Grade 6 English Language Arts Unit 2

Day 1: Claims and evidence | Questions 1–4

Use the matching student lesson for passages, scenarios, and data. Save a copy for your records.

1. State the resident's claim.

2. State the librarian's concern.

3. Name one attendance measure.

4. Name one budget measure.

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Day 1: Claims and evidence | Questions 5–8

Use the matching student lesson for passages, scenarios, and data. Save a copy for your records.

5. Distinguish a claim from evidence.

6. Write one respectful question to each speaker.

7. Name a goal the speakers might share.

8. Summarize both positions objectively in three sentences.

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Day 2: Evaluate sampling | Questions 1–4

Use the matching student lesson for passages, scenarios, and data. Save a copy for your records.

1. How many responses were recorded?

2. What sampling detail is missing?

3. Why can we not say everyone agrees?

4. Define selection bias.

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Day 2: Evaluate sampling | Questions 5–8

Use the matching student lesson for passages, scenarios, and data. Save a copy for your records.

5. Name a question about the survey author.

6. Identify a way to broaden the sample.

7. Write a cautious conclusion.

8. What evidence would improve confidence?

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Day 3: Counterclaims | Questions 1–4

Use the matching student lesson for passages, scenarios, and data. Save a copy for your records.

1. State the garden claim.

2. State the counterclaim.

3. Name evidence of learning outcomes.

4. Name evidence about upkeep.

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Day 3: Counterclaims | Questions 5–8

Use the matching student lesson for passages, scenarios, and data. Save a copy for your records.

5. Write a fair acknowledgment.

6. Propose a measured response.

7. Why would ridicule weaken the argument?

8. Write a four-sentence balanced paragraph.

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Day 4: Quotation and paraphrase | Questions 1–4

Use the matching student lesson for passages, scenarios, and data. Save a copy for your records.

1. Reproduce the quoted sentence accurately.

2. Paraphrase without changing 30.

3. What punctuation marks a quotation?

4. Why cite a paraphrase?

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Day 4: Quotation and paraphrase | Questions 5–8

Use the matching student lesson for passages, scenarios, and data. Save a copy for your records.

5. What does the report establish?

6. What does it not establish?

7. Introduce the quote without inventing an author.

8. Why is the passage not evidence about a real workshop?

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Day 5: Independent argument | Questions 1–4

Use the matching student lesson for passages, scenarios, and data. Save a copy for your records.

1. Identify the claim.

2. Identify the counterclaim.

3. Name one relevant usage measure.

4. Name one cost measure.

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Day 5: Independent argument | Questions 5–8

Use the matching student lesson for passages, scenarios, and data. Save a copy for your records.

5. Write a carefully qualified claim.

6. Explain what is missing.

7. Outline two paragraphs.

8. Write six sentences balancing evidence needs and competing concerns.