Weeks 7 and 8

	Weeks	
	Reading	**Wri**
Standards	RI.CR.7.1; RI.CI.7.2; RI.MF.7.6; RI.AA.7.7; RL.CR.7.1; RL.PP.7.5	W.AW.7.1; W.WP.7.4 W.RW.7.7
Core Skills	Integrate information presented in different formats or media to deepen understanding of a topic. (RI.MF.7.6) Trace an author's claim and evaluate whether the reasoning and evidence adequately support it. (RI.AA.7.7) Use evidence from multiple sources or formats to develop an understanding of an environmental issue. (RI.CR.7.1; RI.MF.7.6) Seedfolks: Analyze how characters' backgrounds and experiences shape their perspectives on the garden and community. (RL.PP.7.5)	Develop a claim using reasons and relevant e Acknowledge an alter claim. (W.AW.7.1) Quote or paraphrase r from sources while av (W.SE.7.6) Use words, phrases, a relationships among c evidence. (W.AW.7.1 Organize related ideas paragraph. (W.AW.7.

Resources	Suggested Anchor Texts Newsela ELA: “PRO/CON: The world's getting warmer, can nuclear power help us?" “Who is a climate refugee?” Other readings from CommonLit, Newsela, Scope, Action Seedfolks Vignettes: - Sae Young - Amir - Florence (optional)	The Writing Revoluti Single Paragraph Outl Model Arguments Multiple-Source Evid Unit 1 Writing Promp
Suggested Lessons	Reading Across Text and Media Identifying Claims and Evidence Evaluating Evidence How Background Shapes Perspective	Claim vs. Counterclai Acknowledging an Op Quoting vs. Paraphras Integrating Evidence i Connecting Ideas Acr
Suggested Activities	Text-and-Media Comparison Chart Claim/Evidence Sort Seedfolks Perspective Comparison	Claim / Counterclaim Quote or Paraphrase? Evidence Integration l

	ELA Station Activities	Two-SPO Argument I Transition and Cohesi ELA Station Activitie
Assessment	Analyze an informational text and related media source and answer 5–7 multiple-choice/short-answer questions about claims, evidence, perspective, and information presented across formats.	Develop two connecte paragraphs using relev sources and acknowle opposing claim.

Module 5 - Weeks 9 and 10

		Weeks 9
NOTE: During the last two weeks of the unit, 2 days will be needed to administer the Unit 1 Benchmark in Rea		
	Reading	**Wri**
Standards	RI.CR.7.1; RI.CI.7.2; RI.AA.7.7; RI.CT.7.8; RI.MF.7.6	W.AW.7.1; W.WP.7.4 W.RW.7.7
Core Skills	Evaluate arguments and determine whether claims are supported by relevant and sufficient evidence. (RI.AA.7.7) Compare how two or more authors present the same environmental topic, including the evidence they emphasize and interpretations they advance. (RI.CT.7.8) Synthesize information from multiple texts and media to develop a deeper understanding of a topic. (RI.MF.7.6; RI.CT.7.8) Use evidence across sources to draw and support conclusions about environmental problems and possible solutions. (RI.CR.7.1)	Develop and organize supported by logical r evidence from multipl (W.AW.7.1) Acknowledge an alter claim and maintain a ((W.AW.7.1) Integrate quoted or pa evidence appropriatel Use transitions to crea clarify relationships a and evidence. (W.AW

		Provide a conclusion t supports the argument Revise and edit writin organization, precisio audience. (W.WP.7.4)
Resources	Suggested Anchor Texts Newsela ELA: “PRO/CON: Is now the time for climate change laws in the U.S.?" “Who is a climate refugee?” Other readings from CommonLit, Newsela, Scope, Action	The Writing Revoluti Model Argument Compositions Multiple-Source Evid Unit 1 Writing Promp Revision Checklist
Suggested Lessons	Comparing Two Texts on the Same Topic Evaluating an Argument Synthesizing Across Sources Drawing Conclusions from Multiple Texts	Organizing a Short Ar Connecting Argument Writing an Effective C

		Revising Evidence an Preparing for the Writ
Suggested Activities	Multiple-Source Synthesis Chart Strong Evidence / Weak Evidence Sort Environmental Solutions Comparison ELA Station Activities	Model Argument Sort Two-SPO Argument I Evidence and Reasoni Peer Revision Revision Stations ELA Station Activitie
Assessment	Read two informational texts and/or related media on the same environmental topic and complete 5 multiple-choice questions plus a short constructed response comparing, evaluating, and synthesizing information across sources.	Week 9: Short Multi-I Composition Using E Sources Week 10: Unit 1 Writ

Unit 1 Academic Vocabulary

Unit 1 Academic Vocabulary

1. analyze, v. to examine something closely by looking at its parts and how they work together
2. argument, n. a position or claim supported by reasons and evidence
3. audience, n. the people for whom a text, speech, or presentation is intended
4. central idea, n. the main idea that an author develops throughout an informational text
5. citation, n. information that identifies the source of evidence or information

6. claim, n. a statement or position that a writer or speaker supports with reasons and evidence
7. cohesion, n. the way ideas in a text are connected and work together clearly
8. compare, v. to examine two or more things to identify similarities
9. conclusion, n. a final statement or section that brings ideas together
10. connotation, n. the feelings or ideas associated with a word beyond its literal definition
11. context, n. the words, sentences, or circumstances surrounding something that help explain its meaning
12. contrast, v. to examine two or more things to identify differences
13. counterclaim, n. a claim or position that disagrees with or opposes another claim
14. credible, adj. trustworthy or believable
15. detail, n. a specific piece of information that helps develop or explain an idea
16. evidence, n. facts, details, quotations, examples, or data used to support an idea or claim
17. explain, v. to make an idea clear by providing details, reasons, or examples
18. inference, n. a conclusion based on evidence and reasoning
19. interpret, v. to determine or explain the meaning of something
20. morphology, n. the study of meaningful word parts, including roots, prefixes, and suffixes
21. paraphrase, v. to restate information from a source using your own words
22. perspective, n. a particular way of thinking about or viewing a topic or issue
23. plagiarism, n. using another person's words or ideas without giving proper credit
24. precise, adj. exact, clear, and specific
25. prefix, n. a word part added to the beginning of a root or word to change its meaning
26. purpose, n. the reason an author creates a text
27. quotation, n. the exact words taken from a text or source
28. reasoning, n. the explanation that shows how evidence supports a claim or conclusion
29. relevant, adj. directly connected to the topic, question, or claim being discussed
30. revise, v. to make changes to writing in order to improve its ideas, organization, or clarity
31. root, n. the basic word part that carries a word's main meaning
32. source, n. a text, person, media item, or other place from which information is obtained

33. structure, n. the way ideas and information are organized
34. sufficient, adj. enough to adequately support an idea or claim
35. suffix, n. a word part added to the end of a root or word to change its meaning or function
36. summarize, v. to state the most important ideas of a text briefly and objectively
37. support, v. to provide evidence, details, or reasoning that strengthen an idea or claim
38. synthesize, v. to combine information from multiple sources to develop a fuller understanding or new conclusion
39. transition, n. a word or phrase that connects ideas and shows the relationship between them
40. verify, v. to check that information or a conclusion is accurate or correct

Spanish Cognates

analyze — analizar

argument — argumento

audience — audiencia

central idea — idea central

citation — citación

cohesion — cohesión

compare — comparar

conclusion — conclusión

connotation — connotación

context — contexto

contrast — contrastar

credible — creíble

detail — detalle

evidence — evidencia

explain — explicar

inference — inferencia

interpret — interpretar

morphology — morfología

paraphrase — parafrasear

perspective — perspectiva

plagiarism — plagio

precise — preciso/a

prefix — prefijo

purpose — propósito

relevant — relevante

revise — revisar

structure — estructura

sufficient — suficiente

suffix — sufijo

synthesize — sintetizar

transition — transición

verify — verificar