

6th Grade Argumentative Essay Example

Topic: Student/Youth Environmental Activism

Issues like climate change, the loss of biodiversity and deforestation are causing a lot of problems on the planet. The environmental crisis seems like it is getting worse, so some students are taking action by skipping school to protest and strike for climate and the environment, but this is not a realistic method for change. In my opinion, students should not be environmental activists.

First, students should not be environmental activists because it keeps them from learning essential information in school. According to the *Minneapolis article*, "Young People Urged . . ." students from "more than 150 students skipped school" to participate in "another series of worldwide protests." But, even though protesting seems like a good way to bring awareness to the issues our world is experiencing with climate, students should not be giving up their time in school. When students are in school, they learn how to speak and write better and might learn more about ways to help the environment. This means that without the time in school to learn all of that adequate, protesters are just potentially uneducated and untrained students, which will not get them far.

Secondly, students should not be environmental activists because at this point, it is too late to reverse the effects of climate change. In the article from *Environmental Technology*, " . . . Top 5 Environmental Concerns . . ." it states that a "recent United Nations report" said that if we do not make revolutionary changes with human behavior, the "planet will suffer dramatically from global warming in just 12 years." This proves that humans really do not have enough time to change our fate. With most people being selfish and stuck in the ways of being greedy and not caring for the environment, it would take a lot longer than a decade to change the minds and behaviors of the people on Earth. People here are not concerned about the future. They are concerned about living now. There is no changing their minds.

Lastly, students should not be environmental activists, because humans are stronger than climate change. In an opinion piece for the *Boston Herald*, Rich Lowry says that, eventually, the youth climate protesters "will grow up, even in a warming world." This builds on the idea that humans have adapted to the changes in the world's climate since our beginnings here on Earth. We will continue to evolve. The human race is strong and our species is intelligent enough to overcome the Earth's changes. So, students do not need to be activists, because we will figure it out naturally.

In conclusion, students should not be environmental activists, because students belong in school so they can learn and grow, there is not much we can do to reverse the effects of climate change, and humans will adapt to our new climate, just as we have always done. There is no reason for students to be activists, but that does not mean people should not still try to care about the environment by keeping it clean through recycling, composting and reusing items as often as we can.

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S Ashworth



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The Argument Writing Toolkit Sean Ruday, 2015-07-16 In order for students to write effective arguments they need to read good arguments In this practical book you ll find out how to use mentor texts to make writing instruction more meaningful authentic and successful Author Sean Ruday demonstrates how you can teach middle school students to analyze the qualities of effective arguments and then help them think of those qualities as tools to improve their own writing You ll learn how to Introduce high interest topics to students to get them interested and engaged in argument writing Teach students to look at multiple sides of an issue and critically evaluate evidence to construct informed defensible arguments Make argument writing an interactive student driven exercise in which students pursue their own writing projects Use mentor texts to help students learn the core concepts of argument writing and apply those skills across the curriculum The book is filled with examples and templates you can bring back to the classroom immediately as well as an annotated bibliography which links the concepts in this book to the corresponding Common Core State Standards Blank templates are also available as printable eResources on our website <http://www.routledge.com/9781138924390>

The Everything Parent's Guide to Common Core ELA, Grades 6-8 Jill Mountain, 2015-11-06 Take the mystery out of Common Core ELA If you are a parent struggling to understand the new Common Core English Language Arts standards for your child you re not alone Even though the Common Core ELA has been adopted by 45 states across the nation if you re accustomed to traditional English courses you may be having a hard time understanding what your kids are bringing home from school and why The Everything Parent s Guide to Common Core ELA Grades 6 8 can help With easy to understand examples comprehension tips and practice exercises this comprehensive guide will explain What your child will be learning in 6th 7th and 8th grade The types of books and passages your child will be reading The new requirements and the rationale for reading nonfiction texts The focus on finding evidence and formulating arguments The reasoning behind the Common Core English Language Arts standards This valuable reference book will give you the confidence to help your kids meet the ELA expectations for their grade level excel at school and prepare for high school and beyond

Teaching Discipline-Specific Literacies in Grades 6-12 Vicky I. Zygouris-Coe, 2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area

teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides

Writing Workouts Grades 6-12 Rebecca G. G. Harper, 2023 This book provides a method for instruction that gives students the fun they want and the targeted skill practice they need for critical and creative writing It helps students learn to toggle between brief and multi step writing tasks tap into auditory visual and kinesthetic and digital components of crafting and think about word sentence and paragraph level techniques

Building Academic Language Jeff Zwiers, 2014-04-07 Of the over one hundred new publications on the Common Core State Standards CCSS this one truly stands out In the second edition of Building Academic Language Jeff Zwiers presents a much needed comprehensive roadmap to cultivating academic language development across all disciplines this time placing the rigor and challenges of the CCSS front and center A must have resource Andrea Honigsfeld EdD Molloy College Language is critical to the development of content learning as students delve more deeply into specific disciplines When students possess strong academic language they are better able to critically analyze and synthesize complex ideas and abstract concepts In this second edition of Building Academic Language Jeff Zwiers successfully builds the connections between the Common Core State Standards and academic language This is the go to resource for content teachers as they transition to the expectations for college and career readiness Katherine S McKnight PhD National Louis University With the adoption of the Common Core State Standards CCSS by most of the United States students need help developing their understanding and use of language within the academic context This is crucially important throughout middle school and high school as the subjects discussed and concepts taught require a firm grasp of language in order to understand the greater complexity of the subject matter Building Academic Language shows teachers what they can do to help their students grasp language principles and develop the language skills they ll need to reach their highest levels of academic achievement The Second Edition of Building Academic Language includes new strategies for addressing specific Common Core standards and also provides answers to the most important questions across various content areas including What is academic language and how does it differ by content area How can language building activities support content understanding for students How can teachers assist students in using language more effectively especially in the academic context How can academic language usage be modeled routinely in the classroom How can lesson planning and assessment support academic language development An essential resource for teaching all students this book explains what every teacher needs to know about language for supporting reading writing and academic learning

Academic Moves for College and Career Readiness, Grades 6-12 Jim

Burke, Barry Gilmore, 2015-01-28 Depth matters Can a mere fifteen words turn today's youth into the innovative ambitious thinkers we need Yes contend Jim Burke and Barry Gilmore because these are the moves that make the mind work and students must learn if they're to achieve academically With Academic Moves Jim and Barry distill each of these 15 powerhouse processes into a potent concision that nevertheless spans core subject areas Before during and after sections offer essential questions lesson ideas and activities Student samples illustrate what to look for and the process for getting there Culminating tasks include producing an analytic essay argument and more Reproducible rubrics assist with assessment

Language in Writing Instruction María Estela Brisk, 2020-09-22 Accessible and engaging this book offers a comfortable entry point to integrating language instruction in writing units in grades 3-8 A full understanding of language development is necessary for teaching writing in a successful and meaningful way Applying a Systemic Functional Linguistics SFL approach Mar a Brisk embraces an educator's perspective breaks down the challenges of teaching language for non linguists and demonstrates how teachers can help students express their ideas and create cohesive texts With a focus on the needs of all students including bilingual and English language learners Brisk addresses topics necessary for successful language instruction and moves beyond vocabulary and grammar to address meaning making and genre This book provides a wealth of tools and examples for practice and includes helpful instructional resources that teachers can return to time after time Moving from theory to practice this teacher friendly text is a vital resource for courses in language education programs in service teacher training seminars and for pre service and practicing English Language Arts ELA teachers who want to expand their teaching abilities and knowledge bases This book features a sample unit and a reference list of instructional resources

Narrative, Literacy and Other Skills Edy Veneziano, Ageliki Nicolopoulou, 2019-05-15 In recent years narrative skills have been receiving increasing attention from researchers for their relevance in the development of language literacy and socio cognitive abilities This volume brings together studies focusing on two key issues in the development of children's narrative skills The first part of the Volume addresses the issue of the interrelatedness between narrative skills and literacy language and socio cognitive development as well as of the impact of narrative practices on the promotion of these different skills The second part of the Volume addresses the issue of how early interactional experiences particular contextual settings and specific intervention procedures can help children promote their narrative skills The studies span a wide age range from toddlers to late elementary school children concern different languages Dutch English French German Hebrew and Italian and consider narrative skills and practices from a rich variety of theoretical and methodological approaches

Common Core Standards and English Language Arts Grades 6-12: Strategies for Student Success Toby Karten, 2013-01-01 The tri fold laminated reference guide Common Core Standards English Language Arts Strategies for Student Success Grades 6-12 by Toby Karten presents an at a glance overview of the CCSS for English Language Arts ELA for students in grades 6-12 It is intended to help middle and high school teachers understand the organization and application of the standards for diverse

students including those with special needs Topics covered in the guide include Challenges of the cross disciplinary design of CCSS for ELA at the secondary level College and career readiness CCR CCR anchor standards for reading literature RL and informational text RI CCR anchor standards for writing W CCR anchor standards for speaking and listening SL CCR anchor standards for language L Differentiating instruction for students at different reading levels Models for measuring and evaluating text complexity Strategies for helping students with disabilities achieve ELA standards The CCSS for ELA raise the bar to ensure students master the reading writing speaking and listening and language skills they need to be college and career ready in literacy They will yield effective outcomes for all students including those with disabilities if educators creatively and consistently embrace them and connect them to all of their students

Handbook of Research on Teacher Practices for Diverse Writing Instruction Hodges, Tracey S.,2022-05-20 The art and practice of writing is complex and multidimensional students often apply unique writing styles As such educators must apply focused teaching methods to nurture these unique forms of writing Educators must stay up to date with the practices for diverse writing instruction in order to best engage with a diverse classroom However resources related to writing typically do not focus on the depth and breadth of writing and there is a need for a resource that offers a comprehensive look at diverse writing instruction research The Handbook of Research on Teacher Practices for Diverse Writing Instruction provides a rich discussion of the issues perspectives and methods for writing instruction currently in use with an added lens focusing on diversity and equity It provides unique coverage on the topic of writing instruction for practical implementation within the classroom setting Covering topics such as student motivation curriculum development and content area instruction this major reference work is an essential resource for preservice teachers faculty and administration of K 12 and higher education academic libraries government officials school boards researchers and academicians

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