

Grade 6: Impact (Argument)

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> <i>Students will demonstrate the ability to analyze and summarize specific details in a text as a means for inferring causal relationships among events, ideas, or concepts.</i> <i>Students will demonstrate the ability to defend an opinion using clearly evidenced reasoning in order to persuade others.</i> <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i> <u>Content Standards:</u> - RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - 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. - RI.6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). - RI.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. - RI.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. - RI.6.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. - RI.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. - 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). - W.6.1 - Write arguments to support claims with clear reasons and relevant evidence. - W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Transfer	
	<i>Students will be able to independently use their learning to defend an opinion using clearly evidenced reasoning.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - a valid argument must be supported by facts. - people write about different sides of an issue in order to allow a person to reach his or her own decision. - authors can have different perspectives on the same event. - writers analyze reasons and evidence to support an argument. - ideas and actions can impact an entire society.	ESSENTIAL QUESTIONS - How do people impact the world around them? - How does a valid argument influence an individual to make a decision?
	Acquisition	
	<i>Students will know...</i> - analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. - to gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources. <u>Vocabulary:</u> analyze, argument, audience, bias, citation, cite, claim, counter point, credible, evidence, impact, issue, perspective, point, qualifier, textual	<i>Students will be skilled at...</i> - using the writing process to write arguments with clearly evidenced reasoning. - following the author's argument and evaluate whether it is convincing based on its use of reasoning and evidence. - describing an author's perspective and explaining how it influences an argument. - analyzing in detail how the causal relationships between individuals, events, and ideas are introduced and developed in an informational text.

- 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.
- W.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 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.
- W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.
- 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 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.
- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 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.
- 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.
- 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.
- L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or 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.6.6 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. SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Content Area Literacy Standards		21st Century Skills
not applicable		- make judgments and decisions - reason effectively - communicate clearly

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	