

# LMS ELA 6 Unit 1

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

## Unit Overview

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**Reading Genre Focus:** Literature

**Theme:** Community

**Anchor Text:** Fountas & Pinnell Interactive Read Aloud Books

**Writing Genre Focus:** Narrative

**Pacing Guide:** Unit 1

**Pre-assessment:**[Unit 1](#)

**Benchmark:**[Unit 1](#)

## Targeted ELA Standards

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| ELA.L.SS.6.1  | Demonstrate command of the system and structure of the English language when writing or speaking.  |
| ELA.L.KL.6.2  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| ELA.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. |
| ELA.L.VI.6.4  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |
| ELA.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.   |

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| ELA.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.   |
| ELA.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.  |
| ELA.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.  |
| ELA.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.  |
| ELA.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.                                      |
| ELA.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.  |
| ELA.RL.PP.6.5 | Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).  |
| ELA.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. |
| ELA.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.   |
| ELA.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.                   |
| ELA.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.                                 |
| ELA.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.  |
| ELA.SL.AS.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  |

## Weekly Structure

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| Day One                 |                | Day Two                 |                | Day Three               |                | Day Four   |                | Day Five   |
|-------------------------|----------------|-------------------------|----------------|-------------------------|----------------|--|----------------|--|
| Reading Focus           |                | Reading Focus           |                | Reading Focus           |                | Writing Focus                                      |                | Writing Focus                                      |
| Activity                | Suggested Time | Activity                | Suggested Time | Activity                | Suggested Time | Activity   | Suggested Time | Activity   |
| Do Now                  | 10 minutes     | Do Now                  | 10 minutes     | Do Now                  | 10 minutes     | Do Now   | 10 minutes     | Do Now   |
| Reading Mini-Lesson     | 15 minutes     | Reading Mini-Lesson     | 15 minutes     | Reading Mini-Lesson     | 15 minutes     | Writing Mini-Lesson                                | 15 minutes     | Writing Mini-Lesson                                |
| Small Group Instruction | 45 minutes     | Small Group Instruction | 45 minutes     | Small Group Instruction | 45 minutes     | Small Group Instruction/<br>Individual Conferences | 45 minutes     | Small Group Instruction/<br>Individual Conferences |
| Closure                 | 10 minutes     | Closure                 | 10 minutes     | Closure                 | 10 minutes     | Closure  | 10 minutes     | Closure  |

\*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 focus).

## 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  |
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| <ul style="list-style-type: none"> <li>• A community can have both a positive and a negative effect on an individual.</li> <li>• Communities can be formed through shared experiences, goals, and values.</li> <li>• The strength of a community often depends on the contributions and cooperation of its members.</li> <li>• Governments have the responsibility to positively shape the lives of people in a community.</li> </ul> | <ul style="list-style-type: none"> <li>• Readers use details from a text to understand important themes and their role in the characters' lives.</li> <li>• When responding to a text, use both evidence from the text and your own understanding.</li> <li>• Effective writers structure their narratives to highlight important themes.</li> </ul> |

## Essential Questions

### Overarching Understanding

What is a community?

What makes a community successful?

| Content Specific   | Skills Specific   |
|--|---|
| <ul style="list-style-type: none"> <li>• What are the positive and negative effects a community can have on an individual?</li> <li>• How are communities formed through shared experiences, goals, and values?</li> <li>• What role does the government play in shaping communities?</li> </ul> | <ul style="list-style-type: none"> <li>• How can readers use details from a text to understand important themes?</li> <li>• What strategies can we use to support our responses to a text with evidence and our own understanding?</li> <li>• How do writers create narrative essays that effectively convey a message or theme?</li> </ul> |

## 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

## 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   |
|-----------|-------|---|--|---|---------------------------------------|-----------|--|
| September | 1-2   | 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 | SWBAT demonstrate 6th grade policies and procedures.<br><br>SWBAT identify the norms of a group or | <ul style="list-style-type: none"><li>• Getting to Know You</li><li>• Classroom Procedures &amp; Expectations (relationship building, Instructional Workshop Model, group work, turn &amp; talk procedures, etc.)</li><li>• Reading</li></ul> |                                       |           | <ul style="list-style-type: none"><li>• LinkIt! pre-assessment - reading</li></ul> |

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|  |  | <p>others' ideas and expressing their own clearly.</p> <p>L.KL.6.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>SL.AS.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>partnership.</p> <p>SWBAT demonstrate the procedures and expectations of a student-centered activity.</p> <p>SWBAT demonstrate their knowledge of reading by taking a pre-assessment.</p> | Pre-assessment   |  |  |  |
|  |  | <p>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</p>  | <p>SWBAT demonstrate 6th grade policies and procedures.</p> <p>SWBAT identify the character</p>  | <ul style="list-style-type: none"> <li>• Getting to Know You</li> <li>• Classroom Procedures &amp; Expectations (fake vs. real reading, choosing "just right" books, when to abandon a book, how to "book</li> </ul> |  |  | <ul style="list-style-type: none"> <li>• <a href="#">Narrative writing pre-assessment</a></li> </ul> |

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|  | <p>texts, building on others' ideas and expressing their own clearly.</p> <p>W.NW.6.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>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,</p> | <p>istics of a good reader.</p> <p>SWBAT demonstrate their knowledge of narrative writing by taking a pre-assessment.</p> | <p>talk", etc.)</p> <ul style="list-style-type: none"> <li>• Writing Pre-assessment</li> </ul> |  |  |  |
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|  |     | and audiences.   |  |  |  |   |  |
|  | 3-4 | <p>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.</p> <p>L.VI.6.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>RL.CR.6.1 Cite textual evidence and make relevant connections to support analysis of</p> | <p>SWBAT determine the meaning of unknown words by using context clues.</p> <p>SWBAT cite textual evidence to support their claim.</p> <p>SWBAT use textual evidence and their own knowledge to make an inference about a fictional text.</p> <p>SWBAT organize the character, setting, and plot events to write their</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Types of context clues (definition/explanation, synonyms, antonyms, inferences, and punctuation)</li> <li>• Overview of a R.A.C.E. response</li> <li>• Making inferences</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Brainstorming (characters and setting)</li> <li>• Brainstorming (plot events)</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Suggested Formative Reading Assessments</a></li> </ul> |  |



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|  |  | <p>what a literary text says explicitly as well as inferences drawn from the text.</p> <p>RI.CR.6.1<br/>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.</p> <p>W.NW.6.3<br/>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.WP.6.4<br/>With some guidance and support from peers</p> | narrative story. |  |  |  |  |
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|  |   | 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. |   |  |  |   |
|  | <p>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.</p> <p>RI.CR.6.1 Cite textual evidence and make relevant connections to support analysis of what an informational text says</p> | <p>SWBAT locate inferential textual evidence in a fiction text.</p> <p>SWBAT cite textual evidence to support their claim.</p> <p>SWBAT differentiate between an objective summary and a</p>                             | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Locating inferential evidence</li> <li>• Citing textual evidence (directly quoting vs. paraphrasing)</li> <li>• Summarizing exemplars (objective summary vs. subjective summary)</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Exemplar vs. non-exemplar</li> <li>• Narrative</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul> |  | <ul style="list-style-type: none"> <li>• <a href="#">Suggested Formative Reading Assessments</a></li> </ul> |

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|  |  | <p>explicitly as well as inferences drawn from the text.</p> <p>RL.CI.6.2<br/>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.</p> <p>RI.CI.6.2<br/>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.</p> | <p>subjective summary .</p> <p>SWBAT identify characteristics of a narrative exemplar .</p> <p>SWBAT construct an engaging hook for their narrative .</p> | hooks |  |  |  |
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|         |     | <p>W.NW.6.3<br/>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.WP.6.4<br/>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.</p> |  |   |   |  |   |
| October | 1-2 | <p>RL.CI.6.2<br/>Determine the theme of a literary text (e.g., stories,</p>  | <p>SWBAT<br/>construct an objective summary by</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Ordering</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggeste</a></li> </ul> |  | <ul style="list-style-type: none"> <li>• <a href="#">Suggested Formative Reading</a></li> </ul> |

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|  |  | <p>plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>W.NW.6.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>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</p> | <p>ordering plot events.</p> <p>SWBAT identify the theme in a fictional text.</p> <p>SWBAT analyze how key details in a fictional text develop the theme.</p> <p>SWBAT identify the effectiveness of dialogue in a narrative text.</p> <p>SWBAT revise their writing by adding appropriate punctuation to their</p> | <p>plot events to create an objective summary</p> <ul style="list-style-type: none"> <li>• Identifying theme</li> <li>• How key details support theme</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Effective Dialogue</li> <li>• Punctuating dialogue</li> </ul> | <p><a href="#">d</a><br/><a href="#">Activitie</a><br/><a href="#">s/Groups</a></p> | <p><a href="#">Assess</a><br/><a href="#">ments</a></p> |
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|  |  | effort to fit composition needs and purposes; and attempting to address purpose and audience.   | dialogue.  |   |  |   |  |
|  |  | <p>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.</p> <p>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</p> | <p>SWBAT identify the central idea in an informational text.</p> <p>SWBAT identify and describe the elements of a plot in a fictional text.</p> <p>SWBAT analyze how character s change in a fiction text.</p> <p>SWBAT revise their writing by adding</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"><li>• Identifying central idea</li><li>• Analyze plot elements</li><li>• How characters respond and change throughout a fictional text</li></ul> <p>Writing Mini-lessons</p> <ul style="list-style-type: none"><li>• Narrative transitions</li><li>• Sensory details</li></ul> | <ul style="list-style-type: none"><li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li></ul> | <ul style="list-style-type: none"><li>• <a href="#">Suggested Formative Reading Assessments</a></li></ul> |  |

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|  |  | <p>resolution.</p> <p>RI.IT.6.3<br/>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.</p> <p>W.NW.6.3<br/>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.WP.6.4<br/>With some</p> | <p>narrative transitions.</p> <p>SWBAT revise their writing by incorporating sensory details.</p> |  |  |  |  |
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|  |     | 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 | <p>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.</p> <p>RL.PP.6.5 Determine</p>      | <p>SWBAT explain how a particular part of a story contributes to the whole story.</p> <p>SWBAT to identify the narrative or speaker in a fictional text.</p> <p>SWBAT</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• How particular parts (scene, sentence, chapter, etc.) contribute to the whole story</li> <li>• Identify the narrator/speaker</li> <li>• Analyze the author's choices and how they influence the story</li> </ul> <p>Writing Mini-lessons:</p> | <ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Suggested Formative Reading Assessments</a></li> </ul> |  |



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|  |  | <p>how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate)</p> <p>.</p> <p>W.NW.6.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>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</p> | <p>analyze the author's choices and how they influence a fictional story.</p> <p>SWBAT construct a strong conclusion that incorporates the theme of their story.</p> <p>SWBAT compose an ending to a narrative story that logically follows from the events described.</p> | <ul style="list-style-type: none"> <li>• Writing strong conclusions (incorporating theme in conclusion)</li> <li>• Finish/continue the story</li> </ul> |  |  |  |
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|  |  | <p>purposes; and attempting to address purpose and audience.</p> <p>L.SS.6.1 Demonstrate command of the system and structure of the English language when writing or speaking.</p>                       |   |  |  |   |
|  | <p>RL.PP.6.5 Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate) .</p> <p>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</p> | <p>SWBAT explain how the author uses specific techniques to convey perspective in a fictional text.</p> <p>SWBAT compare and contrast two literary texts based on their approach to a similar theme.</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Understand the author's techniques to convey perspective</li> <li>• Compare/contrast similar themes within the same genre</li> <li>• Compare/contrast similar themes in different genres</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Writing an original story (spin-</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul> |  | <ul style="list-style-type: none"> <li>• <a href="#">Suggested Formative Reading Assessments</a></li> </ul> |

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|  | <p>novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>W.NW.6.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>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</p> | <p>SWBAT will accurately identify a common theme across texts from different genres.</p> <p>SWBAT compose an original story based on elements from a fictional text.</p> <p>SWBAT construct a narrative story from a different character's point of view.</p> | <p>off story)</p> <ul style="list-style-type: none"> <li>• Change the POV</li> </ul> |  |  |  |
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|          |     | <p>composition needs and purposes; and attempting to address purpose and audience.</p> <p>W.RW.6.7<br/>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.</p> |  |  |  |  |  |
| November | 1-2 | <p>L.VL.6.3<br/>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and</p>   | <p>SWBAT to demonstrate their knowledge of a fictional text by taking a benchmark assessme</p> | <ul style="list-style-type: none"> <li>• Reading benchmark MP 1</li> <li>• Writing benchmark MP 1</li> <li>• End of MP reflection</li> <li>• Creating SMART goals</li> </ul> |  | <ul style="list-style-type: none"> <li>• <a href="#">End of MP Reflection</a></li> </ul> | <ul style="list-style-type: none"> <li>• LinkIt! Benchmark MP 1</li> <li>• End of MP Reflection</li> </ul> |

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|  |  | <p>content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.6.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p> <p>RL.CI.6.2 Determine the theme of a literary text (e.g.,</p> | <p>nt.</p> <p>SWBAT reflect on their learning in reading and writing throughout marking period 1 by creating SMART goals.</p> |  |  |  |  |
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|  | <p>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.</p> <p>RL.IT.6.3<br/>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.</p> <p>RL.TS.6.4<br/>Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or</p> |  |  |  |  |  |
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|  |  | <p>section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.</p> <p>RL.PP.6.5<br/>Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate)<br/>.</p> <p>RL.CT.6.8<br/>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</p> |  |  |  |  |  |
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|  | <p>journals and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>W.NW.6.3<br/>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.RW.6.7<br/>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</p> |  |  |  |  |  |
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|  |  | of discipline-specific tasks, purposes, and audiences.  |   |  |  |  |  |
|  |  | <p>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.</p> <p>L.VI.6.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>RL.CR.6.1 Cite textual evidence</p> | <p>SWBAT transfer their understanding of the unit's standards by completing an end of marking period project.</p> <p>SWBAT review the unit's standards by participating in a teacher-led small group.</p> | <p>Enrichment &amp; Intervention Week (based on BM1 data):</p> <ul style="list-style-type: none"> <li>• Enrichment project</li> <li>• Intervention groups</li> </ul> |  |  |  |

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|  |  | <p>and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p> <p>RL.CI.6.2<br/>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.</p> <p>RL.IT.6.3<br/>Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to</p> |  |  |  |  |  |
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|  |  | <p>describe how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.TS.6.4<br/>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.</p> <p>RL.PP.6.5<br/>Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).</p> |  |  |  |  |  |
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|  |  | <p>RL.CT.6.8<br/>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.</p> <p>W.NW.6.3<br/>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> |  |  |  |  |  |
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## Spiraling for Mastery

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

|                  |   |
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| 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".

|                     |   |
|---------------------|---|
| SOC.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. |
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SOC.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.

SCI.MS-ESS3-3

Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.