

6th Grade ELA

UNIT 3: Art & Argument



ESSENTIAL QUESTION

BIG IDEAS

How can diverse perspectives help our collective understanding?

- Students can analyze and connect related information from multiple sources.
- Students compare and contrast a story presented across multiple mediums.
- Students understand and accurately produce argumentative writing.
- Students comprehend multiple meanings of words.

GUIDING QUESTIONS

Content

- What are the different characteristics of the different types of poetry? RL.6.5
- How can certain words mean the same thing but have multiple meanings? RL.6.12
- What forms of figurative language are often used in poetry? RL.6.12
- How does an author's purpose impact their validity? RI.6.6

Process

- How can I analyze and compare literature dealing with similar themes or topics? RL.6.9
- How can I use evidence to effectively support my claims and reasoning? W.6.1
- How can I best collect and use evidence when creating arguments in writing? W.6.8
- How can I use figurative language to enhance my writing? RL.6.12
- How do I compare and contrast multiple mediums of a story? RL.6.7

Reflective

- Why is it important to consider multiple sides of an argument?
- How does the digital format of an argument impact its credibility?
- How can critical thinking and argumentative skills help me to navigate through the real world?

FOCUS STANDARDS

Reading Literature

- **RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RL.6.7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- **RL.6.9** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- **RL.6.12** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Reading Informational

- **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.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **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.

Writing

- **W.6.1** Write arguments to support claims with clear reasons and relevant evidence.
- **W.6.8** Gathering relevant information from multiple print and digital sources; assess the credibility; quote or paraphrase data & conclusions of others while avoiding plagiarism.

Speaking and Listening

- **SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims supported by reasons and evidence from claims that are not.
- **SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- **SL.6.5** Include multimedia components, (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SUPPORTING RESOURCES

Pearson Common Core Literature Textbook 2015

Pearson EasyBridge Online Textbook

Writing Coach

*See approved novel list related to Policy 4600.

SOCIAL-EMOTIONAL SKILLS

RESPONSIBLE DECISION MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

TECHNOLOGY SKILLS

ISTE 2.c. Students demonstrate and advocate for an understanding of intellectual property with both print

and digital media—including copyright, permission and fair use—by creating a variety of media products that include appropriate citation and attribution elements.

ISTE 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

ISTE 3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE 3.c. Students locate and collect resources from a variety of sources and organize assets into collections for a wide range of projects and purposes.

ISTE 6.c. Students communicate complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc.

KEY LEARNING EXPERIENCES

- Students will use varying text types to develop a diverse perspective on a topic.
- Students will explore relationships between texts to construct claims and arguments.