



Grade 6 - Unit 4 Reading & Writing - Building an Argument to Persuade

Unit Focus

This unit will start by building engagement with nonfiction texts through inquiry-based instruction. The spirit of this unit is for students to start finding engagement, learning, and wondering in informational reading which will eventually lead to research. Students will have opportunities to read many informational texts gathered in the classroom and library. Throughout this unit, there is an emphasis on critical reading, explaining reasons and evidence to support particular points in a text, and drawing evidence from informational text to support analysis, reflection and research. Students will learn how to present information in an organized manner, relying heavily on their inquiries and notetaking skills from reading a variety of nonfiction resources. The overall goal of this unit is to teach students to be more persuasive and more analytic, able to weigh evidence, to follow lines of logic, and draw evidence-based conclusions. After collecting and synthesizing the information gleaned from the reading, students will choose a medium to persuade an audience.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 6<ul style="list-style-type: none">Reading: Informational TextCite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RI.6.1)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. (CCSS.ELA-LITERACY.RI.6.2)Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CCSS.ELA-LITERACY.RI.6.6)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. (CCSS.ELA-LITERACY.RI.6.7)Write arguments to support claims with clear reasons and relevant evidence. (CCSS.ELA-LITERACY.W.6.1)Introduce claim(s) and organize the reasons and evidence clearly. (CCSS.ELA-LITERACY.W.6.1.A)Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (CCSS.ELA-LITERACY.W.6.1.B)Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (CCSS.ELA-LITERACY.W.6.1.C)	<i>Students will be able to independently use their learning to...</i> T1 Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions. T2 Research and identify credible resources to expand knowledge and understanding of a topic or issue. T3 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Readers identify central ideas in a text by determining key details and noticing patterns in the details. U2 Readers make inferences about a text by using text evidence to support their thinking. U3 Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text. U4 Determining an author's point of view and craft moves helps the reader better interpret and explain the text.	<i>Students will keep considering...</i> Q1 How do I support and prove my thinking? Q2 How do I determine the central idea of a text? Q3 What's the author's point of view? How does it influence the author's message and reader's interpretation? Q4 How can I use multiple texts to deepen my understanding of a topic or theme? Q5 How do I present my ideas to engage my audience?

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- Provide a concluding statement or section that follows from the argument presented. (CCSS.ELA-LITERACY.W.6.1.E)
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS.ELA-LITERACY.W.6.2)
- Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS.ELA-LITERACY.W.6.2.C)
- Writing
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1– 3 above.) (CCSS.ELA-LITERACY.W.6.4)
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS.ELA-LITERACY.W.6.7)
- 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. (CCSS.ELA-LITERACY.W.6.8)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-LITERACY.L.6.2)
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* (CCSS.ELA-LITERACY.L.6.2.A)
- Spell correctly. (CCSS.ELA-LITERACY.L.6.2.B)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.ELA-LITERACY.L.6.3)
- Vary sentence patterns for meaning, reader/listener interest, and style.* (CCSS.ELA-LITERACY.L.6.3.A)
- 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. (CCSS.ELA-LITERACY.L.6.4)
- 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. (CCSS.ELA-LITERACY.L.6.4.A)
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (CCSS.ELA-LITERACY.L.6.4.B)
- 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. (CCSS.ELA-LITERACY.L.6.4.C)

U5 Readers compare multiple sources/texts to build a deeper understanding of similar topics or themes and authors' purpose.

U6 Writers support and elaborate on their claims or ideas with appropriate evidence, description, and detail.

U7 Writers gather and evaluate information across texts.

U8 Clear and focused questions help researchers find desired information.

U9 Writers make deliberate choices regarding content, language, and style to convey their message to a target audience.

Q6 What questions are important to ask? What is worth investigating?

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Inference is to think about what is not stated but is implied by the writer or to read between the lines.

K2 Central Idea is the main focus and big idea of the text supported by examples, details, explanations.

K3 Point of view is the author's position or how they feel about the topic (opinions and beliefs).

K4 Conclusions are judgements or decisions reached based on the information learned.

K5 Source is something that supplies information (dictionary, internet, encyclopedia, book, etc.)

K6 Claim is a statement or point the author is trying to prove is true or convince you to believe.

K7 Author's purpose or intent is the author's reason for writing (persuade, convince, inform, explain, describe, show, emphasize).

Skill(s)

Students will be skilled at...

S1 Identifying the central idea and supporting details in a text.

S2 Summarizing a nonfiction text by paraphrasing key information.

S3 Identifying and evaluating biased language to determine author's point of view in a text.

S4 Collecting information from multiple sources to generate and answer questions.

S5 Developing a claim that is supported by evidence, relevant facts, concrete details, and quotations.

S6 Citing text evidence when discussing and debating ideas.

S7 Demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing.

S8 Varying sentence patterns for meaning, reader/listener interest, and style.

Stage 1: Desired Results - Key Understandings

- 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). (*CCSS.ELA-LITERACY.L.6.4.D*)

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- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (*POG.1.2*)
- Product Creation: Effectively use a medium to communicate important information. (*POG.3.2*)

K8 Word choice is the words the author chooses to show their attitude towards the audience or subject/topic.

K9 Vocabulary: perspective, argument, bias, position, counterclaim, evidence, credibility, persuasive, , comparison, cause/effect, bibliography, topic sentence, main idea, supporting details, boxes and bullets, citation, bibliography, audience, purpose, message, referencing a source, transition, sentence length.

K10 Morphemes: Latin Prefix circum-, circum- and Greek Prefix peri- = “around”, Latin Base viv, vit and Greek Base bio = “life, live”, Latin Base nat, natur and Greek Base gen, gener = “be born, give birth, produce”, Latin Base human and Greek Base anthrop(o) = “human being, humankind”, Latin Base fort, fore and Greek Base dynam, dynast = “power, strength, strong”

S9 Recognizing morphemes hold their own individual meaning.