



EXPEDITIONARY  
LEARNING

# **Grade 6: Module 4: Unit 1: Lesson 6**

## **Identifying How Text Features Support Arguments: “The Exterminator”**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can cite text-based evidence to support an analysis of informational text. (RI.6.1)</p> <p>I can identify the argument and specific claims in a text. (RI.6.8)</p> <p>I can use resources to build my vocabulary. (L.6.6)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can identify the argument and specific claims in “The Exterminator.”</li><li>• I can evaluate the evidence used to support the argument and claims in “The Exterminator.”</li></ul>	<ul style="list-style-type: none"><li>• Learning from Frightful’s Perspective: Chapter 6 (from homework)</li><li>• Sidebar “Seriously Sick” glossary</li><li>• Sidebar task card</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader: Learning from Frightful’s Perspective (8 minutes)</li><li>B. Unpacking Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Jigsaw Groups: How Do Text Features Contribute to an Argument? (15 minutes)</li><li>B. Vocabulary: Categorizing Words in the Text Features of “The Exterminator” (5 minutes)</li><li>C. Triad Discussion: Presenting Jigsaw Findings (5 minutes)Closing and Assessment</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Reflecting on Learning Targets: Back-to-Back, Face-to-Face (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read Chapter 7, “Disaster Leads to Survival.” Complete Learning from Frightful’s Perspective: Chapter 7.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In previous lessons, students learned to determine an author’s argument when reading informational text. They identified claims the author makes and found evidence that supports those claims. They identified the author’s argument in the “John Stossel—DDT” video and the main text of “The Exterminator.” Students have also been introduced to text features and to the idea that they contribute to the author’s argument in a different way.</li><li>• In this lesson, students read closely some of the text features to locate additional evidence that adds to the author’s argument and claims in “The Exterminator.”</li><li>• Students also continue to identify and define scientific vocabulary in the text features. This is important as students get the gist and determine how the text features add to the author’s argument.</li><li>• In advance:<ul style="list-style-type: none"><li>• Read closely the text features. Prepare a task card to model finding evidence that contributes to the author’s argument and identifying and defining scientific vocabulary.</li></ul></li><li>• Review Back-to-Back, Face-to-Face protocol and Fist to Five in Checking for Understanding Techniques (Appendix).</li><li>• Post: Learning targets</li><li>• A Wikipedia page is used in this lesson. Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as <a href="http://www.safeshare.tv">www.safeshare.tv</a>, for actually viewing these links in the classroom.</li></ul>



Lesson Vocabulary	Materials
argument, claims, evidence, sidebars; symptoms, parasite, anemia, effective, prophylactic, preventive, toxic, tolerate, vaccine, species, life cycle, researchers, biotechnology, genes, genomes, genetic, organism, immune system	<ul style="list-style-type: none"><li>• <i>Frightful's Mountain</i> (book; one per student)</li><li>• Peregrine Falcon Facts anchor chart (begun in Lesson 2)</li><li>• Document camera</li><li>• Map from <i>Frightful's Mountain</i> (in the book itself; one for display)</li><li>• Projector</li><li>• Website with Hudson River Bridges (<a href="http://en.wikipedia.org/wiki/Category:Bridges_over_the_Hudson_River">http://en.wikipedia.org/wiki/Category:Bridges_over_the_Hudson_River</a>)</li><li>• “The Exterminator” article (from Lesson 4)</li><li>• Sidebar task card (one per student)</li><li>• Sidebar “Seriously Sick” Glossary (one per student using this sidebar)</li><li>• Sidebar “Seriously Sick” Glossary: Word Wall placement (for teacher reference)</li><li>• Sidebar “Killer Genes” Glossary (one per student using this sidebar)</li><li>• Sidebar “Killer Genes” Glossary: Word Wall placement (for teacher reference)</li><li>• Highlighters (one per student)</li><li>• Sticky notes (two per triad)</li><li>• Scientific Word Wall</li><li>• Learning from Frightful’s Perspective: Chapter 7 (one per student)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: Learning from Frightful’s Perspective (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students have their text, <i>Frightful’s Mountain</i>.</li> <li>• Commend students for joining their triads when they came into the room. Invite them to share their responses to the focus question for Chapter 6, “Frightful Finds the Enemy.” Remind students of the focus question: <ul style="list-style-type: none"> <li>* “Who is the enemy that Frightful encounters? Why do they want to capture Frightful?”</li> </ul> </li> <li>• Students should include evidence from the text as they share who Frightful’s enemies are and why they want to capture her.</li> <li>• As students share with their groups, listen for responses such as: “The enemies are poachers, Bate and Bud, who are trying to catch Frightful to sell her. On page 65, it says, ‘He pointed to Frightful and said “twenty-five and twenty-five makes fifty thousand. Let’s get her.”’</li> <li>• Ask students to share terminology they have added to “Words I Found Difficult.” Triad members should collaborate to determine the meaning of the words and add definitions to the list.</li> <li>• Circulate to observe students’ verbal and written responses. Acknowledge triads who are collaborating well to share evidence-based responses and determining the meaning of new words. Interact with students who need support. Model strategies for sharing responses and defining words.</li> <li>• Refocus students as a whole group. Invite triads to share their responses to the focus question with the class. Ask students what information about enemies or threats to the peregrine falcon could be added to the <b>Peregrine Falcon Facts anchor chart</b>.</li> <li>• Use a <b>document camera</b> to share the <b>map from <i>Frightful’s Mountain</i></b>. Explain that in the early 1970s, the peregrine falcon was nearly extinct in the eastern part of the United States. By 2008, there were more than 67 nesting pairs of peregrine falcons in the state of New York. Nearly all the bridges on the Hudson River now have nests. Use the map to point out the Hudson River.</li> <li>• Using a projector, introduce the <b>Website with Hudson River Bridges</b> that shows many of the bridges on the Hudson River: <a href="http://en.wikipedia.org/wiki/Category:Bridges_over_the_Hudson_River">http://en.wikipedia.org/wiki/Category:Bridges_over_the_Hudson_River</a></li> <li>• By clicking on the name of any of the bridges, a photo and the location of the bridge is shared. Encourage students to help you mark a bridge location closest to where you live in the state and/or a place they have visited or have relatives.</li> <li>• Remind students that they will continue working on identifying argument, claims, and evidence in “The Exterminator.” Invite students to think and wonder how maps could provide evidence that may contribute to an argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may need help reading and understanding <i>Frightful’s Mountain</i>. Consider pulling these students into small groups for guided practice with the focus questions and adding vocabulary to “Words I Found Difficult.”</li> <li>• Some students may need help with the independent reading of the chapters in <i>Frightful’s Mountain</i>. Consider providing a listening station with an audio version of the novel or guided reading support.</li> <li>• Adding visuals or graphics to the Peregrine Falcon Facts anchor chart can help students remember or understand key information. Examples could include illustrations of a peregrine falcon with labeled features, eyases, perches, a migration map, or a hemlock tree. These visuals or graphics could be added throughout the reading of the novel.</li> <li>• Using visuals or graphics to respond to focus questions and help define new terminology can also help students remember and understand.</li> </ul>



Opening (continued)	Meeting Students’ Needs
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Students should be seated with their triads. Invite a triad to volunteer to read aloud the learning targets while the class silently reads along:<ul style="list-style-type: none"><li>* “I can identify the <i>argument</i> and specific <i>claims</i> in “The Exterminator.”</li><li>* “I can evaluate the <i>evidence</i> used to support the argument and claims in “The Exterminator.”</li></ul></li><li>• Tell students that the learning targets should be familiar targets to them. Today they will meet this target by using text features in “The Exterminator.”</li></ul>	



Work Time	Meeting Students’ Needs
<p><b>A. Jigsaw Groups: How Do Text Features Contribute to an Argument? (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students have their article, “<b>The Exterminator.</b>” Tell students that they will work with the text features called <i>sidebars</i> in the article.</li> <li>• Remind students that they identified the sidebars and their titles in the Text Feature Scavenger Hunt (in Lesson 4). Tell students that they will now read closely the sidebars to see how they add to the author’s argument.</li> <li>• Students will work in triads. Distribute sidebar task cards. Distribute <b>Sidebar “Seriously Sick” Glossary sheet</b> and <b>Sidebar “Killer Genes” Glossary sheet.</b></li> <li>• Explain that half of the triads will closely read the sidebar titled “Seriously Sick.” The other half of the triads will read closely the sidebar titled “Killer Genes.”</li> <li>• Give directions:             <ol style="list-style-type: none"> <li>1. Each group will read the sidebar twice.</li> <li>2. During the first read, look for difficult vocabulary.</li> <li>3. During the second read, look for claims and evidence that supports the author’s argument.</li> </ol> </li> <li>• Ask students in each group to take turns reading aloud as the other group members read along. Each student should read a paragraph. After each paragraph, the reader should pause so the triad can circle or, using a <b>highlighter</b>, highlight difficult vocabulary words.</li> <li>• Invite students to begin.</li> <li>• When students have finished reading the sidebar and highlighting the vocabulary, refocus the class whole group. Tell students to look at their Sidebar Glossary sheets to find definitions for words they circled.</li> <li>• Ask students to reread the sidebar independently for deeper understanding and to identify claims and evidence to support the author’s argument.</li> <li>• Invite student to share the claims and evidence they found with their triad, using the sidebar task card to guide their work.</li> <li>• Tell students to evaluate the evidence and record if they felt it was sufficient.</li> <li>• Circulate to listen in and support students in their discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may need help identifying claims and evidence. Consider providing claim and evidence starters to help them frame their thinking.</li> <li>• Some students may need additional time to identify a claim and evidence. Consider providing just one paragraph from a sidebar for them to use.</li> <li>• Some students may benefit from having a claim identified on their task card and then looking for evidence to support that within the sidebar or using the caption of specific photograph. For example: A claim from the sidebar “Seriously Sick” could be that “Drugs to treat malaria are expensive.” Those students could use the photo and the caption on page 4 of the children in the Kenya slum as evidence that supports that claim.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
	<ul style="list-style-type: none"><li>• Other students may be able to identify claims and evidence to support the argument easily. Encourage these students to apply the same skills to another sidebar or to look closely at the photos and captions to add more evidence to their task cards.</li></ul>
<p><b>B. Vocabulary: Categorizing Words in the Text Features of “The Exterminator” (5 minutes)</b></p> <ul style="list-style-type: none"><li>• After about 13 to 15 minutes, stop students in their work. Tell them you would like to spend a couple of minutes looking at the vocabulary they identified in the sidebars.</li><li>• Ask the students to think:<ul style="list-style-type: none"><li>* “Which categories on the Scientific Word Wall might the words might fit in?”</li></ul></li><li>• Ask the groups to share their thinking about the words within their groups.</li><li>• Invite each triad to add at least two words to the categories on the Scientific Word Wall using <b>sticky notes</b>. Students may add the same words to <b>Scientific Word Wall</b>.</li><li>• Clear up any confusion with categories as students add the words. Congratulate students as they correctly categorize new scientific terminology. Encourage them to refer to the Scientific Word Wall to help them understand other texts they will be reading and to build their vocabulary skills.</li></ul>	



Work Time (continued)	Meeting Students’ Needs
<p><b>C. Triad Discussion: Presenting Jigsaw Findings (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Use a document camera to show the sidebar task card. Invite each triad to share a claim and evidence they found in their sidebar. Model filling out the sidebar task card as students share the claims and evidence they have identified. The claims and evidence students found in the sidebars should be similar to what other triads have found. Explain that the wording may be different, but the meaning is the same.</li><li>• In “Seriously Sick,” listen for claims such as: “If malaria isn’t treated it can get worse,” and evidence such as: “When malaria is untreated it can lead to anemia,” or “It can cause blindness, brain damage, or death.” Other claims in this sidebar could be: “Drugs are expensive,” or “Preventive drugs are available.”</li><li>• In the sidebar, “Killer Genes,” listen for claims and evidence such as: “Scientists have not found a vaccine to prevent malaria” (claim). Listen for evidence such as: “There are many different kinds of mosquitoes and parasites that cause malaria,” or “So many different species make it hard to find a vaccine.” Other claims in this sidebar could include: “Researchers are still looking for vaccines or solutions.”</li><li>• Ask students to share if they felt this was sufficient to support the author’s argument. Explore how the claims and evidence in the sidebars contribute to making the author’s argument in the main text strong. Ask if this information contributes to their own thoughts or position about DDT and malaria.</li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Reflecting on Learning Targets: Back-to-Back, Face-to-Face (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Bring students back to the whole group. Spend a couple of minutes reflecting on their learning targets for the day. They will talk with a partner using the Back-to-Back, Face-to-Face protocol.</li> <li>• Invite students to stand up and place themselves back-to-back with the person next to them. Say: “One of today’s learning targets was ‘I can evaluate the evidence used to support the argument and claims in the article “The Exterminator.”’ Ask students: <ul style="list-style-type: none"> <li>* “What was difficult about this target?”</li> </ul> </li> <li>• Give them a few seconds to think.</li> <li>• Tell students that when you say, “Face-to-face,” they should face each other and share their thoughts.</li> <li>• After students have shared, say “Back-to-back” again to get students ready for a new question. Ask: <ul style="list-style-type: none"> <li>* “What part of this learning target did you feel successful with?” Again have students think and the turn face-to-face.</li> </ul> </li> <li>• Circulate to sense what students struggle with and what they feel successful with.</li> <li>• Refocus the students whole group. Use the Fist to Five protocol, checking for understanding technique for students to assess themselves.</li> <li>• Make note of students who may benefit from small group work to reach these targets. Additional practice using an excerpt from “The Exterminator” will occur in Lesson 7. Students will be assessed on these targets in Lesson 8.</li> <li>• Preview homework.</li> </ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Read Chapter 7, “Disaster Leads to Survival.” Complete <b>Learning from Frightful’s Perspective: Chapter 7.</b></li> </ul>	



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# Grade 6: Module 4: Unit 1: Lesson 6

## Supporting Materials



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Sidebar  
Task Card

Name:

Date:

Sidebar Task Card							
Argument: DDT is the best option available for saving lives from malaria.							
Claim	Claim	Claim	Evidence	Evidence	Evidence	Is evidence sufficient?	Why or why not?



Sidebar “Seriously Sick”

Glossary

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>symptoms</b>	<i>n.</i> changes in the body or mind which indicates that a disease is present
<b>parasites</b>	<i>n.</i> animals or plants that lives in or on other animals or plants and get food or protection from it
<b>anemia</b>	<i>n.</i> a condition in which a person has fewer red blood cells than normal and feels very weak and tired
<b>effective</b>	<i>adj.</i> producing a result that is wanted
<b>prophylactic</b>	<i>adj.</i> designed to prevent disease
<b>preventive</b>	<i>adj.</i> used to stop something bad from happening
<b>uninfected</b>	<i>adj.</i> not containing germs that cause disease
<b>toxic</b>	<i>adj.</i> containing poisonous substances; poisonous
<b>tolerate</b>	<i>v.</i> to experience (something harmful or unpleasant) without being harmed

Sidebar “Seriously Sick” Glossary: Word Wall Placement  
For Teacher Reference

<b>symptoms</b>	<i>n.</i> changes in the body or mind which indicates that a disease is present (Health/disease)
<b>parasites</b>	<i>n.</i> animals or plants that lives in or on other animals or plants and get food or protection from it (Living things)
<b>anemia</b>	<i>n.</i> a condition in which a person has fewer red blood cells than normal and feels very weak and tired (Health/disease)
<b>effective</b>	<i>adj.</i> producing a result that is wanted (Processes or other)
<b>prophylactic</b>	<i>adj.</i> designed to prevent disease (Health/disease)
<b>preventive</b>	<i>adj.</i> used to stop something bad from happening (Processes or other)
<b>uninfected</b>	<i>adj.</i> not containing germs that cause disease (Health/disease)
<b>toxic</b>	<i>adj.</i> containing poisonous substances; poisonous (Chemicals)
<b>tolerate</b>	<i>v.</i> to experience (something harmful or unpleasant) without being harmed (Processes)

Sidebar “Killer Genes”  
Glossary

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>genes</b>	<i>n.</i> the instructions inside every cell of a plant or animal on what the plant or animal is, what it looks like, how it is to survive, and how it will interact with its surrounding environment
<b>genomes</b>	<i>n.</i> all the genetic materials of an organism
<b>genetic</b>	<i>adj.</i> of, relating to, or involving genes
<b>vaccine</b>	<i>n.</i> a substance that is usually injected into a person or animal to protect against a particular disease
<b>species</b>	<i>n.</i> a group of animals or plants that are similar and can produce young animals or plants
<b>Plasmodium</b>	<i>n.</i> a parasite that causes malaria
<b>life cycle</b>	<i>n.</i> the series of stages through which a living thing passes from the beginning of its life until its death
<b>biotechnology</b>	<i>n.</i> the use of living cells, bacteria, etc. to make useful products (such as new kinds of medicine)
<b>organism</b>	<i>n.</i> an individual living thing
<b>theoretically</b>	<i>adv.</i> relating to what is possible or imagined rather than to what is known to be true or real
<b>immune system</b>	<i>n.</i> the system that protects your body from diseases and infections

Sidebar “Killer Genes” Glossary: Word Wall Placement  
For Teacher Reference

<b>genes</b>	<i>n.</i> the instructions inside every cell of a plant or animal on what the plant or animal is, what it looks like, how it is to survive, and how it will interact with its surrounding environment (Living things)
<b>genomes</b>	<i>n.</i> all the genetic materials of an organism (Living things)
<b>genetic</b>	<i>adj.</i> of, relating to, or involving genes (Living things)
<b>vaccine</b>	<i>n.</i> a substance that is usually injected into a person or animal to protect against a particular disease (Health/disease)
<b>species</b>	<i>n.</i> a group of animals or plants that are similar and can produce young animals or plants (Living things)
<b>Plasmodium</b>	<i>n.</i> a parasite that causes malaria (Living things)
<b>life cycle</b>	<i>n.</i> the series of stages through which a living thing passes from the beginning of its life until its death (Processes)
<b>biotechnology</b>	<i>n.</i> the use of living cells, bacteria, etc., to make useful products (such as new kinds of medicine) (Processes)
<b>organism</b>	<i>n.</i> an individual living thing (Living things)
<b>theoretically</b>	<i>adv.</i> relating to what is possible or imagined rather than to what is known to be true or real (Other)
<b>immune system</b>	<i>n.</i> the system that protects your body from diseases and infections (Health/disease)

Learning from Frightful's Perspective:  
Chapter 7

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>Focus Question:</b> In this chapter, Frightful survives a near-death experience thanks to a person named Jon. However, many peregrine falcons have not survived and the birds have become an endangered species. What are two things that have caused the death of many peregrine falcons? Use evidence from the text to support your answer.</p>	<p>Evidence from the Text:</p>	
<p>Chapter 7: "Disaster Leads to Survival"</p> <p><b>Words I Found Difficult:</b></p>	<p>The causes of death for peregrine falcons. My Thoughts:</p>	<p><b>Glossary:</b></p> <p>pesticides—noun: chemicals used for killing pests, especially insects and rodents</p> <p>mews—noun: enclosures for trained hawks</p> <p>destiny—noun: something that is to happen or has happened to a particular person or thing; lot or fortune</p>