LMS ELA 6 Unit 1

Content Area: **ELA**
Course(s):
Time Period: **MP1**
Length:
Status: **Published**

Targeted ELA Standards

L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.6.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.6.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.6.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.6.2	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.6.3	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
RI.IT.6.3	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RL.TS.6.4	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
RL.PP.6.5	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
W.NW.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a

	day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit Overview

Reading Genre Focus: Literature

Theme: Community

Anchor Text: Fountas & Pinnell Interactive Read Aloud Books

Writing Genre Focus: Narrative

Pacing Guide: Unit 1

Reading Pre-assessment: Unit 1

Writing Pre-assessment: Narrative Pre-assessment

Benchmark: Unit 1

2024-2025 MP1 Benchmark Writing Exemplars

Weekly Structure

Day One		Day Two		Day Three		Day Four		D
Reading Focus		Reading Focus		Reading Focus		Writing Focus		W
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activ
Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do N
Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Writing Mini-Lesson	15 minutes	Writi Mini-Le
Small Group Instruction	45 minutes	Small Group Instruction	45 minutes	Small Group Instruction	45 minutes	Small Group Instruction/ Individual Conferences	45 minutes	Small G Instruc Indivi Confer
Closure	10 minutes	Closure	10 minutes	Closure	10 minutes	Closure	10 minutes	Clos

*Note: If a week is shortened, adjust this schedule to keep the 3:2 ratio (3 days of reading focus and 2 days of writing focu

Rationale

The theme of this unit centers on Community. The recommended texts for this unit include excerpts from interactive read-alouds from Fountas & Pinnell Classroom. Through both fiction and nonfiction examples exploring the theme of community, students will investigate common topics that shape and build communities. By the conclusion of this unit, students will recognize how a community can shape an individual and vice versa. They will draw connections and parallels among the various texts studied throughout the unit.

Mastery will be evaluated through a benchmark test assessing students' ability to compare and contrast the structures of fiction and non-fiction texts and analyze multiple perspectives on the same event, considering differing author viewpoints. The unit will further assess students' proficiency in narrative writing, emphasizing their ability to explore topics thoroughly and convey ideas clearly and effectively. Additionally, students will engage in discussions and collaborative activities to demonstrate their understanding of the role of community in shaping individual identities and experiences. These activities will help students develop critical thinking, reading, writing, and communication skills, essential for their academic growth and personal development.

Enduring Understandings

Overarching Understanding

Community shapes individual identities and experiences, fostering a sense of belonging and mutual support.

Content Specific	Skills Specific
• A community can have both a positive and a negative effect on an individual. • Communities can be formed through shared experiences, goals, and values. • The strength of a community often depends on the contributions and cooperation of its members. • Governments have the responsibility to positively shape the lives of people in a community.	• Readers use details from a text to understand important themes and their role in the characters' lives. • When responding to a text, use both evidence from the text and your own understanding. • Effective writers structure their narratives to highlight important themes.

Essential Questions

Overarching Understanding

What is a community?

What makes a community successful?

Content Specific	Skills Specific
• What are the positive and negative effects a community can have on an individual? • How are communities formed through shared experiences, goals, and values? • What role does the government play in shaping communities?	• How can readers use details from a text to understand important themes? • What strategies can we use to support our responses to a text with evidence and our own understanding? • How do writers create narrative essays that effectively convey a message or theme?

Key Resources

Fountas and Pinnell Classroom Interactive Read Aloud (IRA) Books:

- Babu's Song
- Bird
- Banana Leaf Bal
- Wings
- Nubs
- It Doesn't Have to be This Way
- World Make Way

Short Stories/Plays:

- Those 3 Wishes
- Tell Tale Heart
- The Monkey's Paw
- Dead Rising
- Masque of the Red Death
- From Terror to Hope

Additional instructional resources:

- Comprehension microskills
- Tier I instructional practices
- Engagement toolkit
- Ways to Read Connected Text with a Small Group

Lexia Aspire Resources:

- Word Recognition - phonemic awareness, decoding, fluency
- Language Comprehension - vocabulary, morphology, academic language, syntax
- Writing & reading comprehension - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing

Supplementary Resources

Informational Texts from district-approved resources.

Additional district-approved secondary ELA instructional resource list

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
Septe	1-2	SL.PE.6.1.	SWBAT	• Getting to			• LinkIt!

mber		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly. L.KL.6.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening. SL.AS.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	demonstrate 6th grade policies and procedures. SWBAT identify the norms of a group or partnership. SWBAT demonstrate the procedures and expectations of a student-centered activity. SWBAT demonstrate their knowledge of reading by taking a pre-assessment.	Know You • Classroom Procedures & Expectations (relationship building, Instructional Workshop Model, group work, turn & talk procedures, etc.) • Reading Pre-assessment			pre-assessment - reading

		SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly. W.NW.6.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.RW.6.7 Write routinely over extended time frames (time for research, reflection, metacogniti	SWBAT demonstrate 6th grade policies and procedures. SWBAT identify the characteristics of a good reader. SWBAT demonstrate their knowledge of narrative writing by taking a pre-assessment.	• Getting to Know You • Classroom Procedures & Expectations (fake vs. real reading, choosing "just right" books, when to abandon a book, how to "book talk", etc.) • Writing Pre-assessment			• Narrative writing pre-assessment

		on/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					
	3-4	L.VL.6.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.6.4 Demonstrate understanding of figurative language, word relationship	SWBAT determine the meaning of unknown words by using context clues. SWBAT cite textual evidence to support their claim. SWBAT use textual evidence and their own knowledge to make an inference	Reading Mini-lessons: • Types of context clues (definition/explanation, synonyms, antonyms, inferences, and punctuation) • Overview of a R.A.C.E. response • Making inferences Writing Mini-lessons: • Brainstorming (characters and setting) • Brainstorming (plot events)	• Instructional Workshop Model Suggested Activities/Groups		• Suggested Formative Reading Assessments

		s, and nuances in word meanings. RL.CR.6.1 Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. RI.CR.6.1 Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. W.NW.6.3 Write narratives to develop real or imagined experiences or events	about a fictional text. SWBAT organize the character, setting, and plot events to write their narrative story.				

		using effective technique, descriptive details, and clear event sequences. W.WP.6.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.					
		RL.CR.6.1 Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from	SWBAT locate inferential textual evidence in a fiction text. SWBAT cite textual evidence	Reading Mini-lessons: • Locating inferential evidence • Citing textual evidence (directly quoting vs. paraphrasing) • Summarizing exemplars	• Instructional Workshop Model Suggested Activities/Groups		• Suggested Formative Reading Assessments

		the text. RI.CR.6.1 Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RL.CI.6.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. RI.CI.6.2 Determine the central idea of an information	to support their claim. SWBAT differentiate between an objective summary and a subjective summary. SWBAT identify characteristics of a narrative exemplar. SWBAT construct an engaging hook for their narrative.	(objective summary vs. subjective summary) Writing Mini-lessons: • Exemplar vs. non-exemplar • Narrative hooks			

		al text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. W.NW.6.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.WP.6.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit					

		composition needs and purposes; and attempting to address purpose and audience.					
October	1-2	RL.CI.6.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. W.NW.6.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.WP.6.4 With some	SWBAT construct an objective summary by ordering plot events. SWBAT identify the theme in a fictional text. SWBAT analyze how key details in a fictional text develop the theme. SWBAT identify the effectiveness of dialogue in a narrative	Reading Mini-lessons: • Ordering plot events to create an objective summary • Identifying theme • How key details support theme Writing Mini-lessons: • Effective Dialogue • Punctuating dialogue	• Instructional Workshop Model Suggested Activities/Groups		• Suggested Formative Reading Assessments

		guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.	text. SWBAT revise their writing by adding appropriate punctuation to their dialogue.				
		RI.CI.6.2 Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. RL.IT.6.3 Describe how a particular text's	SWBAT identify the central idea in an informational text. SWBAT identify and describe the elements of a plot in a fictional text. SWBAT analyze	Reading Mini-lessons: • Identifying central idea • Analyze plot elements • How characters respond and change throughout a fictional text Writing Mini-lessons • Narrative transitions • Sensory details	• Instructional Workshop Model Suggested Activities/Groups		• Suggested Formative Reading Assessments

		structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution. RI.IT.6.3 Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. W.NW.6.3 Write narratives to develop real	how characters change in a fiction text. SWBAT revise their writing by adding narrative transitions. SWBAT revise their writing by incorporating sensory details.				

		or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.WP.6.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.					
	3-4	RL.TS.6.4 Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall	SWBAT explain how a particular part of a story contributes to the whole story.	Reading Mini-lessons: • How particular parts (scene, sentence, chapter, etc.) contribute to the whole story	• Instructional Workshop Model Suggested Activities/Groups		• Suggested Formative Reading Assessments

		structure of a text and contributes to the development of the ideas, theme, setting, or plot. RL.PP.6.5 Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate). W.NW.6.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.WP.6.4 With some guidance and support from peers	SWBAT to identify the narrative or speaker in a fictional text. SWBAT analyze the author's choices and how they influence a fictional story. SWBAT construct a strong conclusion that incorporates the theme of their story. SWBAT compose an ending to a narrative story that logically follows	• Identify the narrator/speaker • Analyze the author's choices and how they influence the story Writing Mini-lessons: • Writing strong conclusions (incorporating theme in conclusion) • Finish/continue the story			

		and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience. L.SS.6.1 Demonstrate command of the system and structure of the English language when writing or speaking.	from the events described.				
		RL.PP.6.5 Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).	SWBAT explain how the author uses specific techniques to convey perspective in a fictional text.	Reading Mini-lessons: • Understand the author's techniques to convey perspective • Compare/contrast similar themes within the same genre	• Instructional Workshop Model Suggested Activities/Groups		• Suggested Formative Reading Assessments

		RL.CT.6.8 Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics. W.NW.6.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.WP.6.4 With some	SWBAT compare and contrast two literary texts based on their approach to a similar theme. SWBAT will accurately identify a common theme across texts from different genres. SWBAT compose an original story based on elements from a fictional text. SWBAT construct a narrative story from a different	• Compare/contrast similar themes in different genres Writing Mini-lessons: • Writing an original story (spin-off story) • Change the POV			

		guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience. W.RW.6.7 Write routinely over extended time frames (time for research, reflection, metacogniti on/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,	character 's point of view.				

		purposes, and audiences.					
November	1-2	L.VL.6.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.6.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. RL.CR.6.1 Cite textual evidence and make relevant connections to support	SWBAT to demonstrate their knowledge of a fictional text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout marking period 1 by creating SMART goals.	• Reading benchmark MP 1 • Writing benchmark MP 1 • End of MP reflection • Creating SMART goals		• End of MP Reflection	• LinkIt! Benchmark MP 1 • End of MP Reflection

		analysis of what a literary text says explicitly as well as inferences drawn from the text. RL.CI.6.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. RL.IT.6.3 Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or					

		change as the plot moves toward a resolution. RL.TS.6.4 Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the developmen t of the ideas, theme, setting, or plot. RL.PP.6.5 Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate) . RL.CT.6.8 Compare					

		and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics. W.NW.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.RW.6.7 Write routinely					

		over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					
		L.VL.6.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.6.4 Demonstrat	SWBAT transfer their understanding of the unit's standards by completing an end of marking period project. SWBAT review the unit's standards by participating in a teacher-led small group.	Enrichment & Intervention Week (based on BM1 data): • Enrichment project • Intervention groups			

		e understanding of figurative language, word relationships, and nuances in word meanings. RL.CR.6.1 Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text. RL.CI.6.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal					

		opinions or judgments. RL.IT.6.3 Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution. RL.TS.6.4 Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the developmen t of the ideas, theme, setting, or plot.					

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		narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Identify main ideas and details in a text. Understand and interpret figurative language. Make inferences based on textual evidence. Summarize texts accurately. Write clear and coherent sentences and paragraphs.	Use details from a text to understand important themes and their role in the characters' lives . Analyze how specific word choices shape meaning or tone. Support responses to a text with both evidence from the text and personal understanding. Compare and contrast themes in different texts. Structure narratives to highlight important themes.

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

6.2.8.GeoPP.3.a	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.