

Unit Goal- Students will participate in the full writing process while gaining an understanding of what a well-developed argumentative paragraph should look like.

Essential Questions:

1. How do you construct a persuasive argument?
2. What constitutes effective evidence?
3. How do you revise?

Unit/Time Frame	CCSS	Skills	Assessment	Suggested Resources
Argument Writing (3 weeks) <ul style="list-style-type: none"> • MAISA Argumentative Paragraph Unit • Vocabulary instruction • Grammar 	<p>READING INFORMATIONAL</p> <p>RI.7.1- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.</p> <p>RI.7.2- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.5- Analyze the structure an author uses to organize a text,</p>	<p>READING INFORMATIONAL</p> <ul style="list-style-type: none"> • Define and cite textual evidence • Define inference • Right There and On My Own • Analyze authors word • Define theme • Analyze plot to determine theme • Determine key events over course of text • Define summary • Compose objective summary/key points 	<ul style="list-style-type: none"> • Pre-Mid-Post MAISA Assessments • Tests/Quizes 	<ul style="list-style-type: none"> • MAISA Unit-Argumentative Paragraph

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	<p>including how the major sections contribute to the whole and to the development of the ideas.</p> <p>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.</p> <p>RI.7.10-By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with</p>	<ul style="list-style-type: none"> • Analyze a text and determine the author’s organizational structure. • Explain how authors organize text and individual parts contribute to overall development of ideas • Identify the side of an argument the author presents in a text. • Determine the credibility of the author/purpose. • Identify claims that are supported by facts/opinions • Evaluate an argument using the evidence an author provides and determine if evidence is relevant and sufficient enough to support claims. • Closely read complex grade level text. • Reread a text to find more info or clarify ideas. • Use reading strategies to understand complex text. 		

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	<p>scaffolding as needed at the high end of the range.</p> <p>WRITING W.7.1-Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WRITING</p> <ul style="list-style-type: none"> • Identify a topic that causes a debate in society. • Choose a side of the argument and identify reasons that support choice. • Determine the credibility and accuracy of a source. • Support argument with textual evidence found in credible sources. • Locate opposing claims. • Present argument in a formal style. <ul style="list-style-type: none"> • Identify writing style for task/purpose/audience • Use organizational/formatting structures to develop ideas • Compose a clear and logical piece of writing that demonstrates understanding of a specific writing style 		

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	<p>(Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>W.7.8- 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</p>	<ul style="list-style-type: none"> • Use prewriting strategies • Recognize that a well-developed piece of writing requires multiple drafts • Apply revision strategies • Edit writing by checking for errors in conventions • Focus research around a central question • Choose several sources and gather information • Analyze information and determine if it provides enough support to answer question • Create additional focused questions that relate to original topic to further investigate • Determine the credibility and accuracy of a source by reviewing who, when and why it was written • Use search terms effectively to gather info • Define plagiarism 		

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	<p>and following a standard format for citation.</p> <p>W.7.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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</p>	<ul style="list-style-type: none"> • Determine when facts must be quoted • Avoid plagiarism by paraphrasing and/or summarizing info • Follow a standard format for citation to create a bibliography <ul style="list-style-type: none"> • Define textual evidence • Determine textual evidence that supports research • Compose written responses and include textual evidence to strengthen research <p>LANGUAGE</p> <ul style="list-style-type: none"> • Define phrase and clause and state their function • Use phrases and clauses to enhance writing and/or speaking • Identify simple sentence structures, compound sentences, complex sentence structures, and compound-complex sentence structures 		

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	<p>discipline-specific tasks, purposes, and audiences.</p> <p>LANGUAGE L.7.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<ul style="list-style-type: none"> • Choose different sentence structures to signal differing relationships among ideas • Define misplaced modifiers and dangling modifiers • Identify and correct misplaced/dangling modifiers in writing and/or speaking • Determine when to capitalize words • Define coordinate adjectives and non coordinate adjectives • Determine when adjectives are coordinate and need to be separated by commas • Identify misspelled words and use resources to assist with spelling • Choose words, phrases, and clauses that express 		

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	<p data-bbox="478 321 785 526">L.7.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p data-bbox="478 997 795 1166">L.7.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p data-bbox="947 250 1171 313">ideas precisely and concisely</p> <ul data-bbox="898 321 1241 995" style="list-style-type: none"> <li data-bbox="898 321 1241 423">• Recognize and eliminate areas of wordiness/redundancy <li data-bbox="898 537 1209 639">• Infer meaning of unknown words using context clues <li data-bbox="898 647 1199 750">• Recognize and define common Greek/Latin affixes and roots <li data-bbox="898 758 1209 893">• Break down unknown words into units of meaning to infer definition <li data-bbox="898 901 1241 995">• Verify inferred meanings by consulting reference materials 		

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	<p>L.7.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c) 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</p>	<ul style="list-style-type: none"> • Define and identify figurative language (simile, metaphor, hyperbole, etc.) • Distinguish between literal and figurative language • Recognize word relationships to further understand multiple words • Recognize difference between denotative and connotative meanings • Analyze how words/phrases that have similar meanings can 		

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	<p>meaning or its part of speech.</p> <p>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).</p> <p>L.7.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b) Use the relationship between particular words (e.g., synonym/ antonym, analogy) to better understand each of the words.</p> <p>c) Distinguish among the connotations (associations) of</p>	<p>have very different connotations</p> <ul style="list-style-type: none"> • Recognize difference between general academic words and phrases and domain-specific words and phrases • Acquire and use grade-appropriate academic and domain specific words/phrases to increase 		

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	<p>words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> <p>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.</p>			