

Grade 7 Unit 3 The Power of Words

Content Area: **Language Arts**
Course(s):
Time Period: **Generic Time Period**
Length: **10 weeks**
Status: **Published**

Stage 1: Desired Results

Students will be able to independently use their learning to do the following:

Read and analyze nonfiction essays and articles.

Determine the structure of each type of text and establish how it impacts the point / claim the author has made.

Create a portfolio of 5 distinct structures / types of texts / essays written

Choose two written pieces from the portfolio to publish.

Established Goals

Reading: Students will be able to

- close read informational texts
- delineate different structures of non-fiction, expository writing: sequence, compare /contrast, problem/solution, argument / counter argument
- propaganda - identify and analyze

Writing: Students will be able to

- compose different forms of non-fiction writing: expository & argument

Language: Students will be able to

- demonstrate command of conventions of standard English (dependent clauses and sentence structures)
- clarify the meaning of unknown and multiple-meaning words and phrases

Speaking and Listening: Students will be able to

- engage effectively in a range of collaborative discussions
- delineate a speaker's claims
- delineate a speaker's rhetorical devices
- respond to impromptu questions related to the information presented in a speech
- effectively deliver a formal speech: eye contact, volume, vocal clarity, pacing, fluency

Standards & Indicators

LA.7.L.7.4.C	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.
LA.7.L.7.4.D	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).
LA.7.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.7.L.7.5.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
LA.7.W.7.2.E	Establish and maintain a formal style academic style, approach, and form.
LA.7.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.7.SL.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.7.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.7.W.7.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.7.L.7.5.B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
LA.7.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.7.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

LA.7.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LA.7.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LA.7.L.7.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
LA.7.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
LA.7.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.7.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.7.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LA.7.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LA.7.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LA.7.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LA.7.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.7.W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
LA.7.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
LA.7.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LA.7.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
LA.7.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LA.7.W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.7.RI.7.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LA.7.RI.7.10	By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
LA.7.W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.7.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

LA.7.L.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
LA.7.W.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.7.L.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
LA.7.W.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.7.L.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LA.7.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.7.L.7.2.A	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
LA.7.L.7.2.B	Spell correctly.
LA.7.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.7.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LA.7.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.7.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.7.W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
LA.7.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LA.7.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.7.L.7.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Central Ideas/Enduring Understandings

Words have the power to connect to the human experience, persuade, and to entertain.

Close reading can enable the reader to critically comprehend a text.

Good writers support their opinions with evidence.

Sentence variety enhances understanding.

Essential/Guiding Questions

Essential Questions:

What strategies do readers of non-fiction use and why?

How does the structure affect the author's intended meaning and purpose?

How can I be persuaded by words and images?

Guiding Questions:

What devices can I use effectively to persuade my audience?

Why might the author want to share this information?

What strategies can I use to gain a better understanding through close reading?

Content - Students will know...

Students will know key vocabulary terms: claim, argument, support, counter-claim, evidence, appeal, justify, analyze.

Students will understand the differences between expository (informational) writing and persuasive / argument writing.

Students will identify and analyze individual pieces of propaganda.

Students will know the format for a counter-argument into argument writing.

Skills - Students will be skilled at...

Students will be able to discriminate between expository (informational) writing and persuasive / argument writing.

Students will be able to read and analyze a poem for meaning, sound devices, and figurative language.

Students will be able to incorporate a counter-argument into argument writing.

Stage 2: Assessment Evidence

Performance Task(s)

- nonfiction writing portfolio
- propaganda project

Other Evidence

Vocabulary quizzes

Grammar tests

Academic prompts

Conferencing / Write to Learn

Stage 3: Learning Plan

Learning Opportunities/Strategies

Notice and Note Strategies

Literature Circle - novels in verse

Propoganda Game

Writing Conferences - teacher and peer (plus Write to Learn)

Model texts for writing

Vocabulary study

Modifications and differentiation for students:

with IEPs and identified learning difficulties- prior notice of questions so that students have time to formulate answers; literature circle group and self-monitoring checklist for on-task behavior; frequent reading conferences to monitor understanding and error correct; repeated reading for fluency; sentence frames for dicusssions to ensure the use of academic vocabulary;

who are ELL- word wall with repeated exposure to new vocabulary through word games and illustrations; graphic organizers for writing; choral reading of passages for fluency and intonation.

identified as Gifted and Talented- complete an author study on a poet; compose a book of original poetry with illustrations; research the context of selected poems and present.

Resources

Notice and Note by Beers and Probst

Membean

Model texts -

"Dial vs. Digital"

"Are Teenagers Crazy?"
