

6th Grade Quarter 3 Modern Technology (Pearson Unit 3)

Unit Overview: Modern technology has allowed us to easily access a wealth of information and complete more tasks in less time, but at what cost? Writers have explored positive and negative effects of the growth of technology. This unit has been designed to allow students to consider a range of perspectives on the benefits and dangers of modern technology.

ESSENTIAL QUESTION: How is modern technology helpful and harmful to society?

Students will be able to:

- Read and determine authors' points of view and evaluate ideas expressed in both literary works and nonfiction texts.
- Expand knowledge and use of academic and thematic vocabulary.
- Write arguments to support a claim with clear reasons and relevant evidence.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Use words, phrases, and clauses to clarify the relationships among claims and reasons.
- Collaborate with a team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Desired Literacy Capacities

Stage 1 - Desired Results

Note: Stage 1, which identifies the goals of the unit, is a **required element**. Using the standards as a starting point, Stage 1 establishes the essential questions, understandings, knowledge, and skills that frame instruction and assessment.

Overarching Goal Statements

Note: These standards are emphasized as goals in all units for their importance and application to all of the standards within their strand.

Reading: Literature	Reading: Informational Text	Writing	Speaking and Listening	Language
RL.6.2	RI.6.2 Examine a	W.6.3 Write narratives to	SL.6.1 Engage effectively	L.6.2 Demonstrate

<p>Examine a grade-appropriate literary text</p> <ul style="list-style-type: none"> • Provide an objective summary. • Determine a theme of a text and how it is conveyed through particular details. <p>ELP Standard 6-8.1</p>	<p>grade-appropriate informational text.</p> <ul style="list-style-type: none"> • Provide an objective summary. • Determine a central idea and how it is conveyed through particular details. <p>ELP Standard 6-8.1</p>	<p>develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>ELP Standard 6-8.3</p>	<p>in a range of collaborative discussions</p> <ul style="list-style-type: none"> • one-on-one • in groups • teacher-led with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <p>ELP Standard 6-8.2</p>	<p>command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 6 when writing.</p>
<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELP Standard 6-8.1</p>	<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELP Standard 6-8.1</p>	<p>W.6.9 Draw evidence from literary and/or informational texts to support analysis, reflection, and research.</p> <p>ELP Standard 6-8.5</p>		
<p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and/or tone.</p> <p>ELP Standard 6-8.8</p>	<p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>ELP Standard 6-8.8</p>	<p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELP Standard 6-8.9</p>		

Arkansas ELA Standards 6-12**Unpacked Standards**

Note: The following focus and supporting standards are specific to this unit. To see the quarterly standards for all grade levels, see the 6th-12th Grade ELA Standards Map.

Focus Standards: These are a carefully selected subset of the total list of the grade-specific and course-specific standards that students must know and be able to do by the end of each school year. The following standards will be prioritized in instruction and assessments.	ELP Standards: There are 10 English Language Proficiency (ELP) standards that highlight a strategic set of language functions and forms which are needed by ELLs as they develop competence in English language arts. ELPs have been aligned with the priority standards of the unit.	Supporting Standards: These standards support, connect to, or enhance the Focus Standards. They are taught within the context of the priorities and often serve as instructional scaffolds.
RL.6.10	N/A	RL.6.5
RI.6.4	ELP Standard 6-8.8	RI.6.6
W.6.3	ELP Standard 6-8.3	W.6.5
L.6.4	ELP Standard 6-8.10	L.6.1
SL.6.4	ELP Standard 6-8.3	SL.6.5

Essential Questions Students will keep considering:	Understandings Student will understand that:
Standards-Based	
How does understanding the theme help a reader gain meaning from the text?(R.6.2)	<ul style="list-style-type: none"> Themes are the central focus of the story or narrative. Themes express the intended lesson, conclusion, message, or point of view of the author. Themes connect all the parts of the story such as characters, plot, problem (conflict), setting, and event(s).
How do words with multiple meanings impact the reader's understanding? (RL,RI 6.4)	<ul style="list-style-type: none"> Understanding how the meaning of the words change, depending on the context of the sentence, helps the reader interact with the text to encourage thinking and response.

Why is reflection important in narrative writing? (W.6.3)	<ul style="list-style-type: none"> Reflection offers the writer the opportunity to consider how their personal experiences and observations shape their thinking and their acceptance of new ideas.
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Knowledge	Skills
<p>RI/RL 6.4</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases <p>RI/RL 6.6</p> <ul style="list-style-type: none"> Author's Point of View <p>W 6.1</p> <ul style="list-style-type: none"> Write arguments to support claims <p>W 6.1.C</p> <ul style="list-style-type: none"> Use words, phrases, and clauses to clarify the relationship among claim(s) and reasons <p>W 6.7</p> <ul style="list-style-type: none"> Conduct short research projects <p>Grade 6 Tool Kit</p>	<p>Students will be able to:</p> <p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> Comprehend, analyze, and critique a variety of increasingly complex texts, Develop appropriate grade level skills in writing arguments, Develop appropriate grade level skills in language, and Develop appropriate grade level skills in speaking and listening based on the standards at or above 6th grade level.

Stage 2 - Assessment Evidence

Note: Stage 2, which provides the unit assessments, is also a required element. The following Common Formative Assessments (CFAs) are collaboratively designed by grade- and course-level teams and include a system of intentionally aligned components that work together to improve student learning. Pearson offers these assessments in both digital and paper-based forms. If possible it is recommended that students take the digital version because it provides the student and teacher instant feedback. Currently, LRSD secondary ELA policy is for pre/post assessments to be mirrored, so a teacher will give the same assessment for both pre- and post assessment.

Pre/Post Assessments

[Grade 6 Quarter 3 Pre/Post Test #1](#) (Day 1/Day 9)
[Grade 6 Quarter 3 Pre/Post Test #2](#) (Day 9/Day 21)
[Grade 6 Quarter 3 Pre/Post Test #3](#) (Day 21/Day 40)
 PERFORMANCE-BASED ASSESSMENT (Day 39-40)

Stage 3 - Learning Activities

Note: Stage 3 provides an explicit guide for implementing the unit. This stage contains a suggested weekly timeline of instruction, learning experiences, and assessments to meet the unit's expectations; however, based on the needs of students, teachers may modify the order and time-allotment of Stage 3 activities, as well as supplement with grade-appropriate texts and lessons. Any adjustments and/or additions should be framed to meet the **standards** and **requirements** of [Stages 1 and 2](#).

Instructional Resources

[Prerequisite ELA Skills Charts](#)
[Reading DOK Definitions](#)
[Launching Independent Reading](#)
[Dr. Marcia Henry ADE Science of Reading Sessions](#)

Suggested Timeline Note: **Highlighted Text** = Standard on a Post Assessment

[Unit Overview](#)

[Week 1](#)

[Week 2](#)

[Week 3](#)

[Week 4](#)

[Week 5](#)

[Week 6](#)

[Week 7](#)

[Week 8](#)