KPBSD ELA CURRICULUM
7TH GRADE UNIT 3

Desired Results

ESTABLISHED GOALS/STANDARDS

W1: Argument/Opinion
- W4: Clear writing
- W5: Edit and revise
- W6: Use technology
- W9: Draw evidence
- W7: Conduct Research
- W8: Gather Information
- L6: Use grade-appropriate language

RI1: Cite Textual Evidence
- RI4: Determine meaning of words and phrases
- L4: Determine/clarify meaning of unknown words
- L5: Figurative language

RI2: Determine Central idea
- RI3: Analyze interactions
- RI8: Trace and evaluate argument and claims
- SL3: Delineate a speaker's argument

RI6: Determine Author's purpose
- RI7: Compare written to audio/media version
- RI9: Analyze multiple author's writing on same topic
- SL2: Analyze main ideas

SL1: Collaborative Discussions

SL4: Presentations
- SL5: Include multimedia
- SL6: Adapt speech

L1: Grammar-Writing/Speaking
- L3: Use knowledge of language

L2: Capitalization, Spelling, & Punctuation

Transfer

Students will be able to independently use their learning to…
- Write an argumentative paragraph.
- Use textual evidence to support an opinion/argument.
- Determine the central idea and support it with textual evidence.
- Determine the difference in author's purposes from similar informational texts.
- Use correct grammar skills.
- Use collaborative skills.
- Create and present to peers.

Meaning

ENDURING UNDERSTANDINGS

Students will understand…
- Writing a strong argumentative paragraph requires textual evidence to support the conclusion.
- Determining the author's purpose directly relates to the central idea of the informational text.

ESSENTIAL QUESTIONS

Students will keep considering…
- How is textual evidence used effectively?
- What is author's purpose?
- How are words used to influence meaning?
- What skills are needed in collaborative discussion?
- What skills are needed in the writing process (i.e. drafting, revising, and editing)?

Acquisition

Students will know…
- How to write an argumentative paragraph.
- How to use textual evidence to support an opinion/argument.
- How to determine the central idea and support it with textual evidence.
- How to determine the difference in author's purposes from similar informational texts.
- How to use correct grammar skills.
- How to use collaborative skills.
- How to create and present to peers.

Students will be skilled at…
- Writing an argumentative paragraph.

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Evidence	
Evaluative Criteria	**Assessment Evidence**
District and Teacher Rubrics	PERFORMANCE TASK(S): • Write paragraphs describing an opinion supporting with textual evidence from multiple sources in groups and independently. • Brainstorm multiple positions to a controversial issue. • Compare arguments from multiple authors on similar topics. • Peer edit each other's writing and then finish with teacher edit. • Work in collaborative groups to determine the effect of word choice in informational texts and present findings to class with supporting evidence. • Independently determine the effectiveness of an argument. • Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. • Produce conclusions to comprehensive textual questions written in complete sentences for informational texts. • Explain connotative (emotional) meaning of words from informational texts. • Summarize the main events from a text. • Recognize main character's similarities between texts both literary and informational independently and in groups. • Create and present a digital presentation of an argument with textual evidence from multiple sources. • Take notes from a digital source. • Compare a written speech to its delivery.
Paragraph Writing Checklist	OTHER EVIDENCE: Checklist can be used in cross curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)

Vocabulary		
Persuasion Ethos Pathos	Logos Argument Fact	Opinion Text Dependent Analysis (TDA)

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Technology Skills

I can…

- Use the home row and accurately type 40 words or more per minute using proper techniques.
- Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places.
- Apply my existing knowledge to emerging technology.
- Conduct research and compose a report using advanced formatting skills.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Transfer text, graphics, and charts from one document to another.
- Explain and use a hyperlink within my work.
- Use the Internet to find information in an efficient way.
- Use advanced search features.
- Produce a multimedia product.
- Back up files on storage medium.
- Cite sources appropriately (e.g. MLA, APA, footnotes, endnotes, internal citation, bibliography, etc.).
- Apply existing knowledge to emerging technology.
- Use headers and footers.
- Use advanced key word searches and choose relevant sources when creating a product.
- Develop and use criteria to evaluate a presentation or product and make suggestions to improve it.
- Explain plagiarism and behave in an ethical manner.
- Use digital tools collaboratively.
- Use a course or learning management system to access class pages, portfolios, class calendars, and grades.
- Access online catalogs and databases for online research.
- Use age appropriate guidelines to evaluate websites and other resources for accuracy, perspective, credibility, and relevance.