

Trimester 2 Argumentative Writing

Content Area: **Writing**
Course(s): **Writing 6**
Time Period: **January**
Length: **10 weeks**
Status: **Published**

Unit Overview

This trimester will focus on Argumentative Writing. This unit will be taught using various mentor texts and is entwined with Into Literature Unit 2: Through an Animal's Eyes, and Unit 3: Surviving the Unthinkable. Over the course of the unit, students will produce several informal pieces. At the conclusion of the instructional period, students will be assessed with the publication of their argumentative writing piece. Writing topics covered in this unit are exploring argument, research and drafting, drafting and revising, and publishing final versions.

English Language Conventions lessons imbedded in this unit are complex sentences, verb tenses, capitalization. In addition, students will learn prepositions, prepositional phrases, commas, and pronouns.

Priority Standards

LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.W.6.1	Write arguments to support claims with clear reasons and relevant 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.)

Additional Standards

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.6.10	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.

Essential Questions

- How can we accurately and appropriately record information in our own words?
- How can we confer with our peers and our teacher to improve our writing?
- How can we organize and present information for an argument?
- How can we organize information into effective paragraphs?
- How do we gather evidence to support a claim?
- What does argumentative writing look like?
- What resources can be used to present information in an argument?

Unit Learning Goals

NJSLS Standards
<p>L6.1/L6.2</p> <p>Demonstrate command of the conventions of standard grade-appropriate English grammar and usage in context speaking.</p>

[L6.4](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, meaningful word parts, and consulting general and specialized reference materials, as appropriate.

[W6.1](#)

Write arguments to support claims with clear reasons and relevant evidence.

W6.4

Produce clear and coherent writing in which the development, organization, voice and style are appropriate to ta audience.

Learning Plan (Skills and Activities)

Time Frame (Tentative: May combine weeks as needed)	Topics	Lessons/Activities
Week 1-2 Argument Writing	<u>Into Literature</u> Writing Arguments: Introduction	<p>Essential Question Introduction</p> <p>"What is an argument?"</p> <ul style="list-style-type: none"> • Exposure to argument writing with mentor texts, successful pieces, and examples. • What needs to be included in argument text? • Practice with minor topics and discussions • Review the scale of W 6.1 and the goals associated with the writing completion of an argument essay. Define the language used within the scale. • Discuss the format of essay writing (paragraphs, intro, conclusion, hook, CLAIM, etc..) • Utilizing a teacher provided template, students will begin gathering ideas for argument writing. <p>Grammar: Use Into Literature Writing Studio for an interactive lesson that corresponds with the content being learned. Use NoRedInk for supplementary grammar lessons and resources.</p>
<u>Week 3</u> Argument Writing	<u>Into Literature</u> Writing Arguments: Claim	<ul style="list-style-type: none"> • What is a CLAIM? • Examples of effective claims • Why make a claim? • Identifying an effective claim • Practice Writing claims <p>Grammar: Use Into Literature Writing Studio</p>

		for an interactive lesson that corresponds with the content being learned. Use NoRedInk for supplementary grammar lessons and resources.
Week 4 Argument Writing	<u>Into Literature</u> Writing Arguments: Support	<ul style="list-style-type: none"> • What is "support"? • Types of evidence • Identifying reasons and evidence • Building Effective Support: Logical Reasons, Relevant Evidence, Sufficient Evidence • Identifying Logical Reasons • Evaluating Evidence <p>Grammar: Use Into Literature Writing Studio for an interactive lesson that corresponds with the content being learned. Use NoRedInk for supplementary grammar lessons and resources.</p>
Week 5 Argument Writing	<u>Into Literature</u> Writing Arguments: Creating a Coherent Argument	<ul style="list-style-type: none"> • What makes an argument easy to follow? • Techniques for creating cohesion • Ways to organize reasons and evidence • Make it flow: Varying word choices • Using Transitions <p>Grammar: Use Into Literature Writing Studio for an interactive lesson that corresponds with the content being learned. Use NoRedInk for supplementary grammar lessons and resources.</p>
Week 6 Argument Writing	<u>Into Literature</u> Writing Arguments: Persuasive Techniques and Formal Style	<ul style="list-style-type: none"> • Examples: Strong or Sloppy? • What are the persuasive techniques? • Word choice, emotional appeals, ethical appeals, appeals by association • Formal vs. Informal • Elements of formal style and tone • Revising for formal style and objective tone <p>Grammar: Use Into Literature Writing Studio for an interactive lesson that corresponds with the content being learned. Use NoRedInk for supplementary grammar lessons and resources.</p>

Week 7 Argument Writing	<u>Into Literature</u> Writing Arguments: Concluding Your Argument	<ul style="list-style-type: none"> • What makes a strong conclusion? • Evaluating conclusions • Writing Conclusions <p>Grammar: Use Into Literature Writing Studio for an interactive lesson that corresponds with the content being learned. Use NoRedInk for supplementary grammar lessons and resources.</p>
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Number of Instructional Days: 60

Unit Learning Targets

- L6.1/6.2 I can use pronouns in the proper subjective and objective case
- L6.1/6.2: I can explain the function of conjunctions, prepositions, and interjections.
- L6.1/6.2: I can recognize and correct inappropriate shifts in pronoun number and person
- L6.1/6.2: I can recognize and correct vague pronouns (for example, ones with unclear or ambiguous antecedents)
- L6.1/6.2: I can Use commas to set off parenthetical elements
- L6.1/6.2: I can use pronouns in the proper possessive case and intensive case
- L6.1/6.2: I can write using capitalization of proper nouns and sentence beginnings
- L6.1/6.2: I can write using the correct spelling of 6th grade vocabulary
- L6.4: I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- L6.4: I can 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 determine the meaning of a word or phrase.
- L6.4: I can 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).
- W6.1: I can write a concluding statement or section that follows from the argument presented and brings the writing to a close
- W6.1: I can create an accurate work cited page to give credit to my sources. (MLA format) (W6.8)
- W6.1: I can establish and maintain a formal/academic style, approach, and form.
- W6.1: I can introduce claim(s) by writing a clear thesis statement and providing background information on the topic.
- W6.1: I can organize the reasons and evidence logically
- W6.1: I can support claim(s) with clear reasons and relevant evidence, definitions, concrete details, quotations, and other examples, using credible sources to demonstrate understanding of the topic.

- W6.1: I can use appropriate transitions to clarify the relationships among ideas and concepts.
- W6.1: I can use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W6.4: I can produce clear and coherent writing in which the development and style are appropriate to task, purpose, and audience.
- W6.4: I can produce writing that gives sufficient information and uses appropriate evidence from the text.

Materials and Resources

- Chromebooks
- Into Literature Unit Resources
- Mentor Texts
- Pearson's "Teaching Grammar Through Writing"

Unit Assessments

- Entrance and Exit Tickets
- Formative Assessments from Pearson's "Teaching Grammar Through Writing"
- Published Writing Assessment
- Student/Teacher Writing Conferences
- Written response to assess grammar skill

Marzano Elements

- Organizing Students to Interact with Content
- Providing Feedback & Celebrating Success
- Communicating High Expectations for Each Student to Close the Achievement Gap
- Establishing & Acknowledging Adherence to Rules & Procedures
- Establishing & Maintaining Effective Relationships in a Student Centered Classroom
- Helping Students Engage in Cognitively Complex Tasks
- Helping Students Examine Similarities & Differences
- Helping Students Examine their Reasoning
- Helping Students Practice Strategies, Skills, & Processes
- Helping Students Process New Content
- Helping Students Revise Knowledge
- Identifying Critical Content from the Standards
- Previewing New Content
- Reviewing Content
- Using Engagement Strategies
- Using Formative Assessment to Track Progress

- Using Questions to Help Students Elaborate on Content

Strategies for Students in Need of Intervention

- Provide writing checklist to remind us of capitalization, punctuation, mechanics, and spelling
- Extended time
- Provide charts/rubrics of graded expectations
- Provide copies of writing process to keep in writing journals
- Provide examples of strong writing
- Provide peer editing opportunities
- Provide word list to improve word choice
- Reduce writing task
- Use graphic organizers

Technology Integration

TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

Cross Curricular Connections

- Reading- Expository Fiction Short stories and novels

Career Awareness, Life Literacies and Key Skills

- CRP11. Use technology to enhance productivity
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.

TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols. Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

