

Curriculum Units and Learning Outcomes

Content Area: English Language Arts	Grade Level: 7
Unit Title: Argument Writing Term II Text (include but not limited to): Various Mentor Texts	
Unit Summary: This unit follows the exploration of narrative structures through reading strategies and realistic fiction writing. The argument unit is based primarily on non-fiction reading and helps students learn to suspend judgement in order to weigh reasons and evidence offered by each side.	
Massachusetts Standards: Writing: W7.1: Write arguments (e.g. essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Reading Literature: RL7.1: Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. RL7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text. Reading Informational: RI7.1: Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. RI7.6: 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. RI7.8: 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. Language:	

L7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

L7.2: Demonstrate command of standard English capitalization, punctuation, and spelling when writing.

Speaking and Listening:

SL7.1: 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 clearly expressing their own.

SL7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Enduring Understandings:

- Students will understand the components of a logical, fact-based argument and be able to develop and support a claim with evidence, warrants, and conclusions.
- Students will be able to distinguish between facts from opinions and be able to recognize cognitive biases and logical fallacies.

Essential Questions:

How can bias distort one's view of a topic? Why does the other side matter? How do rhetorical devices strengthen an argument?

Students will demonstrate KNOWLEDGE of:

- **Bias**
- **Fact vs. opinion**
- **Rhetorical devices**
- **Effective organization**

Students will be SKILLED at:

1. Introduce claim, acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs
2. Support claim with logical reasoning and relevant evidence, using accurate,

- **Presenting the opposing view**

credible sources and demonstrating an understanding of the topic or text.

3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim, reasons and evidence.
4. Establish and maintain a style appropriate to audience and purpose (e.g. formal for academic writing).
5. Provide a concluding statement or section that follows from and supports the argument presented.

Estimated Duration: Four to Five Weeks