

Argumentative Writing Grade 7 ELA

Content Area	Grade Level
English Language Arts	Middle

Approximate Time Needed: Three weeks

UNIT OVERVIEW	KEY STANDARDS
<p>Students will take their argumentative skills to the next level in this unit with engaging research and articles to read, discuss, analyze, and they will create a Public Service Announcement about an issue of importance to them.</p>	<p>Informational Reading: RI 6.6, 6.8; 7.6, 7.8, 7.9; 8.6, 8.8</p> <p>Writing W 6.1, 6.5, 6.8, 6.9; 7.1, 7.5, 7.8, 7.9; 8.1, 8.5, 8.8, 8.9</p>

COMMON ASSIGNMENTS	LDC TEACHING TASK
<p>Pre-Assessment - "Alien Invasion" with multiple choice</p> <p>Mid-Assessment - analysis of PSA</p> <p>Summative - LDC task with their analysis sheet for self and peer</p> <p>Extension Summative Option</p> <ul style="list-style-type: none"> • Create own PSA based on their argumentative essay/issue 	<p>After researching informational text/s on a controversial issue in today's society, write an argumentative essay in which you argue for your position on the issue . Support your position with evidence from the text/s. Be sure to acknowledge competing views. Include works cited and in-text citations.</p>

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Teacher reflection: This unit included lots of opportunity for student choice and many stopping spots along the way to collect feedback and adjust based on student interests. During the unit, we brainstormed possible topic ideas. We narrowed this to topics related to school issues; there were several broad categories, including school issues from which students might draw ideas. From here, we helped students with finding credible texts and could adjust the learning experience based on their interest and feedback. We also touched base with students and gave them chances to share feedback with each other during the research and drafting parts of the unit.

Stage 1—Identify Desired Results

Established Goals/Standards	<p><i>[CCSS and relevant state standards]</i></p> <p>Informational RI 6.6, 6.8; 7.6, 7.8, 7.9; 8.6, 8.8 Writing W 6.1, 6.5, 6.8, 6.9; 7.1, 7.5, 7.8, 7.9; 8.1, 8.5, 8.8, 8.9</p>
Transfer	<p><i>Students will be able to independently use their learning to ...</i></p> <p>Write argumentatively in order to develop and support a claim based on textual evidence through research</p> <p>Possible Learning Targets:</p>

	<p>I can support an argument with evidence.</p> <p>I can address counterclaims in a sound counter argument with evidence.</p> <p>I can trace and evaluate an author's claim in an informational text.</p> <p>I can assess whether or not the author uses credible evidence to support their claim.</p> <p>I can evaluate whether or not an author has enough relevant evidence to back up their claim.</p>	
Meaning	<p>Understandings/Big Ideas</p> <p><i>Students will understand that ...</i></p> <ul style="list-style-type: none"> • Authors research information from various sources in order to form a credible claim • Arguing one's position is not the same thing as sharing an opinion • In order to be more convincing, authors often share and may refute counter arguments • Writing an argumentative essay is a structured process • Analyzing text requires close reading and citing textual evidence • Different authors writing about the same topic can, and often do, use different evidence and different interpretations <p><input type="checkbox"/></p>	<p>Essential Questions</p> <p><i>Students will keep considering ...</i></p> <ul style="list-style-type: none"> • How do authors support a credible claim in an argument? • How does the author acknowledge and respond to conflicting evidence or viewpoints? • What is the structure of an argumentative essay? • How can I analyze research in order to find relevant evidence? • What is the difference between opinion and argument?
Acquisition	<p>Know (Content)</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • How to make and support a claim • What a counterargument is • How a claim is developed in an argument • How to cite textual evidence to support their ideas • How to acknowledge or refute others' claims • The difference between arguing and persuading <hr/> <p>Do (Skills)</p> <p><i>Students will be skilled at ...</i></p>	

	<p>Reading Skills</p> <ul style="list-style-type: none"> • Determining an author’s position on an issue • Identifying claim and tracing development of a claim • Analyzing how an author is able to support his or her argument • Evaluating an author’s reasoning and evidence • Analyzing how an author acknowledges and responds to conflicting evidence and viewpoints • Analyzing textual structure for informational writing including how a specific section develops a concept 	<p>Writing Skills <i>[Should include reference to LDC task type—e.g., argumentative, cause-effect, etc.]</i></p> <ul style="list-style-type: none"> • Write an argumentative essay • Cite textual evidence to support the argument. • Select relevant and logical evidence to support the argument. • Organize ideas in logical sequence using clear transitions • Make choices appropriate to purpose and audience (tone, word choice, style)
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Stage 2—Determine Acceptable Evidence

<p>Assessments</p> <p><i>[Key performance tasks, tests, etc., including LDC task]</i></p> <ul style="list-style-type: none"> • Pre-Assessment - “Alien Invasion” with multiple choice • Mid-Assessment - analysis of PSA • Summative - LDC task with their analysis sheet for self and peer • Extension Summative Options: <ul style="list-style-type: none"> • Create own PSA based on their argumentative essay/issue 	<p>Evaluative Criteria</p> <p><i>[Rubrics, including LDC rubric]</i></p> <p>LDC Rubric for argumentative writing</p>
<p>Supports/Scaffolding</p> <p><i>[How will learning and assessment tasks be scaffolded/supported for all students (ELL, special ed, low performing, etc.)?]</i></p> <ul style="list-style-type: none"> • Different levels of texts for varying reading levels • Model the process with think aloud • Model and practice the process with Art/Music lyrics/video shorts • Allow partner/group practice and share out/feedback • Graphic organizer(s) and/or thinking maps for Identification of elements/theme/essay development • Choice in texts/Cultures • Vocabulary support for ELL/SPED 	

Stage 3—Plan Learning Experiences and Instruction

<p>Unit Texts and Materials</p>	<ul style="list-style-type: none"> • Articles focused around current event/issues categories <ul style="list-style-type: none"> • Animal rights
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- School-related issues
- Environmental issues
- Gun control
- Censorship/freedom of expression
- Scientific advancements
- Human rights
- Immigration

- PSA's for each category
- Copies of pre, mid, post assessments

Assessment Tasks

[Measurable mile markers of student growth (tasks that will get evaluated)]

Formative pre-assessment(s)

- Multiple choice based on "Alien Invasion"
 - Focused on analyzing an argumentative text

Formative mid-assessment(s)

- Analyzing PSA
 - Identify claim
 - Identify evidence (8th and advanced 7th - strongest evidence)
 - (optional - 8th grade and advanced 7th - identify examples of ethos, pathos and/or logos)
 - S - Speaker, O - Occasion, A - Audience, P - Purpose (Point of view), S - Situation, Tone (SOAPStone)
 - Are there any identifiable counter arguments present in the PSA? If not, propose a counter argument that could be included.

Summative/unit assessment

- After researching informational text/s on a controversial issue in today's society, write an argumentative essay in which you argue for your position on the issue . Support your position with evidence from the text/s. Be sure to acknowledge competing views. Include works cited and in-text citations.
- Completion of analysis sheet
 - Self analysis and one peer analysis focusing on analyzing argument
 - Using same form as mid assessment analysis

Extension Activity:

- Students could create their own PSA based on their issue

Learning Tasks

[The instructional ladder (sequence of learning activities to prompt and guide student growth). Add pages accordingly.] Full documents found on Google Drive folder <https://goo.gl/xxow5Z>

Whole group analysis:

- CLOSE reading argumentative texts to identify claim and supporting evidence

Small group analysis:

- Sharing research and collaborating to analyze argumentative writing on select category/issue

Individual/pair analysis:

- Finding and using credible research in order to form and support a claim

Tone:

- Identify and analyze tone in argumentative writing.
 - Connotation

Ethos/Pathos/Logos

- Analyze and identify use of ethos, pathos and logos in argumentative/persuasive writing (grade 8)
- Develop examples of ethos, pathos and logos in order to “sell” a product or convince an audience.

Counter Argument:

- Identify counter argument
- Analyze how author acknowledges and responds to conflicting evidence
- Thinking maps - use to show connections between argument, evidence, and counterclaim

Stage 4- Student Work:

The first row below is an example.

Common Assignment (Task Name)	Associated Documents (** next to rubric)	Scoring procedure	Student work to be submitted
Pre Assessment for Argumentative Unit	Reading task with “Alien Encounters” with mc questions based on focus standards	Scoring with mc key provided as state practice	Samples of pre assessment
Mid Assessment analyzing PSA’s	Links for PSA videos online Mid Assessment questions using SOAPStone model and analysis for pathos, logos, ethos	Review video PSA’s students used and analyze to create rubric/key customized for each one	Samples of students filling out SOAPStone and answering other analysis questions
Summative assessment	Student booklet/manual to	Score using LDC rubric for	Student essays and

through LDC module to write argumentative essay	use with LDC module LDC module found on core tools LDC rubric for argumentative writing	argumentative writing. Assess reading/analysis focus by having students analyze own or peers using analysis questions	student analysis
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Based on Understanding by Design, Wiggins and McTighe