

Unit 3 WRITING - *Argument Essay*

Overview

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.

Students will be writing a research based argument essay.

21st Century Capacities: Alternate Perspectives, Product Creation

Stage 1 - Desired Results

ESTABLISHED GOALS/ STANDARDS

[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.

[CCSS.ELA-LITERACY.L.6.2.B](#)

Spell correctly.

[CCSS.ELA-LITERACY.L.6.2.A](#)

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

[CCSS.ELA-LITERACY.L.6.1.E](#)

Recognize variations from standard English in their own and others' writing and speaking,

Transfer:

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

1. Generate and capture ideas to pursue in future writing (Imagining and Alternate Perspectives for Mimicry, Synthesis for Research).
2. Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages. (Product Creation)

Meaning:

UNDERSTANDINGS: *Students will understand that:*

1. Writers explore ideas that are important to them for a variety of audiences, purposes, and messages.
2. Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.

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

- A. How does my audience influence what I write and the way I write? How do I know if it worked for the reader?
- B. How am I engaging my reader to learn?
- C. Argument Essay Focus: How do I develop a thesis to organize and drive my writing?
- D. How do I support and prove my thesis using evidence?

Grade 6 ELA Curriculum

<p>and identify and use strategies to improve expression in conventional language.*</p> <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</i>, <i>auditory</i>, <i>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>	Acquisition:	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Writers write what they know and research to find out more. 1. Writers research and debate to analyze their audience and develop counterclaims. 2. Content Vocabulary: Main Idea, Supporting Details, Thesis, claim, Boxes and Bullets, Citation, Bibliography, Credibility, Audience, Purpose, Message, Description, Inquiry, counterargument, perspective 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Using the writing process. 2. Using paragraphs to organize and present information. 3. Using a variety of transition words and phrases to guide readers through the text. 4. Taking notes that paraphrase key information. 5. Developing a thesis. 6. Developing a topic with relevant facts, definitions, concrete details, quotations, etc. 7. Creating text citations and references 8. Establishing a relationship among claims, reasons, and evidence.