Unit 2: Survival

**Thematic Questions:**

* What does it take to be a survivor?
* What causes people to take risks?
* What makes some take risks and others not?

**Unit Standards:**

**RL6.3**- I can describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**RL6.6**- I can explain how an author develops the point of view of the narrator or speaker in a text.

**RL6.2**- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**RI6.5**- I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI6.6**- I can determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**RI6.7**- I can analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

**RI6.8**- I can describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**RI6.9**- I can analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

**W6.1**- I can write arguments to support claims with clear reasons and relevant evidence.

1. Introduce claim(s) and organize the reasons and evidence clearly.
2. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
3. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
4. Establish and maintain a formal style.
5. Provide a concluding statement or section that follows from the argument presented.

**W6.9**- I can draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply *grade 6 Reading standards* to **literature** (e.g., “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”).
2. Apply *grade 6 Reading standards* to literary **nonfiction** (e.g., “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”).

**SL6.2**- I can interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**SL6.3**- I can describe a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**SL6.5**- I can include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

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| Skill and Writing FocusHow do authors develop points of view? How does word choice affect tone, meaning and mood? How does text structure impact the development of ideas and meaning? How are effective arguments with sound reasoning and sufficient evidence developed and delivered? How does media impact the way in which ideas are clarified, perceived, or understood?  |