LMS ELA 6 Unit 2

Content Area: **ELA**
Course(s):
Time Period: **MP2**
Length:
Status: **Published**

Unit Overview

Reading Genre Focus: Informational

Theme: Mystery & Wonder

Anchor Text: Informational Articles: Our Changing Oceans

"I've Seen the Antarctic's Untouched Beauty. There's Still Time to Protect It."

(Literary Nonfiction)

"Tiny Plastic, Big Problem" by Alison Pearce Stevens

(Informational Text)

"Sea Level Rise" from the Smithsonian National Museum of Natural History

(Informational Text)

"Plenty of Fish in the Sea? Maybe Not" by Thomas Pool

(Informational Text)

Writing Genre Focus: Informative/Explanatory

Informational Writing Resources

Pacing Guide: Unit 2

Reading Pre-assessment: Unit 2

Writing Pre-assessment: Informative/Explanatory Pre-assessment

Benchmark: Unit 2

2024-2025 MP2 Benchmark Writing Exemplars

Targeted ELA Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add 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.
RI.TS.6.4	Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
RI.PP.6.5	Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.
RI.CT.6.8	Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
W.IW.6.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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.II.6.2	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.
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Weekly Structure

This is where we will insert the completed structure of the unit along with links for the pacing guide and workshop model.

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 Instruc Indivi Confere
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 focuses on Mystery & Wonder. Recommended texts for this unit include informational

texts sourced from district-approved materials. Through these texts exploring Mystery & Wonder, students will investigate how inquiry and critical thinking help us explore and understand mysterious phenomena. By the end of this unit, students will recognize how investigating mysteries and wonders enhances our understanding of the world and fosters a spirit of exploration. They will draw connections among the various texts studied throughout the unit.

Mastery will be evaluated through a benchmark test that assesses students' ability to determine theme and central ideas, cite textual evidence, draw conclusions, and analyze various elements of the text. The unit will also assess students' proficiency in informational writing, emphasizing their skill in organizing ideas logically and using detailed evidence to explain complex concepts and intriguing topics. Additionally, students will engage in discussions and collaborative activities to demonstrate their understanding of how mysteries and wonders captivate our imagination and can be explored through scientific inquiry and critical thinking. These activities will develop students' critical thinking, reading, writing, and communication skills, essential for both academic growth and personal development.

Enduring Understandings

Overarching Understanding

The world is full of mysteries and wonders that spark our curiosity and make us want to learn more.

Content Specific	Skills Specific
• Mysteries and wonders captivate our imagination and can be explored through scientific inquiry and critical thinking. • Informational texts give us valuable insights into understanding the natural and human-made phenomena that make us curious. • Investigating mysteries and wonders helps us understand the world better and encourages a sense of exploration.	• Readers use text evidence to draw conclusions based on their analysis. • Effective writers organize their ideas logically and use detailed evidence to explain complex topics. • Strong communicators present information clearly, using descriptive language and well-structured explanations to engage their audience.

Essential Questions

Overarching Understanding

What mysteries and wonders in the world make you wonder and want to learn more?

How does our curiosity about the unknown inspire us to explore and discover?

Content Specific	Skills Specific
• What makes some mysteries and wonders so fascinating to people? • How does scientific inquiry and critical thinking help us explore and understand mysterious phenomena? • What can we learn from informational texts about mysterious events that spark our curiosity? • How does investigating mysteries and wonders help us understand the world better?	• How can evidence from texts help us infer and draw conclusions about events? • What strategies do effective writers use to organize their ideas and explain complex concepts clearly? • How can skilled communicators present information in a way that keeps their audience engaged?

Key Resources

CommonLit paired texts: Our Changing Oceans

"I've Seen the Antarctic's Untouched Beauty. There's Still Time to Protect It."

(Literary Nonfiction)

"Tiny Plastic, Big Problem" by Alison Pearce Stevens

(Informational Text)

"Sea Level Rise" from the Smithsonian National Museum of Natural History

(Informational Text)

"Plenty of Fish in the Sea? Maybe Not" by Thomas Pool

(Informational Text)

(This symbol indicates text that can be used for climate change instruction)

Informational Texts from district-approved resources.

Fountas and Pinnell Interactive Read Aloud (IRA) Books:

- Sharuko (Biography--Peruvian archaeologist solves mysteries of the past and uncovers information about his culture)
- Crazy Horse's Vision (Narrative Nonfiction-Crazy Horses uses Native American vision quest to see the future)

- Gilgamesh the King (Narrative-legendary Mesopotamian king battles half man/half human who teaches him kindness)
- The Last Quest of Gilgamesh (Narrative-goes on Epic quest to find immortality--does it exist?)
- Glow (Informational text-The wonder of bioluminescence)
- The Most Amazing Creatures in the Sea (Informational Text-The wonder of bioluminescence and other adaptations that help sea creatures survive and thrive)
- Tricky Vic
- Lon Po Po
- Rocks in His Head
- My Name is Gabito (biography of the writer Gabriel Garcia Marquez who is inspired by the wondrous world around him)
- Journey (wordless picture book about a girl who draws herself into an imaginary world)
- Fairy Spell (Narrative Nonfiction-How two girls convinced the world that fairies are real)

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

Additional district-approved secondary ELA instructional resource list

Warm-Up Activities to Engage Students Before They Read Nonfiction Texts

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested	Mini-Lesson Skills	Suggested Student	Resources	Assessment

			Learning Targets		Centered Activities		
November	3-4	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. 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	SWBAT demonstrate their knowledge of informational reading by taking a pre-assessment. SWBAT identify the characteristics of a text dependent question. SWBAT differentiate between explicit and implicit textual evidence. SWBAT demonstrate their knowledge of informative/explanatory writing by taking a pre-	Reading Mini-lessons: • Informational Reading Pre-assessment • What is a Text Dependent Question (TDQ)? • Review explicit vs. implicit textual evidence Writing Mini-lessons: • Informative/Explanatory Writing Pre-assessment	• Instructional Workshop Model Suggested Activities/Groups	• Blank TDQ (Text-Dependent Question) Template • Citing Textual Evidence Sentence Starters • Grades 5-8 Informative/Expository Holisitic Writing Rubric	• LinkIt! pre-assessment - reading • Informative/Explanatory writing pre-assessment

		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.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures / experiments, or technical processes) to examine a topic and convey ideas, concepts,	assessment.				

		and information through the selection, organization, and analysis of relevant content. 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-	SWBAT cite implicit textual evidence by using the R.A.C.E.	Reading Mini-lessons: • Citing implicit textual evidence • Review & Rank	• Instructional Workshop Model	• The "E" in R.A.C.E. - Micro Progression (Superman Example)	• Suggested Formative Reading Assessments

		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. 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	model. SWBAT evaluate the impact of various explanations when answering TDQs. SWBAT identify the different parts of R.A.C.E. in a teacher's model. SWBAT identify the characteristics of an informative/explanatory essay. SWBAT analyze the brainstorming process for an informative/explanatory essay.	Explanations in TDQs • Teacher model answering a TDQ using R.A.C.E. Writing Mini-lessons: • Characteristics of Informative/Explanatory exemplar essay • Review brainstorm process from exemplar essay (2nd page of exemplar)	Suggested Activities/Groups	• The "E" in R.A.C.E. - Micro Progression (Central Idea Example) • Informative/Explanatory Exemplar	

		what an informational text says explicitly as well as inferences drawn from the text. W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures / experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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.					
December	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.	SWBAT compare and contrast an author's approach to two informational texts on the same topic. SWBAT identify the central idea of an informational text. SWBAT recognize	Reading Mini-lessons: • Compare/ Contrast author's approach to two informational texts on same topic • Identify central idea of a text • Support central idea with key details Writing Mini-lessons:	• Instructional Workshop Model Suggested Activities/Groups	• Research Simulation Graphic Organizer • Choose 2 articles from the following list from Common Lit (Our Changing Oceans) "I've Seen the Antarctic's Untouched Beauty. There's Still Time to Protect It." (Literary Nonfiction) "Tiny Plastic, Big Problem" by Alison	• Suggested Formative Reading Assessments

		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. RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents	how key details support the central idea. SWBAT deconstruct a research simulation writing prompt. SWBAT to paraphrase information from their sources in their notes.	• Introduce the unit's Research Simulation • Research Simulation Graphic Organizer		Pearce Stevens (Informational Text) "Sea Level Rise" from the Smithsonian National Museum of Natural History (Informational Text) "Plenty of Fish in the Sea? Maybe Not" by Thomas Pool (Informational Text)	

		, infographics and scientific journals) in terms of their approaches to similar themes and topics. W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures / experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others					

		while avoiding plagiarism and providing basic bibliographic information for sources. 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.KL.6.2. Use knowledge of language and its conventions when	SWBAT identify what makes a summary an	Reading Mini-lessons: • What is an objective summary?	• Instructional Workshop Mo	• Research Simulation Graphic Organizer • Choose 2 articles	• Suggested Formative Reading Assessments

		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. 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	objective summary. SWBAT to construct an objective summary without their personal opinion. SWBAT determine the meaning of unknown words by using context clues. SWBAT synthesize similarities and differences in two articles on the same topic. SWBAT draft the first body paragraph of their Research Simulation essay.	• Writing an objective summary without personal opinion • Types of context clues found in informational texts Writing Mini-lessons • Synthesize similarities and differences in two articles • Model body paragraph 1	del Suggested Activities/Groups	from the following list from Common Lit (Our Changing Oceans) "I've Seen the Antarctic's Untouched Beauty. There's Still Time to Protect It." (Literary Nonfiction) "Tiny Plastic, Big Problem" by Alison Pearce Stevens (Informational Text) "Sea Level Rise" from the Smithsonian National Museum of Natural History (Informational Text) "Plenty of Fish in the Sea? Maybe Not" by Thomas Pool (Informational 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. W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures / experiments, or technical processes) to examine a topic and convey					

		ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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.					
	3-4	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	SWBAT identify the structure of different text types. SWBAT analyze how an author introduces key concepts in an informational text by citing textual evidence.	Reading Mini-lessons: • Text structures of different text types (articles, brochures, technical manuals, procedural text) • How authors introduce key individuals, events, and ideas using textual evidence • How	• Instructional Workshop Model Suggested Activities/Groups	• Research Simulation Graphic Organizer • Choose 2 articles from the following list from Common Lit (Our Changing Oceans) "I've Seen the Antarctic's Untouched Beauty. There's Still Time to Protect It." (Literary Nonfiction) "Tiny Plastic, Big Problem" by Alison	• Suggested Formative Reading Assessments

		in a text. W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures / experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by	SWBAT analyze how an author elaborates key concepts in an informational text by citing textual evidence. SWBAT construct their body paragraphs by using informational elaboration techniques. SWBAT revise their body paragraphs by adding informational writing transitions.	authors elaborate on key individuals, events, and ideas using textual evidence Writing Mini-lessons: • Elaboration techniques in informational writing (ie. including information such as examples, details, dates, and quotes) • Transitions for informational writing		Pearce Stevens (Informational Text) "Sea Level Rise" from the Smithsonian National Museum of Natural History (Informational Text) "Plenty of Fish in the Sea? Maybe Not" by Thomas Pool (Informational Text)	

		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.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).					
		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,	SWBAT track and analyze how a key concept progresses throughout a text. SWBAT identify genre features of an informational text. SWBAT	Reading Mini-lessons: • Tracking the development of how an idea, individual, or event is introduced, illustrated, and elaborated as the text progresses • Identify	• Instructional Workshop Model Suggested Activities/Groups	• Research Simulation Graphic Organizer • Choose 2 articles from the following list from Common Lit (Our Changing Oceans) "I've Seen the Antarctic's Untouched Beauty. There's Still Time to Protect It." (Literary Nonfiction)	• Suggested Formative Reading Assessments

		illustrated, and elaborated in a text. RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information. W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures / experiments, or technical processes) to examine a topic and convey ideas,	utilize search tools in a text to locate specific information in a text. SWBAT revise their essay by adding word choices that have an effect on their reader. SWBAT revise their essay by varying their sentence structure to engage their reader.	informational text features • Use search tools in a text (e.g., table of contents, index) Writing Mini-lessons: • Deliberate word choices • Varying sentence structure		"Tiny Plastic, Big Problem" by Alison Pearce Stevens (Informational Text) "Sea Level Rise" from the Smithsonian National Museum of Natural History (Informational Text) "Plenty of Fish in the Sea? Maybe Not" by Thomas Pool (Informational Text)	

		concepts, and information through the selection, organization, and analysis of relevant content. 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.					
January	1-2	RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information. RI.PP.6.5. Identify author's purpose	SWBAT interpret informational genre features to gain additional information from a text. SWBAT use genre features to integrate information from multiple sources. SWBAT identify the	Reading Mini-lessons: • Interpreting genre features to gain additional information (e.g., graphics, captions, diagrams) • Integrating information from multiple sources (e.g., text structures, search tools, genre features) • Understan	• Instructional Workshop Model Suggested Activities/Groups	• Research Simulation Graphic Organizer • Choose 2 articles from the following list from Common Lit (Our Changing Oceans) "I've Seen the Antarctic's Untouched Beauty. There's Still Time to Protect It." (Literary Nonfiction) "Tiny Plastic, Big Problem" by Alison Pearce Stevens (Informational	• Suggested Formative Reading Assessments

		perspective or potential bias in a text and explain the impact on the reader's interpretation. W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures / experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.WP.6.4. With some	author's perspective and explain how it influences the information presented in a text. SWBAT compose an engaging hook for their essay. SWBAT construct an introductory paragraph for their essay.	ding author's perspective Writing Mini-lessons: • Engaging hooks for essay writing • Model introduction paragraph		Text) "Sea Level Rise" from the Smithsonian National Museum of Natural History (Informational Text) "Plenty of Fish in the Sea? Maybe Not" by Thomas Pool (Informational Text)	

		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.II.6.2. 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.					
		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,	SWBAT detect potential bias in a text and explain how it impacts the information presented and the reader's interpretation.	Reading Mini-lessons: • Detecting author's bias • Word connotation • Position of a word in a sentence Writing Mini-lessons: • Engaging ways to	• Instructional Workshop Model Suggested Activities/Groups	• Research Simulation Graphic Organizer • Choose 2 articles from the following list from Common Lit (Our Changing Oceans) "I've Seen the Antarctic's Untouched Beauty. There's Still Time to	• Suggested Formative Reading Assessments

		choosing flexibly from a range of strategies. L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation. W.IW.6.2. Write informative/explanatory texts (including the narration of historical	SWBAT distinguish between the connotations of words by analyzing how they are used in context. SWBAT determine the meaning of an unknown word by using it's position in a sentence. SWBAT compose an engaging conclusion paragraph for their essay. SWBAT construct a conclusion paragraph for their essay.	conclude an essay • Model conclusion paragraph		Protect It." (Literary Nonfiction) "Tiny Plastic, Big Problem" by Alison Pearce Stevens (Informational Text) "Sea Level Rise" from the Smithsonian National Museum of Natural History (Informational Text) "Plenty of Fish in the Sea? Maybe Not" by Thomas Pool (Informational Text)	

		events, scientific procedures / experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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.					
	3-4	L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.	SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment.	• Reading benchmark MP 2 • Writing benchmark MP 2 • End of MP reflection • Creating SMART goals		• End of MP Reflection • Informative/Explanatory Writing Rubric	• LinkIt! Benchmark MP 2 • End of MP Reflection

		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. 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	SWBAT reflect on their learning in reading and writing throughout marking period 2 by creating SMART goals.				

		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. 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. 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. 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. RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate informatio n. RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretati on. RI.CT.6.8. Compare and					

		contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics. W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/					

		experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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.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	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 BM 2 data): • Enrichment project • Intervention groups			

		from a range of strategies. L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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. 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. 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. RI.TS.6.4. Use text structures (e.g., cause-effect, problem-					

		solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate informatio n. RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretati on. RI.CT.6.8. Compare and contrast informatio nal texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography					

		on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics. W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures / experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organizatio					

		n, and analysis of relevant content. 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.					

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Understanding and using academic vocabulary. Identifying the main idea and supporting details in informational texts. Analyzing the impact of text features on meaning. Organizing writing into a coherent structure with a clear introduction, body, and conclusion.	Interpreting and analyzing complex language and figurative expressions in texts. Analyzing and synthesizing information from informational texts. Analyzing how the structure of informational texts supports the presentation of complex ideas. Using evidence and elaboration to support explanations in writing.

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.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

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".

6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.