

KPBSD ELA CURRICULUM

6TH GRADE UNIT 3

Desired Results

| Desired Results | | |
|--|---|---|
| <p>ESTABLISHED GOALS/STANDARDS</p> <p>W1: Argument/Opinion</p> <ul style="list-style-type: none"> W4: Clear writing W5: Edit and revise W6: Use technology W7: Conduct research W8: Gather information W9: Draw evidence L6: Use grade-appropriate language <p>RL6: Author's Purpose</p> <ul style="list-style-type: none"> RL2: Determine theme RL3: Analyze elements of a story <p>RI1: Cite Textual Evidence</p> <ul style="list-style-type: none"> L4: Determine/clarify meaning of unknown words RI6: Determine author's purpose RI7: Integrate information from different media <p>RI4: Determine meaning of words and phrases</p> <ul style="list-style-type: none"> SL2: Analyze main ideas L4: Determine/clarify meaning of unknown words L5: Figurative language <p>SL1: Collaborative Discussions</p> <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p> | Transfer | |
| | <p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Write an argumentative essay. Use textual evidence to support an opinion/argument. Determine the central idea and support it with textual evidence. Determine the difference in author's purposes from similar informational texts. Use correct grammar skills. Use collaborative skills. Create and present to peers. | |
| | Meaning | |
| | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
| | <p>Students will understand...</p> <ul style="list-style-type: none"> Writing a strong argumentative paragraph requires textual evidence to support the conclusion. Determining the author's purpose directly relates to the central idea of the informational text. | <p>Students will keep considering...</p> <ul style="list-style-type: none"> How is textual evidence used effectively? What is author's purpose? How are words used to influence meaning? What skills are needed in collaborative discussion? What skills are needed in the writing process (i.e. drafting, revising, and editing)? |
| Acquisition | | |
| <p>Students will know...</p> <ul style="list-style-type: none"> How to write an argumentative paragraph. How to use textual evidence to support an opinion/argument. How to determine the central idea and support it with textual evidence. How to determine author's purpose. How to use correct grammar skills. How to use collaborative skills. How to create and present to peers. | <p>Students will be skilled at...</p> <ul style="list-style-type: none"> Writing an argumentative paragraph. Determining author's purpose. Determining theme/central idea. | |

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| Evidence | | |
|---|---|--|
| Evaluative Criteria | Assessment Evidence | |
| District and Teacher Rubrics | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Write paragraphs arguing an opinion supported with textual evidence in groups, and independently. Establish and support a position in response to a topic or issue. Revise and self-edit writing. Determine the effect of word choice in informational texts using supporting evidence. Find evidence supporting the author’s argument in a text. Use word processing software to produce written work. Produce conclusions to comprehensive textual questions written in complete sentences for argumentative texts. Explain the technical meaning of words in informational texts. Summarize the main events from a text. Create and present a digital presentation of an argument with textual evidence. Take notes from a digital source. | |
| Paragraph Writing Checklist | <p>OTHER EVIDENCE:</p> <p>Checklist can be used in cross curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p> | |
| Vocabulary | | |
| Persuasion Argument Inference | Fact Opinion Author’s Purpose | Theme Central Idea Text Dependent Analysis (TDA) |

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Technology Skills

I can...

- Use the home row and accurately type 30 wpm using proper techniques.
- Use electronic mail and attach documents appropriately.
- Apply existing knowledge to emerging technology.
- Conduct research and compose a report using advanced formatting skills.
- Use spell and grammar proofing and thesaurus functions of a word processing program.
- Cut, paste, crop, and transfer from a variety of sources. (scan, digital camera, clip art, graphics, etc.)
- Use a hyperlink.
- Use the Internet to find information in an efficient way.
- Use advanced search features.
- Produce a multimedia product.
- Evaluate a presentation or product and make suggestions to improve it.
- Explain plagiarism and will behave in an ethical manner.
- Cite sources for information in an acceptable manner.
- Use digital tools collaboratively.
- Use a course or learning management system to access class pages, portfolios, class calendars, and grades.