

Unit 3 READING - *Debate: Building an Argument to Persuade*

Overview

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. After collecting and synthesizing the information gleaned from the reading, students will write an argument essay.

Reading Skills: Interpreting, Critiquing

21st Century Capacities: Alternate Perspectives, Synthesizing

Stage 1 - Desired Results

ESTABLISHED GOALS/ STANDARDS

[R.I.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.

[R.I. 6.6](#) Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

[R.I. 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.

[R.I. 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.

Transfer:

Students will be able to independently use their learning in new situations to...

1. Comprehend and engage with a variety of texts in order to become independent critical thinkers. (Synthesizing)
2. Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Alternate Perspectives)
3. Evaluate the author’s message and purpose citing text evidence to support conclusions. (Synthesizing)
4. Design research questions and identify credible resources to expand knowledge and understanding of a topic or issue using print and digital sources.

Meaning:

UNDERSTANDINGS: *Students will understand that:*

1. Critical readers reflect on and question the text, consider different perspectives to examine author’s message.
2. Readers use text structures and features to understand, question, and interpret

ESSENTIAL QUESTIONS: *Students will explore & address these recurring questions:*

- A. What is this text really about?
- B. What is this author trying to make me think? Are there missing facts, voices, perspectives?
- C. Is this author credible? How do I know?
- D. What are possible sides I can take about a topic?

Grade 6 ELA Curriculum

<p>CCSS.ELA-LITERACY.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.</p>	<p>text.</p> <p>3. Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).</p> <p>4. Readers question and analyze the credibility of an author.</p>	<p>What evidence would I use to support my claim and counterclaim?</p> <p>E. How do readers organize their questions and learning while reading and learning?</p>
Acquisition:		
<p>CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.L.6.4.D 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).</p>	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Authors have a purpose and message. 2. Nonfiction Text Structures (comparison, cause/effect, problem/solution, chronological, question/answer) 3. Content Vocabulary: perspective, argument, analyze, synthesize, evaluate, bias, position, claim, counter argument, rebuttal, evidence, credibility, persuasive, expository, chronology, comparison, cause/effect, bias, perspective, loaded language, bibliography, topic sentence, main idea, supporting details, explanatory 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Reading closely when appropriate. 2. Summarizing a nonfiction text. 3. Identifying the main idea and supporting details in a text. 4. Using context and text features to determine the meaning of new vocabulary. 5. Identifying and evaluating biased language 6. Using nonfiction text features to navigate a text 7. Collecting information from multiple sources to generate and answer questions. 8. Locating and using resources to answer questions. 9. Synthesizing and structuring note taking from multiple sources 10. Citing text evidence when discussing and debating ideas.