

# Level 1: Unit 3: Changing Perspectives

Content Area: **English Language Arts**  
Course(s): **Generic Course, Language Arts 6**  
Time Period: **Generic Time Period**  
Length: **33 days (class periods)**  
Status: **Published**

## Unit Overview

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Many young people seem to have a natural aptitude for arguing. Yet what they often overlook in an argument is the importance of identifying the specific audience they are trying to convince and selecting and organizing the right information and language to communicate their position to that audience. In Unit 3, students study the art of argument. They consider why we have controversy in society and examine the content and structure of informational and argumentative texts in order to gather information and evaluate others' claims. They learn to effectively debate contemporary issues and write an argumentative letter to convince an audience to support their position on a topic important to them.

## Transfer

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- Synthesizing information from a variety of genres (Activities [3.3](#), [3.4](#), [3.8](#))
- Evaluating and incorporating referenced sources (Activities [3.3](#), [3.4](#), [3.5](#))
- Focusing deliberate attention on the craft of sentence-level writing (Activities [3.4](#), [3.8](#), [3.12](#), [3.14](#))
- Analyzing how graphics and visual images relate to and support written texts (Activities [3.7](#), [3.8](#), EA1)
- Creating and sustaining arguments based on readings, research, and/or personal experience (Activities [3.8](#), [3.12](#), [3.14](#))
- Controlling tone, establishing and maintaining voice, achieving appropriate emphasis through diction and sentence structure (Activities [3.6](#), [3.13](#), [3.15](#))
- Correctly using punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements as well as recognizing and correcting cases in which restrictive or essential sentence elements are inappropriately set off with punctuation. ([LC 3.11](#))

## Meaning

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## Understandings

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- To analyze argumentative texts
- To practice nonfiction reading strategies
- To support a claim with reasons and evidence
- To engage effectively in a variety of collaborative discussions
- To write an argumentative letter

- To understand and use simple, compound, and complex sentence structures

## **Essential Questions**

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- Why do we have controversy in society?
- How do we communicate in order to convince others?

## **Application of Knowledge and Skill**

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## **Students will know...**

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controversy

argument

claim

reasons

evidence

research

citation

plagiarism

credible

relevant

sufficient

editorial

tone

formal style

rhetorical appeals

logos

pathos

logical fallacies

Formal Style

Using Appositives

Revising by Creating Complex Sentences

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**Students will be skilled at...****Unit 3 Part 1: Researching and Debating a Controversy**

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Provide evidence of research (gathering evidence, forming questions, refocusing inquiry, and evaluating sources)

Avoid plagiarism through proper citation

Sequence reasons and evidence to support claim during debate

Integrate visual or multimedia displays to enhance and clarify information

Transition between talking points and respond to others' ideas by contributing new support or elaborating

Use effective eye contact, volume pacing, and clarity

Maintain a consistent appropriate style and tone

Demonstrate command of conventions of standard English

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### **Unit 3 Part 2: Writing an Argumentative Letter**

Write a multi-paragraph letter that addresses the prompt

Provide a clear claim supported by compelling reasons, evidence, and commentary

Include relevant facts, details, quotes and/or paraphrases and rhetorical appeals (pathos, logos)

Organize letter with an engaging introduction and thoughtful conclusion,.

Use a variety of transitions within and between paragraphs to create coherence.

Use persuasive and connotative diction while maintaining appropriate style and tone.

Demonstrate command of the conventions of standard English

Work through all stages of the writing process.

### **Academic Vocabulary**

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#### **Academic Vocabulary**

controversy

argument

claim

reasons

evidence

research

citation

plagiarism

credible

relevant

sufficient

### **Literary Terms**

editorial

tone

formal style

rhetorical appeals

logos

pathos

logical fallacies

### **Learning Goal**

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Unit 3 Part 1 (Level Three):

Embedded Assessment 1: Researching and Debating a Controversy- Student will work collaboratively to research one side of a controversy that is affecting your school, community, or society. Students will incorporate a visual display and use speaking and listening skills to participate in a modified debate arguing a position.

## Unit 3 Part 2 (Level Three):

Embedded Assessment 2: Writing an Argumentative Letter-Students will apply skills learned to write an argumentative letter to convince an audience to support a position on a topic they truly care about.

### 3.1 Previewing the Unit

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1-50 minute class period

SWBAT:

- Preview the big ideas and vocabulary for the unit.
- Gain specific understanding of the academic vocabulary word *controversy* and its relevance in the unit.
- Identify and analyze the skills and knowledge needed to complete Embedded Assessment 1 successfully.

LA.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.L.6.5.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

### 3.2 It is Time to Argue and Convince \*

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1-50 minute class period

**\*see page 190 in TE for differentiation options\***

SWBAT:

- Infer the meanings and explain the denotations and connotations of key vocabulary terms.
- Practice paraphrasing to support reading, listening, and writing skills.
- Generate a controversial topic of interest.

LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.L.6.4.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.L.6.5.C	Distinguish among the connotations (associations) of words with similar denotations

(definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

## Formative Assessment Opportunities

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- Activity Quiz 3.2
- Check You Understanding p. 191 (3,2,1)
- Graphic Organizer pg. 189 Vocab Development
- Graphic Organizer: Explore Topics pg. 191
- Graphic Organizer: Paraphrasing pg. 190

## 3.3 Identifying Claims in an Argument

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2-50 minute class period

**Opinion Piece: "A Teacher's Defense of Homework" by Andrea Townsend, The Atlantic, Sept. 25, 2013**

SWBAT:

- Identify a writer's claim and explain the reasons presented for or against a topic.
- Write a debatable claim stating a position or opinion about a topic.
- Integrate ideas from multiple texts to build knowledge and vocabulary about the intended goals of homework.

LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.W.6.9.B	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.L.6.4.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.
LA.L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
LA.L.6.4.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.

## Formative Assessment Opportunities

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- Activity 3.3 Quiz
- Check Your Understanding: Quickwrite (Claim) pg. 196
- Knowledge Quest Questions pg. 192 & 194
- Returning to the Text pg. 195
- Working from the Text pg. 196

### 3.4 Support the Sport? Creating Support with Reasons and Evidence \*

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3-50minute class periods plus homework

**Opinion Piece: "A High School Student's Perspective on Homework" by Amedee Martella, ASCD Website**

**News Article: "Texas Teacher Implements No-Homework Policy, the Internet Rejoices" by Ashley May, USA Today, Aug. 24, 2016**

SWBAT:

- Identify reasons and evidence in a text and analyze how they support claims.
- Participate in an effective debate by using evidence from texts, contributing ideas clearly, and responding to others' ideas.
- Integrate ideas from multiple texts to build knowledge and vocabulary about the intended goals of homework.

LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and



	demonstrating an understanding of the topic or text.
LA.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.9.B	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
LA.SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.L.6.4.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.
LA.L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
LA.L.6.4.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.

## Formative Assessment Opportunities

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- Activity 3.4 Quiz
- Graphic Organizer p. 197 Claim, Reasons and Evidence
- Graphic Organizer p. 207 Claim, Reasons and Evidence
- Knowledge Quest Questions p. 198, 200, 202, 203, 205
- Philosophical Chairs Debate (Should students be assigned Homework?) pg. 206
- Returning to the Text p. 200-202
- Writing to Sources: Argument p. 206
- ZINC Independent Reading Link p. 205

## 3.5 Do Your Research: Sources, Citation, and Credibility

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2-50 minute class periods

**\*see page 208 in TE for differentiation options\***

SWBAT:

- Learn to examine sources for reliability, credibility, and bias.
- Learn how to paraphrase and cite source materials to avoid plagiarism.
- Apply understanding of sources, citation, and credibility through discussion, note-taking, and research.

LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding
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## Formative Assessment Opportunities

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- Activity Quiz 3.5
- Check Your Understanding p. 213 Source Information
- Graphic Organizer p. 213 Research
- Graphic Organizer: Citations pg. 211
- Graphic Organizer: Self Assessment for Research Process pg. 208
- Quickwrite: pg. 208 Role of Research

## 3.6 The Formality of It All: Style and Tone \*

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1-50 minute class periods

**\*see page 215 in TE for differentiation options\***

**Materials: images of people in formal and informal clothing for visual reference**

SWBAT:

- Analyze the purpose of formal style and tone.
- Write letters using both formal and informal tone.

LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.
LA.W.6.5	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.
LA.SL.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.L.6.3.B	Maintain consistency in style and tone.
LA.L.6.4.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.

## Formative Assessment Opportunities

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- Activity Quiz 3.6
- Argumentative Writing Prompt pg. 217 Formal Style and Tone

- Check Your Understanding Quickwrite on Style and Tone pg. 217
- Graphic Organizer: Formal vs. Informal pg. 215
- Working from the Text pg. 217

## Language and Writer's Craft

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- Formal Style

### 3.7 A Graphic Is Worth a Thousand Words \*

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2-50 minute class periods

**\*see page 219 in TE for differentiation options\***

**Materials:** a short video clip of a speech that uses visual displays, or print examples of visual displays (charts, graphs, illustrations in science or social studies textbooks) ; paper and markers and/or computer access for creating a visual display.

SWBAT:

- Evaluate the purpose of visual displays for communicating information.
- Create a visual display to support a claim.

LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.L.6.4.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.
LA.L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

## Formative Assessment Opportunities

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- Activity 3.7 Quiz
- Check Your Understanding: Visual Displays pg. 224
- Making Observations Questions pg. 221
- Returning to the Text Questions pg. 220, 222, 223
- Working from the Text Questions pg. 223
- Writing to Sources: Argument: Teens and Technology pg. 224

### 3.8 Debate it: Organizing and Communicating an Argument \*

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3-50 minute class periods

**\*see page 232 & 238 in TE for differentiaion options\***

**Article: "Teens Are Over Face to Face Communications, Study Says" from TIME Magazine by Katy Steinmetz**

**Informational Text: "Are social networking sites good for our society?" by ProCon.org**

SWBAT:

- Summarize the key ideas of an article about the pros and cons of social networking.
- Plan an argument about social networking by writing reasons and evidence that support a position.
- Present a position on the controversy in a debate using evidence from research and contributing ideas clearly and responding to others' ideas.
- Integrate ideas from multiple texts to build knowledge and vocabulary about technology and communication.

LA.RI.6.1

Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

LA.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

LA.RI.6.8

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

LA.RI.6.9

Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another

	(e.g., a memoir written by and a biography on the same person).
LA.SL.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.6.4.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.
LA.L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
LA.L.6.4.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.

## Formative Assessment Opportunities

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- Activity 3.8 Quiz
- Check Your Understanding: Responding to Essential Question pg. 239
- Check Your Understanding: Summarizing pg. 236
- Focus on the Sentence pg. 230
- Focus on the Sentence pg. 230
- Gaining Perspectives pg. 237
- Graphic Organizer: KWHL pg. 236
- Graphic Organizer: Preparing an Argument pg. 237
- Knowledge Quest Questions pg. 226, 227, 230, 233, 234
- Metacognitive Markers
- Returning to the Text Questions pg. 228-229, 233-234 217
- Working from the Text Questions pg. 229, 235

## Embedded Assessment 1: Researching and Debating a Controversy

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2-50 minute periods

SWBAT:

- Work collaboratively to research one side of a controversy that is affecting your school, community, or society.
- Use speaking and listening skills to participate in a debate arguing his position.
- Use visual displays and/or multimedia with appropriate headings and labels.
- Go through the various stages of the writing process and conduct a reflection of the task

LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Formative Assessment Opportunity

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- Unit Assessment Part 1

## 3.9 Unpacking Embedded Assessment 2

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1-50 minute class period

SWBAT:

- Analyze and summarize the skills and knowledge needed to complete Embedded Assessment 2 successfully.

LA.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.L.6.5.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

## Formative Assessment Opportunities

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- Activity 3.9 Quiz
- Graphic Organizer: QHT pg. 243

## 3.10 Looking at a Model Argumentative Letter \*

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2-50 minute class periods

\*see page 244 & 248 in TE for differentiation options\*

**Materials:** access to research sources

## SWBAT:

- Explore rhetorical appeals used in argumentative writing.
- Read closely to identify claim, reasons, and evidence and how they support an author's purpose.
- Generate ideas and apply an organizational pattern to write an argumentative paragraph that supports a claim with sound reasons and evidence.

LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.5	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.

## Formative Assessment Opportunities

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- Activity 3.10 Quiz
- Check Your Understanding pg. 249 Creating a successful argument
- Drafting: p.248-249 Body Paragraph
- Graphic Organizer: Persuasion pg. 244
- Making Observations pg. 246
- Returning to the Text Questions pg. 247
- Working from the Text Questions pg. 248

## 3.11 Facts and Feelings: Rhetorical Appeals in Argumentative Writing \*

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1-50 minute class period

**\*see page 252 in TE for differentiation options\***

**Letter: "The First Americans," by Scott H. Peters, Grand Council Fire of American Indians**

## SWBAT:

- Identify logos and pathos used in an argument.
- Examine evidence and explain how it is relevant and sufficient to support a claim.
- Integrate ideas from multiple texts to build knowledge and vocabulary about the culture and

perspectives of American Indians.

LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.L.6.4.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.
LA.L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
LA.L.6.4.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.L.6.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

## **Formative Assessment Opportunities**

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- Activity 3.11 Quiz
- Check Your Understanding Quickwrite pg. 257
- Gaining Perspectives pg. 257
- Graphic Organizer: Rhetorical Appeals p. 255 & 256
- Knowledge Quest Questions pg. 251, 252, 253, 255
- Returning to the Text pg. 253-254
- Working from the Text pg. 255-256

## **LC 3.11 Language Checkpoint: Using Punctuation for Nonrestrictive Elements**

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1- 50 minute period

SWBAT:

- Identify which elements are essential to a sentence and which elements are not.
- Use commas, parentheses, and dashes to set off nonrestrictive/parenthetical elements.
- Use punctuation correctly when writing and editing.



- Identify Necessary/Extra Information
- Punctuating Non-restrictive Elements

LA.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

## Formative Assessment Opportunities

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- Activity LC 3.11 Quiz
- Check Your Understanding pg. 259
- Practice pg. 259

### 3.12 Citing Evidence \*

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1-50 minute class period

**\*see page 260-261 in TE for differentiation options\***

SWBAT:

- Record information about credible sources, cite them accurately, and paraphrase relevant information.
- Use appositives to give specific information about sources.

LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.W.6.4	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.W.6.5	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.
LA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

## Formative Assessment Opportunities

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- Activity 3.12 Quiz
- Check Your Understanding pg. 262 Citing sources and appealing to logos
- Focus on the Sentence pg. 261 Adding Appositives

## Language and Writer's Craft

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[Appositives GrammarFlip Youtube Video \(3:23min\)](#)

- Appositives pg. 261

### 3.13 Playing with Persuasive Diction: Appealing to Pathos \*

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1-50 minute class period

\*see page 265 in TE for differentiation options

**Materials: various print ads**

SWBAT:

- Analyze the figurative, connotative, and technical meanings of words and phrases used in a text.
- Identify and analyze examples of persuasive diction.
- Match style and purpose in writing by applying looping and persuasive diction to add pathos.

LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.W.6.4	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.W.6.5	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.
LA.L.6.5.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

### Formative Assessment Opportunities

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- Activity Quiz 3.13
- Adding by Looping Strategy pg. 264
- Check Your Understanding pg. 265 (Revising for Persuasive Diction)

### 3.14 Writing an Introduction and a Conclusion \*

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2-50 minute class periods

**\*see page 266 in TE for differentiation options\***

SWBAT:

- Write an argument to support a claim with clear reasons and evidence.
- Write effective introductions and conclusions to an argument.

LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
LA.W.6.4	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.W.6.5	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.

### Formative Assessment Opportunities

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- Activity 3.14 Quiz
- Argumentative Writing Prompt pg. 266 Openings & Closings
- Focus on the Sentence: Complete Statements pg. 268
- Revising Your Letter p.268

### 3.15 Saying Too Much or Too Little? \*

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2-50 minute class periods

**\*see page 270 in TE for differentiation options**

SWBAT:

- Identify and use transitions to improve the coherence of writing.
- Revise writing by using transitions, deleting, and creating complex sentences to clarify claims, reasons, and evidence.

LA.W.6.4	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.W.6.5	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.

LA.SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

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## Formative Assessment Opportunities

- Activity Quiz 3.15
- Check Your Understanding: Revising pg. 273
- Revising by Creating Complex Sentences pg. 273
- Revision for Coherence pg. 269-270
- Revision Strategy: Deleting pg. 271

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## Language and Writer's Craft

[Complex Sentences Youtube Video \(5:40min\)](#)

- complex sentences

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## 3.16 Preparing to Write an Argument

1-50 minute class period

SWBAT:

- Reflect on personal argumentative writing skills.
- Assess strengths and weaknesses and plan how to address them in future writing.

LA.W.6.5

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.

LA.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

LA.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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## Formative Assessment Opportunities

- Activity 3.16 Quiz
- Independent Reading Checkpoint pg. 274

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## Embedded Assessment 2: Writing an Argumentative Letter

2-50 minute class periods

SWBAT:

- Think about a topic (subject, event, idea or controversy) the student cares for and take a position.
- Apply skills learned in this unit to complete an argumentative letter convincing an audience to support your position on the topic.
- Use the writing process to complete this task and take the time to reflect on the accomplishment of completing this writing task.

### Proficiency Scale

LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
LA.W.6.5	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.
LA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

### **Unit Reflection**

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1 Period

SWBAT:

- To monitor comprehension and growth through a reflective process
- To synthesize understanding of individual reading and writing processes and strategies
- To self-assess mastery of key concepts and terms

### **Summative Assessment**

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- Unit Assessment Part 2

## 21st Century Life and Careers

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

## Technology

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TECH.8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.C.CS4	Contribute to project teams to produce original works or solve problems.

TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
TECH.8.1.8.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.8.E.CS4	Process data and report results.

## Formative Assessment and Performance Opportunities

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- Close Reading Workshop 2: Argumentative Nonfiction Text
- Close Reading Workshop 6: Informational Texts in Science, Technology, Engineering, and Mathematics
- SpringBoard Portfolio
- Writing Workshop 10: Procedural Text: Informal Letter
- Writing Workshop 2: Argumentative Writing
- Writing Workshop 6: Research Writing

## Interdisciplinary Connections

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- Close Reading Workshop 6: Informational Texts in Science, Technology, Engineering, and Mathematics
- Historical Articles - John Adams; The First Americans," by Scott H. Peters

LA.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

LA.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

## Unit Resources

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- SpringBoard Book and SpringBoard Online Resources

