Grade 7 - Unit 5 Nonfiction Writing - Writing to Persuade

Unit Focus

A vlog is a blog in video form that includes a claim with reasons and evidence by incorporating media features such as images, video clips, sounds, and music. After spending about three weeks researching, students will develop their own argumentative claim about their research topic and draft reasons, evidence and an analysis of each reason. They will also consider the counter argument and speak to why their stance is stronger. They will revise their writing to include rhetorical devices, consider audience, tone, and purpose and add in entertainment factors to their vlogs. As a culminating experience, students will share their vlogs and nominate their peers for various recognition in the "Vloggies."

Stage 1: Desired Results - Key Understandings

Standard(s)

Standards

- Common Core
  - *English Language Arts: 7*
    - Write arguments to support claims with clear reasons and relevant evidence. *(CCSS.ELA-LITERACY.W.7.1)*
    - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. *(CCSS.ELA-LITERACY.W.7.1.A)*
    - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. *(CCSS.ELA-LITERACY.W.7.1.B)*
    - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. *(CCSS.ELA-LITERACY.W.7.1.C)*
    - Establish and maintain a formal style. *(CCSS.ELA-LITERACY.W.7.1.D)*
    - Provide a concluding statement or section that follows from and supports the argument presented. *(CCSS.ELA-LITERACY.W.7.1.E)*
    - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. *(CCSS.ELA-LITERACY.W.7.2)*
    - 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. *(CCSS.ELA-LITERACY.W.7.2.A)*
    - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. *(CCSS.ELA-LITERACY.W.7.2.B)*
    - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. *(CCSS.ELA-LITERACY.W.7.2.C)*
    - Use precise language and domain-specific vocabulary to inform about or explain the topic. *(CCSS.ELA-LITERACY.W.7.2.D)*
    - Establish and maintain a formal style. *(CCSS.ELA-LITERACY.W.7.2.E)*

Transfer

Students will be able to independently use their learning to...

T1 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.

T2 Present information and ideas using appropriate grammar, spelling, and vocabulary to convey the message.

Meaning

Understanding(s)

Students will understand that...

U1 Writing is a process for clarifying as well as expressing one's thinking.

U2 Writers support and elaborate on their claims or ideas with appropriate evidence, description, and detail.

U3 Writers make deliberate choices regarding content, language, and style to convey their message to a target audience.

U4 Writers consider purpose and audience when choosing information from multiple sources.

U5 Writers use technology to engage their audience and communicate their message.

Essential Question(s)

Students will keep considering...

Q1 How do I best support my purpose for writing?

Q2 Why am I writing? What is my purpose?

Q3 What is the best modality and structure to match my audience, purpose and message?

Q4 How do writers leverage technology to communicate ethically, effectively, and responsibly?

Q5 What makes clear and effective writing?

Stage 1: Desired Results - Key Understandings

- Provide a concluding statement or section that follows from and supports the information or explanation presented. *(CCSS.ELA-LITERACY.W.7.2.F)*
- Draw evidence from literary or informational texts to support analysis, reflection, and research. *(CCSS.ELA-LITERACY.W.7.9)*
- 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"). *(CCSS.ELA-LITERACY.W.7.9.B)*
- Speaking & Listening
- 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. *(CCSS.ELA-LITERACY.SL.7.4)*
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. *(CCSS.ELA-LITERACY.SL.7.5)*
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. *(CCSS.ELA-LITERACY.SL.7.6)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.7.1)*
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* *(CCSS.ELA-LITERACY.L.7.1.C)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.7.2)*
- Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). *(CCSS.ELA-LITERACY.L.7.2.A)*
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(CCSS.ELA-LITERACY.L.7.3)*
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* *(CCSS.ELA-LITERACY.L.7.3.A)*
- 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. *(CCSS.ELA-LITERACY.L.7.4)*
- 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. *(CCSS.ELA-LITERACY.L.7.4.A)*
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). *(CCSS.ELA-LITERACY.L.7.4.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. *(CCSS.ELA-LITERACY.L.7.4.C)*
- 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). *(CCSS.ELA-LITERACY.L.7.4.D)*

Madison Public Schools Profile of a Graduate

Product Creation: Effectively use a medium to communicate important information. *(POG.3.2)*

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Claims are supported with relevant evidence. **K2** Language is a tool for informing and persuading. **K3** Technology can be used to enhance a message or purpose.	*Students will be skilled at...* **S1** Supporting and proving claims with relevant evidence. **S2** Using precise and specific language to inform and persuade their audience. **S3** Leveraging technology to enhance their message and purpose.