

Grade: 6-8	ESL Units of Study Quarter 3 English Language Arts	Unit 6
Arguments		
Recommended Number of Instructional Days: 20 Days		
Overview		
<p><i>Focus Standards that have been mastered or addressed in previous units will need to be reinforced in upcoming units and may show up in future assessments.</i></p> <p><i>Red text in standards for grades 6 and 8 indicate a difference from grade 7 standards and recommend differentiation of instruction.</i></p> <p>Students will determine the author’s point of view and purpose. Students will produce an argumentative form of writing which will be multi paragraph, multi draft analysis to support their claims. Students must demonstrate correct use of Standard English conventions when writing.</p> <p>Using text with an appropriate range of complexity, students will participate in collaborative discussions, students will use text to analyze how the author establishes theme and cite evidence from text to support claims or opposing claims. Students will be given opportunities to write short or long narratives to aid in their argumentative writing development. Finally, teachers will embed mini lessons throughout the unit to address necessary grammar skills used. Suggested activities include, but are not limited to: close reading, collaborative discussions, peer editing, readings from historical fiction, realistic fiction genres, and deconstructing complex text with students.</p> <p>This unit is taught during this time as it is built from the knowledge that students have gained previously. Citing and using evidence from text, students will write literary analysis in preparation for in-depth research in later units and grade levels.</p> <p>As with all units aligned to the Common Core State Standards, ESL students should read and be exposed to texts with an appropriate range of complexity. Teachers maintain high expectations by engaging students in tasks that provide high challenge with appropriate support. Activities are robust but flexible enough to allow multiple entry points for all students regardless of where they start. Teachers should continually integrate the WIDA model performance indicators to support instruction of English Learners. Additionally, when writing and speaking in discussions, students will use academically challenging vocabulary.</p>		
Reading Anchor Standard		
<p><u>CCRA.RI.6 Assess how point of view or purpose shapes the content and style of a text.</u></p> <p><u>CCRA.RI.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.</u></p>		
Writing Anchor Standard		

CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Anchor Standard

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Concepts to Be Learned and Skills to Be Used

- WRITE arguments
- ASSESS point of view or purpose
- EVALUATE the argument
- INCLUDE multimedia to publish, interact and collaborate
- ENGAGE in collaborative discussions
- EVALUATE point of view, reasoning, use of evidence

Essential Questions

- *How can persuasive pieces serve as a vehicle for social change?*
- *Why is important to be able to persuade others?*
- *How can we persuade others to value our ideas when writing and speaking?*
- *What are the techniques of persuasive writing and speaking?*
- *How can persuasive writing be crafted so it motivates and influences a reaction from its audience?*
- *How do we choose which resources to use to support our claims when writing or speaking persuasively?*

Assessment

Task Name:

Written Curriculum

Standards that are the **FOCUS** in the Unit of Study:

Reading Standards: Informational Text

Craft and Structure

RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

- 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.8.6 . Determine an author’s point of view or purpose in a text and analyze how the author **acknowledges and responds to conflicting evidence or viewpoints.**

Reading Standards: Informational Text

Integration of Knowledge and Ideas

RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

- 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.8.8 **Delineate and** evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; **recognize when irrelevant evidence is introduced.**

Writing Standards

Text Types and Purposes

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

- This standard in grades 6 and 8 are identical to grade 7
- d. Establish and maintain a formal style.
 - This standard in grades 6 and 8 are identical to grade 7
- e. Provide a concluding statement or section that follows from and supports the argument presented.
 - This standard in grades 6 and 8 are identical to grade 7

Writing Standards

Product and Distribution

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

- 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.8.6. Use technology, including the Internet, to produce and publish writing **and present the relationships between information and ideas efficiently** as well as to interact and collaborate with others.

Writing Standards

Research to Build and Present Knowledge

W.7.9b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

- This standard in grades 6 and 8 are identical to grade 7

Speaking and Listening Standards

Comprehension and Collaboration

SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- SL.6.1a. 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.
- SL.8.1a. Standard is identical to grade 7

Speaking and Listening Standards

Comprehension and Collaboration

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

- 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.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence **and identifying when irrelevant evidence is introduced.**

Standards that **Reinforce/Support** the Unit of Study Focus Standards:

Reading Standards: Literature

Key Ideas and Details

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- RL.6.1 Cite **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.1 Cite **the textual evidence that most strongly supports an** analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Standards: Informational Text

Key Ideas and Details

- RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (A focus in unit 1 and supporting standard in units 2 through 8)
- RI.6.1 Cite **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - RI.8.1 Standard is identical to grade 7

Writing Standards

Text Types and Purposes

- W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- This standard in grades 6 and 8 are identical to grade 7

Writing Standards

Text Types and Purposes

- W.7.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (A focus in unit 3 and supporting standard in units 4 through 8)
- This standard in grades 6 and 8 are identical to grade 7
 - e. Establish and maintain a formal style. (A focus in unit 3 and supporting standard in units 4 through 8)
 - This standard in grades 6 and 8 are identical to grade 7

Writing Standards

Text Types and Purposes

- W.7.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (A focus in unit 4 and supporting standard in units 5 through 8)
- W.6.3c Standard is identical to grade 7
 - W.8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and **show the relationships among experiences and events.**

Writing Standards

Research to build and Present Knowledge

- W.7.4. 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.)

- This standard in grades 6 and 8 are identical to grade 7

Writing Standards

Research to Build and Present Knowledge

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (A focus in unit 4 and supporting standard in units 5 through 8)

- This standard in grades 6 and 8 are identical to grade 7

Speaking and Listening Standards

Comprehension and Collaboration

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- This standard in grades 6 and 8 are identical to grade 7
- d. Acknowledge new information expressed by others and, when warranted, modify their own views. (A focus in unit 4 and supporting standard in units 5 through 8)
- SL6.1d **Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.**
- SL.8.1d Acknowledge new information expressed by others, and when warranted, **qualify or justify** their own views **in light of the evidence presented.**

Speaking and Listening Standards

Presentation of Knowledge and Ideas

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation

- This standard in grades 6 and 8 are identical to grade 7

Speaking and Listening Standards

Presentation of Knowledge and Ideas

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

- SL.6.5. Include multimedia components (e.g., **graphics, images, music, sound**) and visual displays in presentations to clarify **information.**
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify **information, strengthen claims and evidence, and add interest.**

Language Standards

Conventions of Standard English

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- This standard in grades 6 and 8 are identical to grade 7

Language Standards

Vocabulary Acquisition and Use

L.7.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*). (A focus in unit 4 and supporting standard in units 5 through 8)

- This standard in grades 6 and 8 are identical to grade 7

Language Standards

Vocabulary Acquisition and Use

L.7.6 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. (A focus in unit 1 and supporting standard in units 2 through 8)

- This standard in grades 6 and 8 are identical to grade 7

Standards that are **Continuous** for the entire school year:

Continuous standards are a selection of standards which should be integrated into instruction throughout the school year.

Reading Standards: Literature

Range of Reading and Level of Text Complexity

RL.7.10 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.

- This standard in grades 6 and 8 are identical to grade 7

Reading Standards: Informational Text

Range of Reading and Level of Text Complexity

RI.7.10 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.

- This standard in grades 6 and 8 are identical to grade 7

Writing Standards

Range of Writing

W.7.10 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.

- This standard in grades 6 and 8 are identical to grade 7

Production and Distribution of Writing

W.7.5 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52 [of the full ELA Common Core State Standards document].)

- This standard in grades 6 and 8 are identical to grade 7

Language Standards

Conventions of Standard English

L.7.2b. Spell correctly.

- L.6.2b Standard is identical to grade 7
- L.6.2b Use an ellipsis to indicate an omission.

Language Standards

Knowledge of Language

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- This standard in grades 6 and 8 are identical to grade 7

Clarifying the Standards

Key =

RL	Reading Standards for Literature	W	Writing Standards
RI	Reading Standards for Informational Text	SL	Speaking & Listening Standards
RF	Foundational Skills	L	Language Standards

RI Students in grade 6 are expected to determine an author’s point of view and explain how it is conveyed in text. They distinguish claims supported by reasons and evidence from claims that are not. **As they move to grade 7, they build upon this by analyzing how the author distinguishes his or her position from others. Students assess the reasoning of an argument and claims in a text to show they are sound and the evidence is relevant.** In grade 8, students then analyze how the author acknowledges and responds to conflicting viewpoints or evidence. They will evaluate the arguments and specific claims in a text and recognize when irrelevant evidence is introduced.

W Students in grades sixth through eighth are expected to write arguments to support claims, maintain a formal style, and provide concluding statement or section that follows form and supports the argument presented. All grades are expected to use technology to produce and publish writing. In grade 6, students must demonstrate sufficient command of keyboarding skills to type a minimum of three pages. **In grade 7, students must also link and cite sources.** When students move into grade 8, they present relationships between ideas and information and ideas efficiently.

SL Students in all three grade levels are asked to come to discussions prepared, refer to evidence on the topic, text or issue to reflect on ideas under discussion. In grade 6 they will distinguish claims that are supported by reasons and evidence from claims that are not. **When students move into grade 7 they evaluate the soundness and relevance and sufficiently support the evidence.** Grade 8 expects students to identify when irrelevant evidence is introduced.

Resources: References to Appendices A, B, and C and Other Resources

High Point Level C may be used for text resources

Wal-Mart is Good For America (articles)

<http://www.middleschooldebate.com/topics/topicresearch.htm#walmart>

Cell phones should be allowed in schools. (Articles)

<http://www.middleschooldebate.com/topics/topicresearch.htm#cell>

For more engaging argument topics, see Middle School Public Debate Program’s Topic Research Guide:

<http://www.middleschooldebate.com/topics/topicresearch.htm>

- Multicultural Resources <http://www.edchange.org/multicultural>

- <http://medialiteracyproject.org/>
- Dual Language: <http://www.dlenm.org/>
- <http://www.aps.edu/academics/common-core-state-standards/ccss-resources-1>
- WiDA: <http://www.wida.us/standards/eld.aspx>

GLAD (Guided Language Acquisition Design) Strategies Training through APS/LCE and DLeNM

The standards listed below include all the CCSS linked to this Unit of Study. The list does not distinguish among FOCUS, SUPPORTING and RECURRING standards in this Unit of Study.