

English Language Arts

Unit 33: Argumentative: Reading, Writing, Speaking, Listening, and Language

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Good readers use reading process skills and strategies to comprehend, interpret, evaluate, and infer the author's overall meaning and message. ▪ Effective writers and speakers attempt to convince their audience through the development of well-constructed claims and the judicious use of evidence. ▪ Good writers understand the importance of essay structure, particularly the elements of introduction, evidence, and conclusion. ▪ Effective writers and speakers independently plan and execute organizational schema suitable for their purpose and audience.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ How do argumentative writers engage their readers and vary their writing for different audiences and purposes? ▪ How do setting, organization, character, dialogue, and figurative language contribute to a well-written piece of work? ▪ How does an author engage and persuade readers throughout the essay on the basis of their thesis? ▪ How does an author establish his/her point of view? ▪ How does an author incorporate textual evidence to support main points? ▪ How does an author build a logical argument which excludes extraneous information? ▪ How does literary analysis deepen one's understanding of literary texts?
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Writers and speakers support claims with valid reasoning and relevant and sufficient evidence. ▪ To read argument critically is to delineate and evaluate the argument and specific claims including validity of reasoning. ▪ An author's point of view and purpose shape the content and style of text. ▪ Writers and speakers use rhetorical techniques to persuade their audience, and they adapt writing and speech to a variety of contexts. ▪ In order to understand a text fully, readers determine what the text says explicitly, cite evidence to support inferences, determine central ideas or themes, interpret language, analyze text structure, assess point of view, and analyze how individuals, events, and ideas develop over two or more texts addressing similar themes or topics. ▪ Authors use specific elements of plot, as well as literary devices to engage readers, advance the story, and develop characters. ▪ Writers establish a clearly-stated thesis in an engaging introduction, and sustain it through ordered body paragraphs, and a logical conclusion. ▪ Writers utilize clear evidence and support from the text to create a detailed and specific analysis of the text that makes clear the relationship between thesis, points, and evidence.

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	<ul style="list-style-type: none">▪ Writers demonstrate a higher level of critical thinking by drawing upon the relationship of their thesis, points and evidence.▪ Writers use transitions to provide a logical flow of ideas.<ul style="list-style-type: none">▪ Writers adhere to standard English conventions, adapt language and style to fit audience and purpose, and correctly use a range of vocabulary to create a well-written or well-delivered narrative.
Vocab.	<u>Terms:</u> Character, plot, inference, thesis, design, transitions, evidence, support, direct/indirect quotes, reasoning, essay, higher-level critical thinking, points, conclusion, purpose, audience, topic, context

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Essential Skills	<ul style="list-style-type: none">• Provide, in writing and speech, textual evidence to support inferences and analysis of fiction and nonfiction text• Write and present arguments to support claims using clear reasons and relevant evidence from accurate, credible sources• Revise and edit writing with support of peers and teachers so it effectively conveys purpose and meets conventions of Standard English.• Analyze independently and in groups, both in writing and speech, the central idea and structural parts of a text.• Analyze meanings of words and phrases, including figurative language, and how they fit within the structure of a text.• Determine the author's point of view in a text and how that fits the author's purpose.• Interpret in discussions and writing how arguments presented in various media and formats communicate information and point of view.• Distinguish between fact and opinion in written, spoken and visual sources.• Identify authors and presenters' claims and evaluate whether they successfully have developed and supported their points of view.
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<p>Related Maine Learning Results</p>	<p><u>Reading Literature - grade six</u></p> <ul style="list-style-type: none"> ▪ RL 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ▪ RL 6.2: Determine a central theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions and judgments. ▪ RL 6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. ▪ 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. ▪ RL 6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. ▪ RL 6.6: Explain how an author develops the point of view of the narrator or speaker in a text. ▪ RL 6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. ▪ RL 6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <p><u>Writing - grade six</u></p> <ul style="list-style-type: none"> ▪ W 6.1: Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Introduce claims and organize the reason and evidence clearly. b. Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claims and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. ▪ W 6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ▪ 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)
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| | <ul style="list-style-type: none">▪ W 6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate command of keyboarding skills to type a minimum of three pages in a single sitting. <p><u>Speaking and Listening- grade six</u></p> <ul style="list-style-type: none">▪ 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.<ul style="list-style-type: none">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.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.▪ 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.▪ SL 6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.▪ SL 6.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.▪ SL 6.5: Include multimedia components and visual displays in presentations to clarify information.▪ SL 6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.) <p><u>Language - grade six</u></p> <ul style="list-style-type: none">▪ L 6.1: Demonstrate command of the conventions of standard English grammar usage when writing and speaking.▪ L 6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.▪ L 6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.▪ 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.▪ L 6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
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	<ul style="list-style-type: none">▪ 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.
Sample Lessons Activities	<ul style="list-style-type: none">▪ Read and analyze short stories and poems for character, plot, theme, and point of view. (RL 6.2, RL 6.3, RL 6.4, RL 6.5, RL 6.6, SL 6.1, SL 6.4, L 6.5)▪ Analyze in writing and discuss what the text says explicitly using textual evidence and inferences. (RL 6.1, RL 6.2, RL 6.4, SL 6.1, SL 6.3, SL 6.4, L 6.5)▪ Analyze in writing and discuss word meanings, author's craft, the overall theme and central ideas, and the narrator's point of view. (RL 6.2, RL 6.3, RL 6.4, RL 6.5, RL 6.6, SL 6.1, SL 6.2, SL 6.3, SL 6.4, SL 6.6)▪ Use an organizational tool to develop a thesis and plan for the argument's refinement. (W 6.1, W 6.4, W 6.5, W 6.6)▪ Use a variety of persuasive techniques to present a clear and concise argument with textual evidence. (W 6.1, W 6.4, W 6.5, W 6.6, L 6.1, L 6.2, L 6.3, L 6.4, L 6.6)

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Sample Classroom Assessment Methods	<ul style="list-style-type: none">▪ Reading questions and discussions.▪ Draft, revise, edit, and submit an argumentative/analysis essay.▪ Teacher-generated rubrics and Lucy Calkins rubrics▪ Weekly constructed responses
Sample Resources	<ul style="list-style-type: none">▪ Publications:<ul style="list-style-type: none">○ <i>Reviser's Toolbox</i> by Barry Lane○ <i>The Landlady</i> by Roald Dahl○ <i>Dragon, Dragon</i>○ <i>Greyling</i>○ <i>Raymond's Run</i>○ <i>Al Capone Does my Shirts</i>○ <i>Iqbal</i>○ <i>Flipped</i>○ <i>Red Kayak</i>● Teacher-generated graphic organizers and writing frames● Lucy Calkins <i>Writing Pathways: Performance Assessments and Learning Progressions</i>

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