ORANGE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
OFFICE OF ENGLISH LANGUAGE ARTS
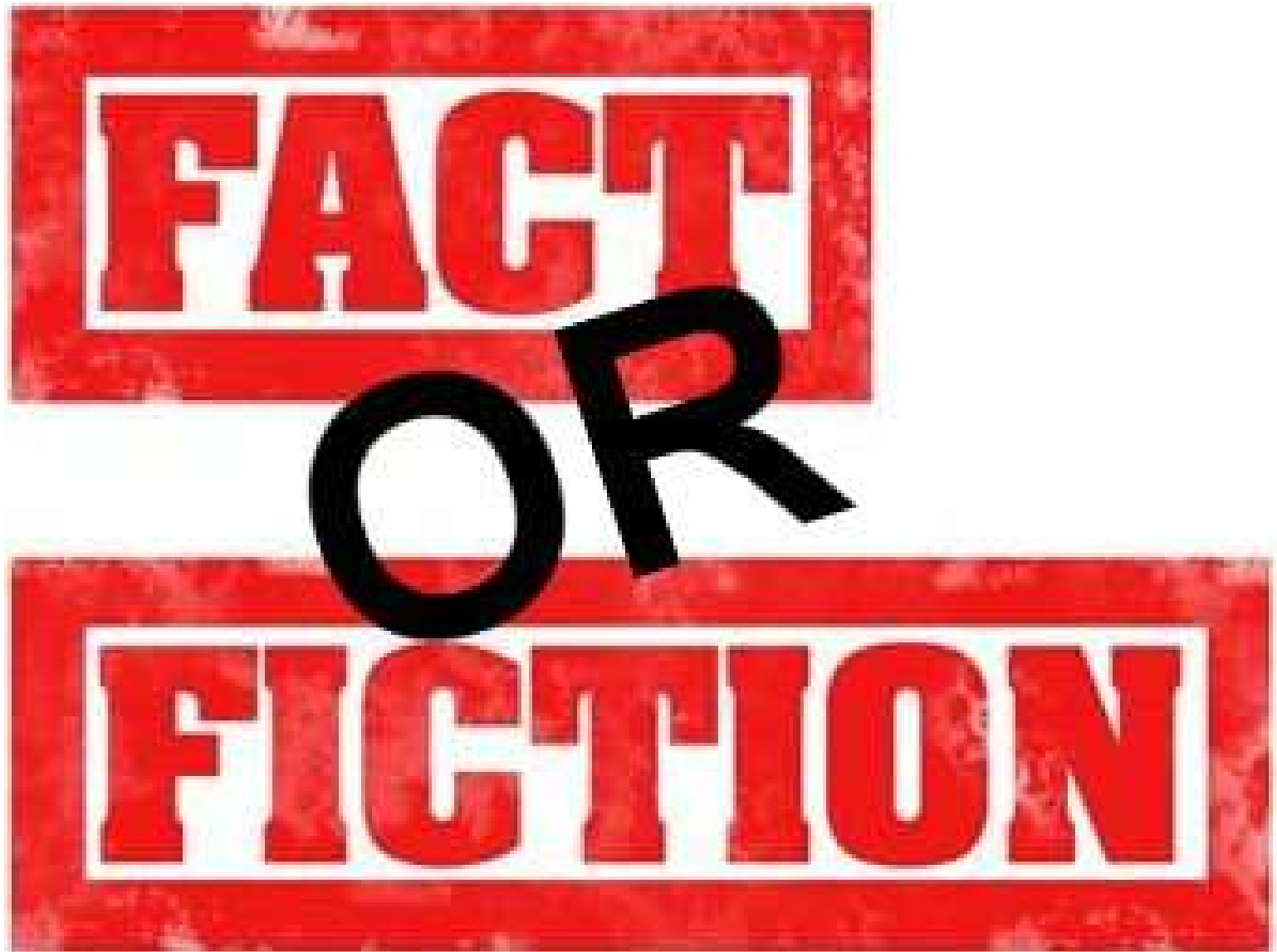
Sixth Grade

PARCC Aligned Curriculum Guide

School Year 2014-2015

Information Sheet for Argumentation Module

Module title:	Are the conflicts that result from different views of truth always bad?
Module description (overview):	Everyone searches for and establishes criteria for truth. In this module, students spend 6 weeks focusing on the Big Question: "How do we decide what is true?" Finding that it might be possible for different versions of truth to exist, students then transition to 3 weeks of study around the Big Question: "Is conflict always bad?"
Template task (include number, type, level):	Task 2: [Insert optional question] After reading _____ (literature or informational texts), write _____ (an essay or substitute) in which you address the question and argue_____ (content). Support your position with evidence from the text(s). (Argumentation/Analysis)
Teaching Task:	Are the conflicts that result from different views of truth always bad? After reviewing your notes and rereading the literature and informational texts you have been reading, write an essay in which you: • address the module's question, • argue whether or not conflicts about truth are always bad, and • support your position with evidence from the texts. While writing this argumentative essay, consider what you have learned throughout your readings on deciding what is true and determining if conflict is bad. Determine whether you have enough information in your notes and annotations to craft a well-supported argument that answers the question. You may need to reread some texts to make sure you can develop a claim that is supported by clear reasons and relevant evidence.
Grade(s)/Level:	Grade 6
Literature Topic:	Fiction and Nonfiction Narratives
Course:	English Language Arts
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Background for the Teacher:	Detailed information about the changes in expectation from grade 5 to grade 6 is available in the PARCC Model Content Frameworks for ELA/Literacy for grade 6 (http://www.parcconline.org/mcf/english-language-artsliteracy/parcc-model-content-framework-elaliteracy-grade-6). Specific to writing, students in the 5th grade progressed toward CCRA.W.1 by continuing to develop their ability to write opinion pieces. They learned to support their point of view with logically ordered ideas and logically grouped reasons. They further acquired the ability to use clauses to link their opinions and reasons. In the 6th grade, students shift their writing focus from opinion to argument as they continue moving toward CCRA.W.1. They develop an understanding of claims, reasons, evidence, and credible sources. With scaffolding from you, the students will learn to communicate arguments through writing that meets or exceeds grade level expectations.

	At the end of this, their introductory module on argument, students will demonstrate an ability to analyze multiple points of view to develop a written argument that responds to the Teaching Task. Blocks of literacy instruction that scaffold students' acquisition of grade level skill in this area have to include many opportunities to read complex text, annotate text, participate in academic discussions about text, and write from sources.
Essential Questions: **Reading**: How do readers use the key ideas and details in a text to develop understanding? How do readers use the craft and structure of a text to develop understanding? How do readers integrate knowledge and ideas within or across texts to develop understanding?	Enduring Understandings: **Reading:** Readers use key ideas and details in a text to: 1. determine what the text says explicitly and to make logical inferences from it; 2. cite specific textual evidence when writing or speaking to support conclusions drawn from the text; 3. determine central ideas or themes of a text and analyze their development; 4. summarize the key supporting details and ideas; and 5. analyze how and why individuals, events, or ideas develop and interact over the course of a text. Readers use the craft and structure of a text to: 1. interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings; 2. analyze how specific word choices shape meaning or tone; and 3. assess how point of view or purpose shapes the content and style of a text. Readers integrate knowledge and ideas within or across texts to analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Writing (Argument): How do writers effectively support claims when crafting an argument? How do writers research to build and present knowledge?	**Writing (Argument):** Writers of arguments support claims by: 1. introducing the claim(s) and organizing the reasons and evidence clearly; 2. supporting the claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text; 3. using words, phrases, and clauses to clarify the relationships among claim(s) and reasons; 4. establishing and maintaining a formal style; and 5. providing a concluding statement or section that follows from the argument presented. Writers research to build and present knowledge by: 1. drawing evidence from literary or informational texts to support analysis, reflection, and research; 2. gathering relevant information from multiple print and digital sources; 3. assessing the credibility of each source; and 4. quoting or paraphrasing the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

| **Speaking & Listening:** How do we effectively use language to comprehend, collaborate, and present knowledge and ideas? | **Speaking & Listening:**

We effectively use language to comprehend, collaborate, and present knowledge and ideas by:
1. coming to discussions prepared, having read or studied required material
2. explicitly drawing on our preparation for the discussion by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;
3. following rules for collegial discussions;
4. posing and responding to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion;
5. reviewing the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing;
6. presenting claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes;
7. using appropriate eye contact, adequate volume, and clear pronunciation and
8. adapting speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| **Language**: How do we effectively use language to communicate in a manner that is appropriate to purpose, audience, and task? | **Language:**
We effectively use language to communicate in a manner that is appropriate to purpose, audience, and task by:
1. demonstrating command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling;
2. using knowledge of language and its conventions when writing;
3. acquiring and using accurate grade-appropriate general academic and domain-specific words and phrases; and
4. gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Section 1: What Task?

TEACHING TASK

Background to share with students:	While writing this argumentative essay, consider what you have learned throughout your readings on deciding what is true and determining if conflict is bad. Consider whether you have enough information in your notes and annotations to craft a well-supported argument that answers the question. You may need to reread some texts to make sure you can develop a claim that is supported by clear reasons and relevant evidence.
Teaching task:	Are the conflicts that result from different views of truth always bad? After reviewing your notes and rereading the literature and informational texts you have been reading, write an essay in which you: • address the module's question, • argue whether or not conflicts about truth are always bad, and • support your position with evidence from the texts.
Reading texts:	See Modules A1 and A2
Extension (optional):	Students' literacy skills increase significantly with wide reading. Integrating independent reading into the literacy program can support this. Titles related to the essential question are included in Modules A1 and A2 (see appendix). Suggestions for their use are available in the PHLit Teacher Edition (pp. 2a-2b and 172-173).

COMMON CORE STATE STANDARDS FOR TEMPLATE TASK COLLECTION VERSION 2.0

READING STANDARDS	
"BUILT-IN" READING STANDARDS	"WHEN APPROPRIATE" READING STANDARDS (DARK TEXT MARKS STANDARDS APPLYING TO THIS TEACHING TASK)
1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.
4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	6 - Assess how point of view or purpose shapes the content and style of a text.
10 - Read and comprehend complex literary and informational texts independently and proficiently.	7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

"BUILT-IN" WRITING STANDARDS	"WHEN APPROPRIATE" WRITING STANDARDS (DARK TEXT MARKS STANDARDS APPLYING TO THIS TEACHING TASK)
4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.	3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.	6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT STANDARDS FROM STATE OR DISTRICT

Standards source:	Common Core State Standards for ELA

CONTENT STANDARDS

Reading Literature

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.6.2

Determine a 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 or judgments.

Craft and Structure:

CCSS.ELA-LITERACY.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

CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.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.

Reading Informational Text

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.2

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.

Craft and Structure:

CCSS.ELA-LITERACY.RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-LITERACY.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.6.9

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.6.10

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.6.1

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

CCSS.ELA-LITERACY.W.6.1.A

Introduce claim(s) and organize the reasons and evidence clearly.

CCSS.ELA-LITERACY.W.6.1.B

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.C

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CCSS.ELA-LITERACY.W.6.1.D

Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.6.1.E

Provide a concluding statement or section that follows from the argument presented.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.6.4

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.6.5

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 [here](#).)

Research to Build and Present Knowledge:

[CCSS.ELA-LITERACY.W.6.7](#)

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.W.6.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.W.6.9.A](#)

Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

[CCSS.ELA-LITERACY.W.6.9.B](#)

Apply *grade 6 Reading standards* to literary nonfiction (e.g., "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").

Range of Writing:

[CCSS.ELA-LITERACY.W.6.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.SL.6.1.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.

CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.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 eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCSS.ELA-LITERACY.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.6.1.A

Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCSS.ELA-LITERACY.L.6.1.B

Use intensive pronouns (e.g., *myself, ourselves*).

CCSS.ELA-LITERACY.L.6.1.C

Recognize and correct inappropriate shifts in pronoun number and person.*

CCSS.ELA-LITERACY.L.6.1.D

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

CCSS.ELA-LITERACY.L.6.1.E

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.6.4.A

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.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.

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).

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.

ARGUMENTATION TEACHING TASK RUBRIC (TEMPLATE TASK COLLECTION VERSION 2.0)

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven. D. Addresses additional demands superficially.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.		Establishes a claim.		Establishes a credible claim.		Establishes and maintains a substantive and credible claim or proposal.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Section 2: What Skills?

SKILL	DEFINITION
SKILLS CLUSTER 1: PREPARING FOR THE TASK	
1. Task engagement	*Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.*
2. Task analysis	*Ability to understand and explain the task's prompt and rubric.*
SKILLS CLUSTER 2: READING PROCESS	
1. Text selection	*Ability to identify appropriate texts.*
2. Active reading	*Ability to identify the central point and main supporting elements of a text.*
3. Essential vocabulary	*Ability to identify and master terms essential to understanding a text.*
4. Academic integrity	*Ability to use and credit sources appropriately.*
5. Note-taking	*Ability to select important facts and passages for use in one's own writing.*
SKILLS CLUSTER 3: TRANSITION TO WRITING	
1. Bridging	*Ability to begin linking reading results to writing task.*
SKILLS CLUSTER 4: WRITING PROCESS	
1. Claim	*Ability to establish a claim and consolidate information relevant to task.*
2. Planning	*Ability to develop a line of thought and text structure appropriate to an argumentation task.*
3. Development	*Ability to construct an initial draft with an emerging line of thought and structure.*
4. Revision	*Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.*
5. Editing	*Ability to proofread and format a piece to make it more effective.*
6. Completion	*Ability to submit final piece that meets expectations.*

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	TASKS		INSTRUCTIONAL STRATEGIES
30 DAYS	SEE APPENDIX	MODULE A1		SEE APPENDIX
15 DAYS	SEE APPENDIX	MODULE A2		SEE APPENDIX
5 DAYS		MODULE TEMPLATE TASK		
		PRODUCT AND PROMPT	SCORING (PRODUCT "MEETS EXPECTATIONS" IF IT…)	
SKILLS CLUSTER 1: PREPARING FOR THE TASK				
Day 1	<u>1. Task engagement</u> *Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.*	<u>Short Response with Bullets</u> *In a quick write, record your first reaction to the task prompt. Add some notes of things you know about this issue.*	*No Scoring*	▪ *Link this task to earlier class content.* ▪ *Discuss student responses.* ▪ *Clarify timetable and support plans for the task.*
Day 1	<u>2. Task analysis</u> *Ability to understand and explain the task's prompt and rubric.*	<u>Bullets</u> *In your own words, what are the important features of a good response to this prompt?*	*No scoring*	▪ *Share examples of type of text students will produce (either from past students or from professional writers).* ▪ *Identify or invite students to identify key features of examples.* ▪ *Pair students to share and improve their individual bullets.* ▪ *Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.*
SKILLS CLUSTER 2: READING PROCESS				
Day 1	<u>1. Text selection</u> *Ability to identify appropriate texts.*	<u>Notes</u> *For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study.*	▪ *Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).* ▪ *Includes reasonable evidence that work is credible and/or worthy of study.*	▪ *Provide citation guide and discuss why each element of citation is needed.* ▪ *Ask students to brainstorm what makes an author credible and/or worthy of study.* ▪ *Provide access to research sources for students to assess the texts.* *Note: for an "after researching" task, add teaching and time for students to select the texts they will use.*

Day 1	2. Active reading Ability to identify the central point and main supporting elements of a text.	Short reflective entry for each text What is the author trying to accomplish? Which parts of the text show you that?	▪ Answers questions with credible response.	▪ Invite students to brainstorm ways to figure out any author's intent. ▪ Invite students to share and discuss their answers for each text. ▪ After the discussion, allow them to add to their entries.
On-going	3. Essential vocabulary Ability to identify and master terms essential to understanding a text.	Vocabulary list In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.	▪ Lists appropriate phrases. ▪ Provides accurate definitions.	▪ After scoring, ask some students to share definitions of terms that others overlooked or misunderstood. ▪ After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.
Day 2	4. Academic integrity Ability to use and credit sources appropriately.	Definition and strategies Define "plagiarism" and list ways to avoid it.	▪ Provides accurate definition. ▪ Lists several appropriate strategies.	▪ Discuss respect for others' work to assemble evidence and create texts. ▪ Discuss academic penalties for stealing others thoughts and words.
Day 2	5. Note-taking Ability to select important facts and passages for use in one's own writing.	Notes From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.	▪ Identifies relevant elements. ▪ Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).	▪ Teach a sample format for note taking. ▪ Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).
SKILLS CLUSTER 3: TRANSITION TO WRITING				
Day 3	1. Bridging Ability to begin linking reading results to writing task.	Bullets In a quick write, note what you know now that you've read about _____(content).	No scoring	▪ Discussion-based strategies, such as seminar. ▪ Small group discussion using question.
SKILLS CLUSTER 4: WRITING PROCESS				
Day 3	1. Claim Ability to establish a claim and consolidate information relevant to task.	Opening paragraph Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.	▪ Writes a concise summary statement or draft opening. ▪ Provides direct answer to main prompt requirements. ▪ Establishes a controlling idea. ▪ Identifies key points that support development of argument.	▪ Offer several examples of opening paragraphs. ▪ Ask class to discuss what makes them strong or weak. ▪ Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).

Day 3	*2. Planning* *Ability to develop a line of thought and text structure appropriate to an argumentation task.*	*Outline/organizer* *Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.*	▪ *Creates an outline or organizer.* ▪ *Supports opening claim.* ▪ *Uses evidence from texts read earlier.*	▪ *Provide and teach one or more examples of outlines or organizers.* ▪ *Invite students to generate questions in pairs about how the format works, and then take and answer questions.*
Days 3 and 4	*3. Development* *Ability to construct an initial draft with an emerging line of thought and structure.*	*Initial draft* *Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.*	▪ *Provides complete draft with all parts.* ▪ *Supports the opening in the later sections with evidence and citations.*	▪ *Encourage students to re-read prompt partway through writing, to check that they are on track.*
Days 3 and 4	*4. Revision* *Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.*	*Multiple drafts* *Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.*	▪ *Provides complete draft with all parts.* ▪ *Supports the opening in the later sections with evidence and citations.* ▪ *Improves earlier edition.*	▪ *Sample useful feedback that balances support for strengths and clarity about weaknesses.* ▪ *Assign students to provide each other with feedback on those issues.*
Day 5	*5. Editing* *Ability to proofread and format a piece to make it more effective.*	*Correct Draft* *Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.*	▪ *Provides draft free from distracting surface errors.* ▪ *Uses format that supports purpose.*	▪ *Briefly review selected skills that many students need to improve.* ▪ *Teach a short list of proofreading marks.* ▪ *Assign students to proofread each other's texts a second time.*
Day 5	*6. Completion* *Ability to submit final piece that meets expectations.*	*Final Piece* *Turn in your complete set of drafts, plus the final version of your piece.*	▪ *Fits the "Meets Expectations" category in the rubric for the teaching task.*	

FOR TEACHERS	FOR STUDENTS
Module A1: PH Lit Unit 1(How do we decide what is true?)	Writer's Notebook
Module A2: PH Lit Unit 2a (Is conflict always bad?)	PH Lit Resources
The Literary Essay (Unit of Study in Argument, Information, and Narrative Writing Middle School, Grade 6)	• Pearson Success Net https://www.pearsonsuccessnet.com/snpapp/login/PsnLandingPage.jsp?showLandingPage=true (Home Page Orientation http://www.mypearsontraining.com/tutorials/snet_students_homepageorientation/player.html)
PH Lit Resources (Interactive Digital Path, Unit 1 Resources, Graphic Organizers & Bell Ringers, Professional Development, All-in-One Workbook and Answer Key, Common Core Resources, Reader's Notebooks, Reading Kit, Audio, Assessments, Editable Presentations, Editable Worksheets)	• Reader's Notebook
Professional Library Resources	• Common Core Companion Workbook *
Orange MS ELA Google Folder and	• All-in-One Workbook, audio recordings *
Authentic Assessment Toolbox: Language Arts – Middle School http://jfmueller.faculty.noctrl.edu/toolbox/examples/tasks_middle_languagearts.htm	• English Learner Reader's Notebook *
Grades 6-8 ELA Curriculum: Appendix 1: Teaching Practices and Protocols http://www.engageny.org/resource/grades-6-8-ela-curriculum-appendix-1-teaching-practices-and-protocols	• Adapted Reader's Notebook *
In Common: Effective Writing for All students http://www.achievethecore.org/page/507/in-common-effective-writing-for-all-students	• Spanish Reader's Notebook *
NJ Educator Resource Exchange http://njcore.org/	Solo 6
Pearson Success Net https://www.pearsonsuccessnet.com/snpapp/login/PsnLandingPage.jsp?showLandingPage=true (My Pearson Training http://www.mypearsontraining.com/products/phliterature/2012/tutorials.asp and Teacher Home Page Tour http://www.mypearsontraining.com/tutorials/snet12_teachers_orientationtoyourhomepage/player.html)	Vocabulary Spelling City http://www.spellingcity.com/
The Reading & Writing Project Resources http://readingandwritingproject.com/resources.html	
UDL Guidelines http://www.udlcenter.org/aboutudl/udlguidelines	
UDL Tech Toolkit http://udltechtoolkit.wikispaces.com/	
UDL Wheel http://udlwheel.mdonlinegrants.org/	* Assigned by teacher in response to data

Section 4: What Results?

[No work specific to the module is available for Year 1 implementation. For examples of scored student work, please reference the resources in Unit of Study in Argument, Information, and Narrative Writing Middle School Series, Grades 6-8. Additional scoring information is available from the following Literacy Design Collaborative pages: What Results (http://ldc.org/how-ldc-works/modules/what-results) and The Top Ten Scoring Principles (http://ldc.org/sites/default/files/LDC-Rubric-Top-Ten-Scoring-Principles.pdf).

CLASSROOM ASSESSMENT TASK (THIS TASK SHOULD OCCUR AS A SOCRATIC SEMINAR HELD AT THE END OF MODULE A1.)

Background to share with students (optional):	(The information to be shared with the students is located at the end of the Common Core Assessment Workshop: Fiction and Nonfiction on PHLit p.171.)
Classroom assessment task:	See Above
Reading texts:	Module A1

ARGUMENTATION CLASSROOM ASSESSMENT TASK RUBRIC FOR TEMPLATE TASK COLLECTION VERSION 2.0

Scoring Elements	Not Yet	Meets Expectations
Focus	Attempts to address prompt but lacks focus or is off-task.	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates weak use of reading material to develop argument.	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing.	Establishes a credible claim and supports an argument that is logical and generally convincing.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant.	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument.
Organization	Provides an ineffective structure; composition does not address requirements of the prompt.	Applies an appropriate text structure to address specific requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

Teacher Work Section
Here are added thoughts about teaching this module.

The module includes the following:
- 1.5 PHLit units
- 1 Unit of Study in Argument, Information, and Narrative Writing Middle School Series, Grades 6-8
- A general essential question that connects both PHLit units' Big Question
- A template task aligned to the general essential question which provides responsible test preparation for PARCC

Appendix
The attached materials support teaching this module.

Assessments		
Screening: • Beginning-of-Year Benchmark Test (PHLitOnline interactive tests) • Reading Strategy Inventory (PHLit PD Guidebook pp. 173-175) • Initial Self-Assessment: Writing (PHLit PD Guidebook pp. 190-191) • Teacher Review of portfolio (5th grade) • Teacher rescoring of DWA3 (5th grade) **Diagnostic:** • Reading Readiness Diagnostic Test (PHLitOnline interactive tests) • Beginning-of-Year Benchmark Test (PHLitOnline interactive tests)	**Formative:** Informal - anecdotal records, annotations, discussion notes, double-entry journals, exit tickets, notes, writer's notebook entries, reader response journals, sticky notes Formal – Benchmark Test 1 (PHLitOnline interactive tests)	**Summative:** Benchmark Test 2 (PHLitOnline interactive tests) Authentic: • Performance Tasks (PHLit pp. 170-171) • Socratic Seminar (Topic: responding to the Big Question [PHLit p. 171])

Throughout the module, you should analyze the results of the assessments to make instructional choices that will meet students' individual needs. At the end of the module, you should use the data and your analyses to respond to the following questions:
1. What worked?
2. What do you think could have been implemented more effectively in your lessons and instruction?
3. What do you need to learn more about?
4. What resources were helpful?

CPTs and/or individual meetings to discuss how to use answers to help students learn will be held.

ELA Model Content Framework Chart for Grade 6
Module A1: How do we decide what is true?
(Pacing: 6 Weeks)

Reading Complex Texts*† (RL/RI.6.10)		Writing to Texts (W.6.1-6, 9-10, RL/RI.6.1-10)			Research Project (W.6.1, 2, 4-9, RL/RI.6.1-10)
Extended Text	Short Texts	Routine Writing	4-6 Analyses	1-2 Narratives	1 Research Project
Literature 1. Stray **or** The Homecoming Informational 2. The Drive-In Movies **or** The Market Square Dog 3. My Papa, Mark Twain **or** Stage Fright 4. Names/Nombres **or** The Lady and the Spider	Literature: 1. from Roll of Thunder, Hear My Cry 2. Greyling 3. Why Monkeys Live in Trees 4. The Sound of Summer Running 5. **Eleven** Informational: 1. from Letter on Thomas Jefferson 2. My Heart Is in the Highlands 3. Animaland® 4. Rescuers to Carry Oxygen Masks for Pets 5. The Case of the Monkeys That Fell From the Trees 6. The Caribbean 7. Florida Keys Brochure	Develop & convey understanding 1. Text-Dependent Question Responses (i.e., the PHLit Critical Thinking: Integration of Knowledge and Ideas question that aligns to the Big Question 2. Writers' Notebook Entries (e.g., session work for Units of Study) 3. Annotations	Focus on arguments 1. Comparing Functional and Expository Texts (Timed) 2. Comparing Fiction and Nonfiction (Timed) 3. Comparing Functional and Expository Texts (Timed) 4. Comparing Symbolism (Timed)	Convey experiences, events and/or procedures 1. Autobiographical Narrative	Integrates knowledge from sources when composing The Literary Essay (Unit of Study in Argument, Information, and Narrative Writing Middle School, Grade 6)
For Reading and Writing in Each Module					
Cite evidence (RL/RI.6.1)	Analyze content (RL/RI.6.2-9, SL.6.2-3)	Study & apply grammar (L.6.1-3, SL.6.6)	Study & apply vocabulary (L.6.4-6)	Conduct discussions (SL.6.1)	Report findings (SL.6.4-6)
Daily	Literary Analysis Workshop	Integrated Language Skills	Vocabulary Workshop	Communications Workshop	Daily (SL.6.4 & 6) Often (SL.6.5)

Note: Although not listed because it's often linked to MA/MC selection, Literature in Context should be read as appropriate.

†Independent Reading is an encouraged component of the MS ELA curriculum. For this unit, texts that align to the Big Question include:

Fiction	Nonfiction
Woman Hollering Creek and Other Stories by Sandra Cisneros	Free at Last! The Story of Martin Luther King, Jr. by Angela Bull
Roll of Thunder, Hear My Cry by Mildred Taylor	Tiger Tales by Deborah Chancellor
Alice's Adventures in Wonderland and Through the Looking Glass by Lewis Carroll	The Circuit by Francisco Jimenez

ELA Model Content Framework Chart for Grade 6
Module A2: Is conflict always bad?
(Pacing: 3 Weeks)

Reading Complex Texts*† (RL/RI.6.10)		Writing to Texts (W.6.1-6, 9-10, RL/RI.6.1-10)			Research Project (W.6.1, 2, 4-9, RL/RI.6.1-10)
Extended Text	Short Texts	Routine Writing	4-6 Analyses	1-2 Narratives	1 Research Project
Literature 1. The Tail **or** Dragon, Dragon 2. Zlateh the Goat **or** The Old Woman Who Lived With the Wolves	Literature: 1. The Old Grandfather and His Little Grandson 2. The Wounded Wolf 3. Becky and the Wheels-and-Brake Boys 4. The Southpaw Informational: 1. The Seven Wonders of the World 2. Art, Architecture, and Learning in Egypt	Develop & convey understanding 1. Text-Dependent Question Responses (i.e., the PHLit Critical Thinking: Integration of Knowledge and Ideas question that aligns to the Big Question 2. Writers' Notebook Entries (e.g., session work for Units of Study) 3. Annotations	Focus on arguments 1. Comparing Expository Texts (Timed) 2. Comparing Characters' Motives (Timed) 3. Review/Response to Literature 4. Module Template Task	Convey experiences, events and/or procedures	Integrates knowledge from sources when composing
For Reading and Writing in Each Module**					
Cite evidence (RL/RI.6.1)	Analyze content (RL/RI.6.2-9, SL.6.2-3)	Study & apply grammar (L.6.1-3, SL.6.6)	Study & apply vocabulary (L.6.4-6)	Conduct discussions (SL.6.1)	Report findings (SL.6.4-6)
Daily	Literary Analysis Workshop	Integrated Language Skills	Vocabulary Workshop	Communications Workshop	Daily (SL.6.4 & 6) Often (SL.6.5)
Note: Literature in Context is not listed because it's often based on MA/MC decision; however, these should be read.					

†Independent Reading is an encouraged component of the MS ELA curriculum. For this unit, texts that align to the Big Question include:

Fiction	Nonfiction
Sherlock Holmes Mysteries by Sir Arthur Conan Doyle	All Creatures Great and Small by James Herriot
An Island Like You: Stories of the Barrio by Judith Cofer	**Cathedral: The Story of Its Construction by David Macaulay**
My Side of the Mountain by Jean Craighead George	
Come Sing, Jimmy Jo by Katherine Paterson	
The Book of Questions by Pablo Neruda (Poetry)	