



**Literacy Design  
Collaborative**

# Everything's An Argument (Perspective)

by Lisa Baer

This 4-6 week unit focuses on how authors use claims, evidence, and persuasive devices so that the students can then use them in their own research, writing and speaking. By critically analyzing arguments and persuasive presentations for validity, accuracy, and clarity, students will become more effective consumers of information. During the unit, students will analyze professional texts and culminate the unit by developing their own persuasive presentations in which they advocate for implementing a Service Learning Project of their choice.

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GRADES

**7**

DISCIPLINE

 **ELA**

COURSE

**Any**

## *Section 1: What Task?*

### **Teaching Task**

#### **Task Template 7 - Argumentation**

How do authors successfully advocate for a particular cause? After researching editorials, reports, and articles on a local issue in your community, write a proposal, using effective rhetoric and argument skills, to a local agency in which you identify a problem regarding the issue and propose a solution. Support your position with evidence from your research.

### **Common Core State Standards**

#### **Reading Standards for Informational Text**

**RI.7.1**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**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.

**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.

**RI.7.10**

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **Writing Standards**

**W.7.1**

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

**W.7.1.e**

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

**W.7.1.d**

Establish and maintain a formal style.

**W.7.1.c**

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

**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.

**W.7.1.a**

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

**W.7.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.

**W.7.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**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").

**W.7.9.a**

Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

**W.7.10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Additional Standards**

## Colorado

### Colorado Academic Standards for Reading, Writing and Communicating

- CO** Formal presentations require preparation and effective delivery
- CO** Prepare for audience and purpose by ensuring proper length of presentation, suitable mode of dress, appropriate topic, and engaging content
- CO** Use visual aids to enhance presentation (such as charts, graphs, pictures, video, and electronic tools)
- CO** Apply effective speaking techniques such as eye contact, inflection, posture, appropriate gestures, tone, fluency, and facial expressions.
- CO** Implement strategies to rehearse presentation (such as memorizing key phrases, creating note cards, practicing with friends, etc.)
- CO** Prepare for audience and purpose by ensuring proper length of presentation, suitable mode of dress, appropriate topic, and engaging content
- CO** Use visual aids to enhance presentation (such as charts, graphs, pictures, video, and electronic tools)
- CO** Apply effective speaking techniques such as eye contact, inflection, posture, appropriate gestures, tone, fluency, and facial expressions.
- CO** Small and large group discussions rely on active listening and the effective contributions of all participants
- CO** Contribute ideas, listen respectfully, and consider the views of all participants
- CO** Ask probing questions to seek further elaboration and clarification of ideas
- CO** Paraphrase, summarize, or integrate ideas heard to answer questions or propose solutions
- CO** Contribute ideas, listen respectfully, and consider the views of all participants

## Texts

### Local resources

Teachers will help students research their projects by studying local newspapers, reports, and other informational texts that address the issue locally or offer a broader perspective. For example, the texts

may address vending machines in school and students may research local and national perspectives on the issue.

## LDC Student Work Rubric - Argumentation

|                              | Not Yet   | Approaches Expectations   | Meets Expectations  | Advanced  |
|------------------------------|---|---|---|---|
|                              | 1   | 2   | 3   | 4   |
| <b>Focus</b>                 | Attempts to address prompt, but lacks focus or is off-task.   | Addresses prompt appropriately and establishes a position, but focus is uneven. D: Addresses additional demands superficially.  | Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently  | Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.  |
| <b>Controlling Idea</b>      | Attempts to establish a claim, but lacks a clear purpose.   | Establishes a claim.  | Establishes a credible claim.   | Establishes and maintains a substantive and credible claim or proposal.   |
| <b>Reading/Research</b>      | Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.                             | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.  | Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.  | Accurately and effectively presents important details from reading materials to develop argument or claim.  |
| <b>Development</b>           | Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.                        | Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.   | Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.   | Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.  |
| <b>Organization</b>          | Attempts to organize ideas, but lacks control of structure.   | Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.   | Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.  | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.  |
| <b>Conventions</b>           | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation. | Demonstrates an uneven command of standard English conventions and cohesion.<br><br>Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources. | Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors. | Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format. |
| <b>Content Understanding</b> | Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.          | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.   | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.  | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.   |

## ***Background for Students***

Students should have a basic understanding of "perspective"; know that more than one perspective exists on an issue; and can distinguish fact from opinion.

Students should know a variety of technological resources and the application/ uses of those resources (word processing programs, online resources, powerpoint or other presentation applications). They should have basic search engine skills.

Students should have some understanding of plagiarism and be able to cite sources, directly quote from sources, summarize and paraphrase.

Students should have speaking, speech-giving, and basic presentation skills; along with attentive listening skills.

They should have a basic understanding of the writing process.

## ***Extension***

This will follow the unit plan created by Instructional Unit Authors Dee Blecha, Becky Cranwell, Karen Pariset and Kelly Rebis from the Wray School District.

## *Section 2: What Skills?*

### ***Preparing for the Task***

**BRIDGING CONVERSATION > TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**PRE-READING > TEXT SELECTION:** Ability to identify appropriate texts.

**ACTIVE READING > ESSENTIAL VOCABULARY:** Ability to identify and master terms essential to understanding a text.

**ACTIVE READING > NOTE-TAKING:** Ability to select important facts and passages for use in one's own writing.

**POST-READING > ENHANCING COMPREHENSION:** Ability to identify the central point and main supporting elements of a text.

**POST-READING > ACADEMIC INTEGRITY:** Ability to use and credit sources appropriately.

### ***Transition to Writing***

**BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**PLANNING > PLANNING THE WRITING:** Ability to develop a line of thought and text structure appropriate to an argumentation task.

**DEVELOPMENT > INTRODUCTORY PARAGRAPH:** Ability to establish a claim and consolidate information relevant to task.

**DEVELOPMENT > BODY PARAGRAPHS:** Ability to construct an initial draft with an emerging line of thought and structure.

**REVISION, EDITING, AND COMPLETION > REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**REVISION, EDITING, AND COMPLETION > EDITING:** Ability to proofread and format a piece to make it more effective.

**REVISION, EDITING, AND COMPLETION > FINAL DRAFT:** Ability to submit final piece that meets expectations.

## Section 3: What Instruction?

| PACING   | SKILL AND DEFINITION   | PRODUCT AND PROMPT  | SCORING GUIDE   | INSTRUCTIONAL STRATEGIES   |
|--|--|---|---|--|
| <b>Preparing for the Task</b>  |  |   |   |  |
| 50 mins  | <p><b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b><br/>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p> | <p><b>CHALK TALK (LIST)</b><br/>Silently read the essential question posted on the board: "In what ways do writers advocate for -- make an argument for -- an important cause?" Think about the question and brainstorm your thoughts/ideas which will then be added as a part of a class list in response to the question.</p> | <p>Product meets expectations if students participate meaningfully by adding to the chalk talk.</p> | <p><b>NOTE:</b> Chalk Talk is a silent way to reflect, generate ideas, check on learning, develop projects, or solve problems. Because it is done completely in silence, it gives students a change of pace and encourages thoughtful contemplation about the word, question, artifact or picture presented.</p> <p><b>SET UP</b></p> <p>The teacher writes the task's essential question on the board and circles it.</p> <p><b>LESSON</b></p> <p>Do Now: Silently journal about the essential question on the board. You might write: what it reminds you of, what questions you have, what you think the answer is, things you already know, etc.</p> <p>1 The teacher explains the norms and expectations of "chalk talk":</p> <ul style="list-style-type: none"> <li>* Silence in the room.</li> <li>* One person at the board at a time</li> <li>* If classroom culture permits, it can also be very effective to say nothing at all except to put finger to lips in a gesture of silence and simply begin with #2.</li> </ul> <p>3 The teacher either hands a piece of chalk to everyone or places many pieces of chalk at the board and hands several pieces to people at random.</p> <p>4 People write as they feel moved. There are likely to be long silences?that is natural, so allow plenty of wait time before deciding it is over.</p> <p>5 How the teacher chooses to interact with the Chalk Talk influences its outcome. The teacher can stand back and let it unfold or expand thinking by:</p> <ul style="list-style-type: none"> <li>* circling other interesting ideas, thereby inviting comments to broaden writing questions about a participant comment adding his/her own reflections or ideas</li> </ul> |
| <p>Standards:</p> <p><b>CCSS.ELA-LITERACY.CCRA.W.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CCSS.ELA-LITERACY.CCRA.W.5</b> : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>CCSS.ELA-LITERACY.CCRA.W.10</b> : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> |  |   |   |  |

| PACING   | SKILL AND DEFINITION   | PRODUCT AND PROMPT  | SCORING GUIDE   | INSTRUCTIONAL STRATEGIES   |
|--|--|---|---|--|
| 50 mins  | <p><b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.</p> | <p><b>BULLETS</b><br/>In your own words, what are the important features of a good response to this prompt?</p>   | No Scoring  | <ul style="list-style-type: none"> <li>● Share examples of type of text students will produce (either from past students or from professional writers).</li> <li>● Identify or invite students to identify key features of examples.</li> <li>● Pair students to share and improve their individual bullets.</li> <li>● Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.</li> </ul> |
| <b>Reading Process</b>   |  |   |   |  |
| 50 mins  | <p><b>PRE-READING &gt; TEXT SELECTION:</b> Ability to identify appropriate texts.</p>                                      | <p><b>IDENTIFY PERSONAL INTEREST WHICH CAN SERVICE COMMUNITY NEEDS</b><br/>This mini task transitions students into researching and then writing their chosen Service Learning Project.</p> | Students will choose their Student Learning Project based on personal interest and community needs. | <p>Teacher will introduce the Research Paper Tip Sheet.</p> <p>Students will work through the sheet/ pair share/ class discussion/ teacher conferencing to monitor ideas and relevance to community needs and availability to use topic in an argumentative presentation.</p>  |
| <p>Standards:</p> <p><b>CCSS.ELA-LITERACY.W.7.1B</b> : Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>  |  |   |   |  |
| <p>Additional Attachments:</p> <p> <a href="#">Research paper tip sheet</a></p> <p> <a href="#">(Research paper tip sheet)</a></p> |  |   |   |  |

| PACING       | SKILL AND DEFINITION  | PRODUCT AND PROMPT  | SCORING GUIDE  | INSTRUCTIONAL STRATEGIES  |
|--------------|---|---|--|---|
| <p>3 hrs</p> | <p><b>PRE-READING &gt; TEXT SELECTION:</b><br/>Ability to identify appropriate texts.</p> | <p><b>UNDERSTANDING TEXT AND RESPONDING TO TEXT</b><br/>Authors use compelling claims, relevant evidence and persuasive devices to effectively communicate their perspective.</p> <p>Identify claim, evidence and persuasive techniques- specifically ethos, pathos, and logos.</p> | <p>Students will complete the t-chart identifying key claims, evidence and identifying persuasive technique used by MLK.</p> <p>Students will explain how techniques impact the listener's understanding of MLK's speech. (Evidence from the speech / persuasive technique)</p> <p>Students will complete the fishbone map to check for claims, and evidence from JFK's speech.</p> <p>Students will also write an exit ticket to explain Kennedy's use of persuasive elements. Potential questions to explore: how does JFK's presentation style meet the expectations of his audience and purpose of his speech.</p> <p>Students will complete a comparison/contrast Venn diagram on the MLK and JFK speeches.</p> | <p>Teacher uses MLK historical " I Have a Dream" Civil Rights speech, and JFK's June 11, 1983 Civil Rights speech so that students can identify claim, evidence and key persuasive techniques- specifically ethos, pathos, and logos.</p> <p>Teacher will utilize the t-charts, fishbone chart and Venn Diagram to help students identify key concepts that will be essential for the writing prompt.</p> |

Standards:

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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).

**CCSS.ELA-LITERACY.RI.7.9** : Analyze 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.

**CCSS.ELA-LITERACY.RI.7.1** : Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.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).

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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).

**CCSS.ELA-LITERACY.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.

Additional Attachments:

[🔗 MLK's "I Have A Dream"](#)

[🔗 MLK's "I Have A Dream"](#)

[🔗 "I Have a Dream" transcript](#)

[🔗 "I Have a Dream" transcript](#)

[🔗 "I Have a Dream" transcript and wordle](#)

[🔗 "I Have a Dream" transcript and wordle](#)

[🔗 T-Chart](#)

[🔗 T-chart graphic organizer](#)

[🔗 Summary Frames](#)

[🔗 Picture bank for summary without words- differentiation](#)

[🔗 An argument summary frame; see McREL Classroom Instruction That Works for other examples](#)

[🔗 JFK's June 11, 1963 Civil Rights speech](#)

[🔗 JFK's June 11, 1963 Civil Rights speech](#)

[🔗 JFK's June 11, 1963 Civil Rights speech transcript](#)

[🔗 JFK's June 11, 1963 Civil Rights speech transcript](#)

[🔗 Analyzing and Producing Persuasive Text](#)

[🔗 Analyzing and Producing Persuasive Text](#)

[🔗 Analyzing and Producing Persuasive Text: Lesson 3 Handout #7](#)

[🔗 Analyzing and Producing Persuasive Text: Lesson 3 Handout #7\)](#)

[🔗 Fish bone map](#)

[🔗 Exit ticket](#)

[🔗 Comparison/contrast Venn diagram for MLK and JFK speeches](#)

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|--|---|--|--|---|
| 50 mins  | <p><b>PRE-READING &gt; TEXT SELECTION:</b> Ability to identify appropriate texts.</p>   | <p><b>NOTES</b><br/>For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study.</p>                    | <ul style="list-style-type: none"> <li>Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).</li> <li>Includes reasonable evidence that work is credible and/or worthy of study.</li> </ul> | <ul style="list-style-type: none"> <li>Provide citation guide and discuss why each element of citation is needed.</li> <li>Ask students to brainstorm what makes an author credible and/or worthy of study.</li> <li>Provide access to research sources for students to assess the texts.</li> <li><b>Note:</b> for an “after researching” task, add teaching and time for students to select the texts they will use.</li> </ul> |
| <p>Standards:</p> <p><b>CCSS.ELA-LITERACY.RI.7.8</b> : 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.</p> <p><b>CCSS.ELA-LITERACY.RI.7.9</b> : Analyze 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.</p>  |   |  |  |   |
| 50 mins  | <p><b>ACTIVE READING &gt; ESSENTIAL VOCABULARY:</b> Ability to identify and master terms essential to understanding a text.</p> | <p><b>VOCABULARY LIST</b><br/>In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.</p> | <ul style="list-style-type: none"> <li>Lists appropriate phrases.</li> <li>Provides accurate definitions.</li> </ul>   | <ul style="list-style-type: none"> <li>After scoring, ask some students to share definitions of terms that others overlooked or misunderstood.</li> <li>After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.</li> </ul>  |
| <p>Standards:</p> <p><b>CCSS.ELA-LITERACY.L.7.4</b> : 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.</p> <p><b>CCSS.ELA-LITERACY.L.7.4A</b> : 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.</p> <p><b>CCSS.ELA-LITERACY.L.7.4C</b> : Consult general and specialized 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.</p> <p><b>CCSS.ELA-LITERACY.L.7.4D</b> : 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).</p> <p><b>CCSS.ELA-LITERACY.L.7.5B</b> : Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p><b>CCSS.ELA-LITERACY.L.7.6</b> : 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.</p> |   |  |  |   |

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|---|--|--|---|---|
| 2 hrs   | <b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing. | <b>DISTINGUISHING BETWEEN "MORE RELIABLE" AND "LESS RELIABLE" RESOURCES</b><br>Evaluating the reliability of print and internet resources as research for the prompt | Effectively collecting reliable/ credible resources for information to support the claim.<br><br>Sites and text will be in binder/ or in Google Doc folder.   | Teacher will provide criteria and materials for evaluating the reliability of print and internet resources.   |
| Standards:<br><br><b>CCSS.ELA-LITERACY.RI.7.8</b> : 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.  |  |  |   |   |
| Additional Attachments:<br><br><a href="#">🔗 Criteria/questions for evaluating website sources</a><br><a href="#">🔗 dsitement resource for evaluating online resources</a>  |  |  |   |   |
| 2 hrs   | <b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing. | <b>NOTES</b><br>From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.           | <ul style="list-style-type: none"> <li>Identifies relevant elements.</li> <li>Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).</li> </ul> | <ul style="list-style-type: none"> <li>Teach a sample format for note taking.</li> <li>Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).</li> </ul> |
| Standards:<br><br><b>CCSS.ELA-LITERACY.RI.7.1</b> : Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><b>CCSS.ELA-LITERACY.RI.7.2</b> : 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.<br><b>CCSS.ELA-LITERACY.RI.7.3</b> : 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). |  |  |   |   |

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|--------|--|--|--|---|
| 4 hrs  | <p><b>POST-READING &gt; ENHANCING COMPREHENSION:</b><br/>Ability to identify the central point and main supporting elements of a text.</p> | <p><b>CRITIQUING TEXT- THE USE OF VISUALS IN (AND AS) PERSUASIVE TEXTS</b><br/>What are the authors trying to accomplish? Which parts of the text show you that?</p> | <p>Students will complete handouts #3, and the Speech Analysis #4.</p> <p>Students will write an exit ticket about the persuasive effectiveness of the emotional appeal.</p> <p>Journal writing:<br/>Students will consider what they have learned about persuasion from "The Girl Who Silenced the World for 5 Minutes" and "Can You Live with Dirty Water?"</p> <p>Teacher prompts: In what ways have the speakers and presenters been similar in how they have used their language? How are they different? How does the visual element of the speaker help them communicate their message? Identify and explain how persuasive speeches are similar and explain what made them unique?</p> | <ul style="list-style-type: none"> <li>● Invite students to brainstorm ways to figure out any author's intent.</li> <li>● Invite students to share and discuss their answers for each text.</li> <li>● After the discussion, allow them to add to their entries.</li> </ul> |

Standards:

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**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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).

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.RI.7.9** : Analyze 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.

Additional Attachments:

[Severn Suzuki at UN Earth Summit video; 1992](#)

[Severn Suzuki at UN Earth Summit video; 1992](#)

[Exit ticket](#)

[Analyzing and Producing Persuasive Text](#)

[Analyzing and Producing Persuasive Text](#)

[Severn Suzuki 20 years after her Earth Summit speech; June 2012](#)

[Severn Suzuki 20 years after her Earth Summit speech; June 2012](#)

[Student-produced PSA on texting and driving](#)

[Student-produced PSA on texting and driving](#)

[Persuasive Speech on texting and driving](#)

[Analyzing and Producing Persuasive Text: Handout #3 speech analysis; Handout #4 speech analysis rubric](#)

[Analyzing and Producing Persuasive Text: Handout #3 speech analysis; Handout #4 speech analysis rubric](#)

["Can You Live with Dirty Water?"](#)

[Analyzing and Producing Persuasive Text](#)

[Analyzing and Producing Persuasive Text](#)

[Analyzing and Producing Persuasive Text: Handout #3 from Lesson 1](#)

[Analyzing and Producing Persuasive Text: Handout #3 from Lesson 1](#)

["Can You Live with Dirty Water?"](#)

[Exit ticket](#)

| PACING   | SKILL AND DEFINITION   | PRODUCT AND PROMPT  | SCORING GUIDE   | INSTRUCTIONAL STRATEGIES   |
|--|--|---|---|--|
| 50 mins  | <p><b>POST-READING &gt; ACADEMIC INTEGRITY:</b> Ability to use and credit sources appropriately.</p>                                 | <p><b>DEFINITION AND STRATEGIES</b><br/>Define “plagiarism” and list ways to avoid it.</p>  | <ul style="list-style-type: none"> <li>Provides accurate definition.</li> <li>Lists several appropriate strategies.</li> </ul>  | <ul style="list-style-type: none"> <li>Discuss respect for others’ work to assemble evidence and create texts.</li> <li>Discuss academic penalties for stealing others thoughts and words.</li> </ul>  |
| <b>Transition to Writing</b>   |  |   |   |  |
| 4 hrs  | <p><b>BRIDGING CONVERSATION &gt; IDENTIFYING SIGNIFICANT ELEMENTS:</b> Ability to begin linking reading results to writing task.</p> | <p><b>IDENTIFICATION OF GOOD EXAMPLES TO SUPPORT A CLAIM/ SERVICE LEARNING</b><br/>Identify what makes a good service learning project: qualities, creating, and positive outcomes.</p> | <p>Student will identify and list the best choices for Service Learning Projects, the qualities of a successful SLP, the steps to taken to create a quality SLP, and the positive outcomes from implementing a SLP.</p> | <p>This will probably take several class periods:</p> <ol style="list-style-type: none"> <li>websites to learn about SLP</li> <li>teaching handouts for SLP</li> <li>videos to inspire students to work on SLP</li> <li>public service announcements</li> <li>create binder/ or Google Doc folder: students should be encouraged to maintain this binder throughout the remainder of the unit as they research their topic, gather examples of service learning projects, and use it during their writing process. This binder will contain all papers/ or Google Doc will contain all documents digitally.</li> </ol> |
| <p>Standards:</p> <p><b>CCSS.ELA-LITERACY.CCRA.W.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CCSS.ELA-LITERACY.CCRA.W.9</b> : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>CCSS.ELA-LITERACY.CCRA.R.1</b> : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>  |  |   |   |  |
| <p>Additional Attachments:</p> <ul style="list-style-type: none"> <li>🔗 <b>Examples of Service Learning</b></li> <li>🔗 <b>“Rock Your World” curriculum and resources for Service Learning Projects</b></li> <li>🔗 <b>“From Critical Consciousness to Service Learning” from readwritethink.org</b></li> <li>🔗 <b>A variety of videos of Service Learning Projects</b></li> <li>🔗 <b>Persuasive project devoted to food waste; emphasis on persuasion in a digital world</b></li> <li>🔗 <b>Search for Teaching Service Learning, and this will pull up many documents to support this project</b></li> <li>🔗 <b>Using Service Learning in the Public Speaking Class”</b></li> <li>🔗 <b>Service Learning Toolbox</b></li> <li>🔗 <b>Although identified for Grades 9-12, teachers may find this helpful in designing video projects with their students</b></li> <li>🔗 <b>This activity helps teens to think about how information can be presented and how they might create their own persuasive argument or message</b></li> </ul> |  |   |   |  |

| PACING  | SKILL AND DEFINITION   | PRODUCT AND PROMPT   | SCORING GUIDE   | INSTRUCTIONAL STRATEGIES  |
|---|--|--|---|---|
| 50 mins   | <p><b>BRIDGING CONVERSATION &gt; IDENTIFYING SIGNIFICANT ELEMENTS:</b> Ability to begin linking reading results to writing task.</p> | <p><b>WRITING A PERSUASIVE SPEECH</b><br/>Consider the structure and elements of speeches.</p> | <p>Students will use the mini task information to format the brainstorming/ drafting ideas/ rough draft writin in their binders or in their Google Docs folder.</p> | <p>Teacher will share the example lessons for persuasive letter writing, persuasive essay example and resources for persuasive writing.</p> <p>Students will view the Persuasion essay models in the Student Resources.</p> |
| <p>Standards:</p> <p><b>CCSS.ELA-LITERACY.W.7.1</b> : Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>CCSS.ELA-LITERACY.W.7.1A</b> : Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>CCSS.ELA-LITERACY.W.7.1B</b> : Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>CCSS.ELA-LITERACY.W.7.1C</b> : Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p><b>CCSS.ELA-LITERACY.W.7.1D</b> : Establish and maintain a formal style.</p> <p><b>CCSS.ELA-LITERACY.W.7.1E</b> : Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>CCSS.ELA-LITERACY.W.7.2</b> : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>CCSS.ELA-LITERACY.W.7.2A</b> : Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>CCSS.ELA-LITERACY.W.7.2B</b> : Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> |  |  |   |   |
| <p>Additional Attachments:</p> <ul style="list-style-type: none"> <li><a href="#">🔗 Persuasive essay example</a></li> <li><a href="#">🔗 Persuasive essay example</a></li> <li><a href="#">🔗 Example lesson for persuasive letter to principal for school issues</a></li> <li><a href="#">🔗 Example lesson for persuasive letter to principal for school issues</a></li> <li><a href="#">🔗 Resources for Persuasive Writing</a></li> <li><a href="#">🔗 Resources for Persuasive Writing</a></li> <li><a href="#">🔗 Nice resource about argument writing at 7th Grade</a></li> <li><a href="#">🔗 Nice resource about argument writing at 7th Grade</a></li> <li><a href="#">🔗 Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars</a></li> <li><a href="#">🔗 Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars</a></li> </ul>   |  |  |   |   |

**Writing Process**

| PACING  | SKILL AND DEFINITION  | PRODUCT AND PROMPT  | SCORING GUIDE   | INSTRUCTIONAL STRATEGIES  |
|---|---|---|---|---|
| 50 mins   | <p><b>PLANNING &gt; PLANNING THE WRITING:</b> Ability to develop a line of thought and text structure appropriate to an argumentation task.</p> | <p><b>OUTLINE/ORGANIZER</b><br/>Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.</p> | <ul style="list-style-type: none"> <li>• Students will identify the topic/issue of their choice and reasons they want to pursue researching the topic.</li> <li>• They will begin their work on the K-W-L Chart which will be an on-going assessment for the rest of the unit.</li> <li>• Organizers supports opening claim.</li> <li>• Uses evidence from texts read earlier.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide and teach one or more examples of outlines or organizers.</li> <li>• Invite students to generate questions in pairs about how the format works, and then take and answer questions.</li> </ul>                                   |
| <p>Standards:</p> <p><b>CCSS.ELA-LITERACY.RI.7.1</b> : Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CCSS.ELA-LITERACY.RI.7.3</b> : 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).</p> <p><b>CCSS.ELA-LITERACY.RI.7.4</b> : 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.</p> <p><b>CCSS.ELA-LITERACY.RI.7.6</b> : 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.</p> |   |   |   |   |
| <p>Additional Attachments:</p> <p><a href="#">🔗 KWL Chart from readwritethink.org</a></p> <p><a href="#">🔗 KWL Chart from readwritethink.org</a></p>  |   |   |   |   |
| 50 mins   | <p><b>DEVELOPMENT &gt; INTRODUCTORY PARAGRAPH:</b> Ability to establish a claim and consolidate information relevant to task.</p>               | <p><b>OPENING PARAGRAPH</b><br/>Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.</p>            | <ul style="list-style-type: none"> <li>• Writes a concise summary statement or draft opening.</li> <li>• Provides direct answer to main prompt requirements.</li> <li>• Establishes a controlling idea.</li> <li>• Identifies key points that support development of argument.</li> </ul>   | <ul style="list-style-type: none"> <li>• Offer several examples of opening paragraphs.</li> <li>• Ask class to discuss what makes them strong or weak.</li> <li>• Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).</li> </ul> |

# Everything's An Argument (Perspective)

| PACING   | SKILL AND DEFINITION   | PRODUCT AND PROMPT  | SCORING GUIDE   | INSTRUCTIONAL STRATEGIES   |
|--|--|---|---|--|
| 2 hrs  | <p><b>DEVELOPMENT &gt; BODY</b><br/> <b>PARAGRAPHS:</b> Ability to construct an initial draft with an emerging line of thought and structure.</p>                                  | <p><b>INITIAL DRAFT</b><br/>           Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.</p>  | <ul style="list-style-type: none"> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Encourage students to re-read prompt partway through writing, to check that they are on track.</li> </ul>   |
| <p>Standards:</p> <p><b>CCSS.ELA-LITERACY.W.7.1B</b> : Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>CCSS.ELA-LITERACY.W.7.1D</b> : Establish and maintain a formal style.</p> <p><b>CCSS.ELA-LITERACY.W.7.2</b> : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>CCSS.ELA-LITERACY.W.7.2A</b> : Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> |  |   |   |  |
| 50 mins  | <p><b>REVISION, EDITING, AND COMPLETION &gt; REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p> | <p><b>MULTIPLE DRAFTS</b><br/>           Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.</p> | <ul style="list-style-type: none"> <li>Provides complete draft with all parts.</li> <li>Supports the opening in the later sections with evidence and citations.</li> <li>Improves earlier edition.</li> </ul> | <ul style="list-style-type: none"> <li>Sample useful feedback that balances support for strengths and clarity about weaknesses.</li> <li>Assign students to provide each other with feedback on those issues.</li> </ul> |
| 50 mins  | <p><b>REVISION, EDITING, AND COMPLETION &gt; EDITING:</b> Ability to proofread and format a piece to make it more effective.</p>   | <p><b>REVISION/ CRITIQUING TEXT</b><br/>           Students can deepen their understanding of the connections between giving and getting feedback and the writing process/ effective writing.</p>                             | <p>Students will use the peer and self-editing checklist sheet.</p>   | <p>Teacher will model and introduce the Peer revision and Peer and Self-Editing Checklist papers and how they can be effective tools in improving writing and giving feedback to text.</p>                               |
| <p>Standards:</p> <p><b>CCSS.ELA-LITERACY.W.7.5</b> : 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.</p> <p><b>CCSS.ELA-LITERACY.W.7.6</b> : 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.</p> <p><b>CCSS.ELA-LITERACY.W.7.7</b> : Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>  |  |   |   |  |
| <p>Additional Attachments:</p> <ul style="list-style-type: none"> <li><a href="#">Peer revision checklist</a>)</li> <li><a href="#">Peer revision checklist</a>)</li> <li><a href="#">Peer and Self-Editing Checklist</a></li> <li><a href="#">Peer and Self-Editing Checklist</a></li> </ul>  |  |   |   |  |

| PACING  | SKILL AND DEFINITION   | PRODUCT AND PROMPT  | SCORING GUIDE  | INSTRUCTIONAL STRATEGIES  |
|---|--|---|--|---|
| 50 mins   | <p><b>REVISION, EDITING, AND COMPLETION &gt; FINAL DRAFT:</b> Ability to submit final piece that meets expectations.</p> | <p><b>CORRECT DRAFT</b><br/>Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p>  | <ul style="list-style-type: none"> <li>Provides draft free from distracting surface errors.</li> <li>Uses format that supports purpose.</li> </ul> | <ul style="list-style-type: none"> <li>Briefly review selected skills that many students need to improve.</li> <li>Teach a short list of proofreading marks.</li> <li>Assign students to proofread each other's texts a second time.</li> </ul> |
| <p>Standards:</p> <p><b>CCSS.ELA-LITERACY.L.7.1</b> : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CCSS.ELA-LITERACY.L.7.1A</b> : Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p><b>CCSS.ELA-LITERACY.L.7.1B</b> : Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p><b>CCSS.ELA-LITERACY.L.7.1C</b> : Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p><b>CCSS.ELA-LITERACY.L.7.2</b> : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>CCSS.ELA-LITERACY.L.7.3</b> : Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>CCSS.ELA-LITERACY.L.7.3A</b> : Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> |  |   |  |   |
| 5 hrs   | <p><b>REVISION, EDITING, AND COMPLETION &gt; FINAL DRAFT:</b> Ability to submit final piece that meets expectations.</p> | <p><b>FINAL PIECE: SPEECH AND/OR PRESENTATION</b><br/>Present your Service Learning Project to the class.</p> <p>Use technology in your presentations, or present your speech in front of the group.</p> <p>Turn in your complete the final version of your piece. Include your binder, and/or share your Google Docs folder.</p> | <ul style="list-style-type: none"> <li>Fits the "Meets Expectations" category in the rubric for the teaching task.</li> </ul>                      | <p>Teacher shows the You Tube video "Presentation Bad/ Good" by Hussain Shafei before presentations begin.</p> <p>Teacher allows students to present their projects to the class.</p>   |
| <p>Standards:</p> <p><b>CCSS.ELA-LITERACY.W.7.1</b> : Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>CCSS.ELA-LITERACY.CCRA.SL.1</b> : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CCSS.ELA-LITERACY.CCRA.SL.2</b> : Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>CCSS.ELA-LITERACY.CCRA.SL.4</b> : Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>CCSS.ELA-LITERACY.CCRA.SL.5</b> : Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>   |  |   |  |   |

Additional Attachments:

 [A short simple video of Bad and Good examples of Presentations](#)

## *Instructional Resources*

No resources specified

## *Section 4: What Results?*

### ***Student Work Samples***

No resources specified

### ***Teacher Reflection***

Not provided