

Grade 7: Overcoming Obstacles

Stage 1 Desired Results			
ESTABLISHED GOALS: <u>Competencies:</u> <i>Students will demonstrate the ability to defend an opinion using accurate and logical reasoning, acknowledging alternate claims, in order to persuade others.</i> <i>Students will demonstrate the ability to objectively summarize the development of two or more central ideas as a means for analyzing the causal relationship between events, ideas, or concepts.</i> <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i> <u>Content Standards:</u> - 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.7.3 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). - 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.7.5 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. - 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. - 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).	Transfer		
	<i>Students will be able to independently use their learning to evaluate the effectiveness of an argument.</i>		
	Meaning		
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - effective readers use a variety of strategies to make sense of key ideas and details presented in a text. - analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. - to gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - comprehension is enhanced through a collaborative process of sharing and evaluating ideas. - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. - effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	ESSENTIAL QUESTIONS In the face of adversity, what causes some individuals to prevail while others fail?	
	Acquisition		
	<i>Students will know...</i> - that the purpose of argument writing is proving a claim with factual evidence. - that writers carefully intertwine many elements to enhance the reader’s experience. - that people can overcome even the most difficult obstacles.	<i>Students will be skilled at...</i> - using the writing process to draft an argument that supports a claim with accurate and logical reasons and acknowledges alternate claims. - using knowledge of word relationships including analogies and synonym/antonym relationships to clarify the meanings of words in text.	

● 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. ● 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. ● W.7.1 Write arguments to support claims with clear reasons and relevant evidence. ○ Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. ○ Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ○ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. ○ Establish and maintain a formal style. ○ Provide a concluding statement or section that follows from and supports the argument presented. ● 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.7.6 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. ● W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. ● 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 and following a standard format for citation. ● W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. ● 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. ● 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.	● that the <i>Habits of Mind</i> are essential when trying to overcome an obstacle. <u>Vocabulary:</u> adversity, claims, cohesion (transitions), concluding statement, counterclaim, credible sources, evidence, <i>Habits of Mind</i>, obstacles, opposing claims, refute, relevant, support	● determining synonyms for grade-appropriate words and explaining the subtle differences in meaning between synonyms. ● analyzing the connotative differences between words and phrases with similar denotative meanings. ● explaining the meanings of words and phrases derived from ancient literature and mythology. ● explaining the meanings of figures of speech in grade-appropriate prose and poetry, including those that involve allusions. ● identifying and analyzing an author's use of supporting details in an informational text. ● drawing conclusions based on analysis of multiple details in an informational text. ● citing several pieces of textual evidence to support analysis of an informational text. ● analyzing how interactions between individuals, events, and ideas in an informational text reveal their similarities and differences. ● analyzing how events, ideas, or individuals' actions influence subsequent events or ideas in an informational text. ● analyzing the cause-and-effect interactions between individuals, events, and ideas in an informational text. ● analyzing the tone of informational text, explaining the impact of the author's word choice on the reader. ● analyzing the effects of figurative language on an informational text's meaning. ● explaining the differences between words and phrases with similar denotative meanings that carry different connotations in an informational text. ● analyzing how informational text is organized, identifying major sections and explaining how they contribute to the development of the larger ideas in the text. ● explaining the author's purpose or intent and how the author fulfills that purpose in an informational text. ● comparing and contrasting authors' purposes or positions in informational text on similar topics.
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● 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. ● 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. ● SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. ● RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. ● 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. ● 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. ● L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● L.7.4 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. ● 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. ● SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		● describing instances in which an author's opinions, beliefs, or attitude bias the text. ● analyzing how an author's purpose or opinion is conveyed in an informational text, and analyzing how the author distinguishes his or her opinion from that of others or approaches the topic differently. ● explaining how an author's perspective influences an informational text. ● comparing and contrasting how information on the same topic is presented in different mediums. ● explaining how the medium used impacts the presentation of information. ● tracing the development of an author's argument, and identifying and evaluating supporting evidence for adequacy, accuracy, and appropriateness. ● distinguishing facts as statements that can be verified from opinions and assertions as statements that can be disputed. ● recognizing weaknesses and logical fallacies in an argument. ● recognizing instances in which the credibility of an argument is negatively affected. ● recognizing when an author of an argument is attempting to respond to readers' possible questions or is anticipating that readers will have a different opinion. ● analyzing similarities and differences in emphasis and interpretation in informational texts on the same topic. ● using technology to collaborate with others, produce and publish writing, and cite sources. answering a research question by gathering relevant information from multiple print and digital sources. ● using search terms effectively. ● assessing the credibility and accuracy of resources. ● quoting or paraphrasing the data and conclusions of others, while avoiding plagiarism. ● following a standard format for resource citation.
Content Area Literacy Standards		21st Century Skills
not applicable		● reason effectively ● make judgements and decisions

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| | <ul style="list-style-type: none">● solve problems |
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Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	