

Chino Unified School District
6th Grade: Unit 2: Inquiring Minds

Grade:	6th	Unit Overview:	
Unit Title:	Inquiring Minds	Students will cite textual evidence and supporting details in order to write an argumentative essay on an environmental issue. Additionally, students will research an environmental organization and orally present their BioCube to the class. Students will learn validity, credibility, and research skills and share their artifacts in a gallery walk.	
Length of Unit:	90 minutes 30 days (4 days buffer)		
Text Set/Suggested Novels:	Performance Task 1:	Performance Task 2:	ELA CCSS for this Unit:
As Good as Gold Gold article Science Textbook Ch. 12: Renewable Energy Research online Articles on environmental issues	Students complete a graphic organizer in which they cite textual evidence and supporting details and use that information to write an argumentative paragraph.	Students write a five-paragraph argumentative essay on an environmental issue using three sources. They state a claim and support the claim with citations from the texts.	<p>Key: RL: Reading for Literature RI: Reag for Information RF: Reading Foundational Skills W: Writing SL: Speaking/Listening</p> <p>RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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</p> <p>W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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").</p> <p>SL.6.4: Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA</p> <p>SL.6.4a.: Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA</p>
Content/Domain Specific Vocabulary:	Performance Task 3:	Performance Task 4:	
Claims Inference Non-verbal elements Sequence Text	Students use at least three references to research an organization that supports an environmental issue and create a BioCube.	Students use valid evidence that they have collected to create a display. The information may be displayed as a podcast, letter to an official, advertisement, or public service announcement. The finished project should include the environmental claim and be supported by textual evidence.	
Academic Cross-Curricular Words:	Culminating Activity:		
Argument Bibliography Cite Claim Environment	Evidence Non-Fiction Reasons <small>Reference Materials-encyclopedia, thesaurus</small> Research	Students defend the theme of their novel by presenting details that support the figurative language discovered and the word choices affecting the tone of their given novel in a presentation from acquired knowledge learned from creating the Bloom Ball. Peer presentation needs to be in a formal register.	
Essential Questions:		Corresponding Big Ideas:	
Why is it necessary to include textual evidence when analyzing text? (RI.6.1)		To accurately convey the author's intent, it is essential to cite evidence from the text. (RI.6.1)	
How do you evaluate the argument and specific claims in a text? (RI.6.8)		Strong arguments are supported by clear evidence from a credible source. (RI.6.8)	
Why are arguments and claims in a text evaluated? (W.6.9.b)		Arguments and claims are evaluated to determine the validity of an argument within literary or informational texts. (W.6.9.b)	