April. SW Gr.6 Writ. Argumentative

Content Area: **English**
Course(s):
Time Period: **April**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Argument is at the heart of critical thinking and academic discourse and, therefore, is an essential text type to study as both readers and writers. Argumentative essays are texts that present the writer's viewpoint on a topic of personal interest, present and support claims with clear reasons and relevant evidence, and consider multiple points of view.

Enduring Understandings

Students will: ■ Identify current issues and themes in argumentative writing; ■ Generate ideas for their own argumentative essays; ■ Develop their thesis with relevant facts, definitions, concrete details, quotes, or other information; ■ Write arguments to support claims with clear reasons and relevant evidence; ■ Conduct research, drawing on several sources, to support their thesis and point of view and to address and expand upon counter opinions; ■ Interpret the information gathered via various multimedia formats (e.g., the Internet); ■ Delineate the speaker’s or writer’s argument and specific claims with reasons and evidence, along with providing the counterarguments and claims and specifying the ineffectualness of the counterclaim with supportive reasons and evidence; ■ Realize that their strong opinions, careful research, and articulate written (and oral) presentations are important and can influence other people’s views; and ■ Work through the writing process to publish an argumentative essay in which the development, organization, and style are appropriate to the purpose and audience.

Essential Questions

What skills and techniques do writers use to write an Argumentative essay?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1: Exploring Argumentative Writing uses all of the mentor texts and Essay Exemplars from the unit. Rationale: Argumentative texts support claims with clear reasons and relevant evidence. Moreover, argumentative essays also address opposite viewpoints and use the evidence gathered to demonstrate why these opposing views are not effective. Students will examine and discuss all of the unit texts and mentor essays as they begin to explore the purpose and structure of argumentative writing. Common Core State Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1,

L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Day 2: The Writer's Point of View uses Feathers and Fools by Mem Fox and the Essay Exemplar "Go Outside and Play" by Tom Dawson. Rationale: A thesis statement explicitly summarizes the main point or claim of an essay. However, in literature this main point is often implied. Students will use the story Feathers and Fools by Mem Fox and the Essay Exemplar "Go Outside and Play" by Tom Dawson to identify the thesis statements and supportive evidence that is provided to support the claims. Common Core State Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Day 3: Writer's Technique uses Voices from the Fields by S. Beth Atkin. Rationale: Writers use various techniques to develop and support their claims. Students will use an essay by S. Beth Atkin in the book Voices from the Fields to discuss how various writing techniques are used to clearly and effectively present the claim and argument. Common Core State Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Day 4: Wait to Formulate! uses Father Water, Mother Woods by Gary Paulsen. Rationale: To understand the writer's position and form an opinion of his or her own, readers must first read the text in its entirety. Students will listen to the Foreword and "Running the River" in Father Water, Mother Woods by Gary Paulsen. They will analyze the credibility of the sources and how a writer's personal experiences with a topic or issue can provide relevant evidence that validates the author's claim and sways readers. Common Core State Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Day 5 Strengthen Your Argument uses Teen Ink by Stephanie Meyer (Ed.). Rationale: Essay writers want to engage readers as they build a strong argument. Students will explore how an argumentative essay can use various techniques, such as quotes and descriptive language, to "hook" readers and strengthen the argument. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Mini-Lessons

Generating Ideas I: Global and Current Events uses all of the mentor texts from the unit, particularly Feathers and Fools by Mem Fox and The Lorax by Dr. Seuss, and other texts about global and current events. Rationale: Essayists explain, explore, and argue ideas on topics that are current and often debatable. Students will begin to generate their own ideas by examining and responding to world issues and current events. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Generating Ideas II: Local and School Issues uses an article about a school issue, local newspapers, and school newsletters. Rationale: Responding to local and school issues enables students to write argumentative essays. Students will examine topics and convey ideas about issues that have a direct impact on them. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.6

Generating Ideas III: Debatable Interests uses the Essay Exemplar "How Not to Panic" by Diana Tien and other nonfiction books and articles. Rationale: Writing about an area of interest or hobby allows writers to express their expertise and opinions about topics they care about. Students will consider topics that are both interesting and debatable as they generate ideas for their essays. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Selecting: Deciding on an Essay Topic uses all of the mentor texts from the unit. Rationale: Writers often take time to explore different ideas before they select the one they will develop further. Now that your students have explored different ideas for their argumentative essays, it is time for them to select a topic that is important and has an angle or focus that is debatable. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.6

Collecting I: Gathering Information uses the Essay Exemplar "How Not to Panic" by Diana Tien and students' research. Rationale: Writers must research and gather relevant information to craft effective argumentative essays. They must develop and produce content, often using the Internet, and become experts on a topic before writing an argumentative essay about it. Students will consider various sources and organization tools as they begin to gather research for their argumentative essay topics. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Collecting II: Both Sides of the Story uses the Essay Exemplar "Confessions of a (Former) Bully" by Connie King and Athletic Shorts: Six Short Stories by Chris Crutcher. Rationale: Writers must understand and weigh the pros and cons of opposing and similar viewpoints before formulating and arguing their point or claim. Students will use the resources and information they have gathered to explore both sides of their claim. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Collecting III: The Power of Anecdotes uses Teen Ink by Stephanie Meyer (Ed.) and Read All About It! by Jim Trelease (Ed.). Rationale: Argumentative essay writers use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Students will connect current events and issues to their own personal experiences. Common Core State Standards: W.6.1, W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Drafting I: The Introduction uses Voices from the Fields by S. Beth Atkin and Father Water, Mother Woods by Gary Paulsen. Rationale: Argumentative essays are developed and organized for clarity. Students will begin drafting by composing an introduction that engages their readers and clearly states the thesis or claim of their essay. Common Core State Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Drafting II: The Body uses students' drafts. Rationale: The body of an argumentative essay contains clear and coherent evidence in which the development, organization, and writing style support the thesis statement. Students will explore how to prioritize and organize their research to formulate a strong argument within the body of their essays. Common Core State Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Drafting III: Counterarguments uses the Essay Exemplar "How Not to Panic" by Diana Tien, the Essay Exemplar "Confessions of a (Former) Bully" by Connie King, The Lorax by Dr. Seuss, and students' drafts. Rationale: Argumentative essays include an opposing view. Students will develop their counterarguments as they continue to draft the body paragraphs of their essays. Common Core State Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Drafting IV: The Conclusion – A Call to Action! uses the Essay Exemplar "Confessions of a (Former) Bully" by Connie King and students' drafts. Rationale: The conclusion is the final opportunity for the essayist to convey his or her opinions to the audience and to do it with conviction. Students will work on creating a powerful conclusion that is clear and concise and that reemphasizes their claim. Common Core State Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Revising: Thinking About Your Audience uses "Goin' Fishin'" from Athletic Shorts by Chris Crutcher, Voices from the Fields by S. Beth Atkin, and students' drafts. Rationale: Writers think about their intended audience when revising. Students will use precise words and phrases to convey relevant information and experiences in order to persuade their intended audience. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Editing I: Citing Sources uses Teen Ink by Stephanie Meyer (Ed.) and students' research notes and drafts. Rationale: Editors need to ensure that the references used to support the author's claim and develop the argument have been cited. Students will learn how to cite their references and sources accurately. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Editing II: Punctuating Quotations uses Read All About It! by Jim Trelease (Ed.) and students' drafts.

Rationale: In an argumentative essay, writers often quote information from articles and people that help support their views. Students will demonstrate command of the conventions of standard English by using punctuation correctly when quoting information. Common Core State Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Editing III: The Final Edit uses students' drafts. Rationale: Writers edit their work to prepare for publication. Students will utilize editing practices and tools such as peer editing, an editing checklist, and a proofreading guide. Common Core State Standards: W.6.1, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Publishing I: The Final Touches uses Voices from the Fields by S. Beth Atkin, Read All About It! by Jim Trelease (Ed.), Teen Ink by Stephanie Meyer (Ed.), the Essay Exemplars, and student's final essays. Rationale: Crafting a powerful title is part of publishing a piece that will be presented to an audience of readers. Students will craft an enticing title, considering their purpose and audience. Common Core State Standards: W.6.1, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.6

Publishing II: The Celebration uses all of the mentor texts and essays from the unit and students' final essays. Rationale: Celebrating students' published essays is an important final step in the writing process. Students will present argumentative essays as part of a writing community and so that their listeners can follow the line of reasoning and the organization of their ideas. Common Core State Standards: W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.6

Integration of Career Readiness, Life Literacies and Key Skills

9.4.8.CI	Creativity and Innovation
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.

9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.GCA	Global and Cultural Awareness
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.IML	Information and Media Literacy
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Technology And Design Integration

Students will interact with the lesson through the Smartboard. Students will generate publishable writing pieces throughout the unit.

IC	Impacts of Computing
	Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.

Interdisciplinary Connections

Various disciplines will be explored through group texts and individual leveled, choice texts.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will have access to leveled libraries of a variety of texts and be able to choose based on interest.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

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Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

DRA

Aimsweb

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher observation

worksheets

projects

teacher made tests

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of

ways to combine these approaches.

Summative assessments for this unit:

Unit assessments

Student Self-Reflection uses a self-reflection questionnaire. Rationale: Reflection is necessary in order for students to grow as writers. Students will reflect on their strengths and weaknesses and set goals for future writing projects.

Instructional Materials

Instructional material with the Schoolwide, Inc. unit,

Mentor texts

Athletic Shorts: Six Short Stories by Chris Crutcher Father Water, Mother Woods by Gary Paulsen Feathers and Fools by Mem Fox The Lorax by Dr. Seuss Read All About It! by Jim Trelease (Ed.) Teen Ink: What Matters by Stephanie Meyer (Ed.) Voices from the Fields by S. Beth Atkin Essay Exemplars "Confessions of a (Former) Bully" by Connie King "Go Outside and Play" by Tom Dawson "How Not to Panic" by Diana Tien

Standards

LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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.6.6	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.

LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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.6.3	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.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
LA.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.6.6	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.