LMS ELA 6 Unit 3

Content Area: **ELA**
Course(s):
Time Period: **MP3**
Length:
Status: **Published**

Unit Overview

Reading Genre Focus: Literature

Theme: Individuality

Anchor Text: The Giver by Lois Lowry

Writing Genre Focus: Literary Analysis (Argumentative)

Literary Analysis One Pager

Literary Analysis Resources

Pacing Guide: Unit 3

Reading Pre-assessment: Unit 3

Writing Pre-assessment: Literary Essay Pre-assessment

Benchmark: Unit 3

2024-2025 MP3 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.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.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
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.ES.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
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 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 revolves around Individuality. Recommended texts for this unit include "The Giver" by Lois Lowry and other district-approved materials. Through these texts exploring Individuality, students will explore how our unique perspectives, choices, and experiences shape our identities and enrich our communities. By the end of this unit, students will understand that delving into texts deepens our understanding of characters' quests for self-discovery and acceptance within society.

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 evaluate students' proficiency in argumentative writing, emphasizing their skill in using textual evidence to support arguments. Additionally, students will participate in discussions and collaborative activities to demonstrate their grasp of how individuality sparks our imagination and can be explored through personal viewpoints. These activities will cultivate critical thinking, reading, writing, and communication skills crucial for both academic advancement and personal growth.

Enduring Understandings

Overarching Understanding

Individuality shapes our identities and influences how we navigate the world, fostering critical thinking and authentic self-expression.

Content Specific	Skills Specific
• Exploring individuality helps us understand how our unique perspectives, choices, and experiences shape our identities and enrich our communities. • Investigating texts through critical reading deepens our insights into characters' journeys of self-discovery and societal acceptance, highlighting the complexities of asserting individuality amidst social expectations.	• Studying literature helps us understand characters facing challenges, teaching us to value different viewpoints and the importance of personal expression. • Using evidence from texts to support our arguments and exploring how social environments shape people improves our ability to create convincing arguments.

Essential Questions

Overarching Understanding

How does embracing individuality contribute to personal growth and challenge societal norms?

Content Specific	Skills Specific
• What can we learn by exploring different viewpoints on individuality in stories and real-life situations? • How do characters in stories overcome obstacles to express their unique identities, and what lessons can we draw from their experiences?	• How does using evidence from texts help us create strong arguments about why different perspectives matter in various situations? • What techniques can writers use to develop compelling arguments that promote accepting and honoring people's differences?

Key Resources

Novel

- The Giver by Lois Lowry

ML Novel (WIDA Levels 1 & 2)

- The Wonderful of Oz (novel) by L. Frank Baum
- The Wonderful Wizard of Oz: The Graphic Novel by Roland Mann

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
February	**1-2**	RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. W.AW.6.1. Write arguments on discipline-specific	• SWBAT demonstrate the knowledge of reading literature writing by takin a pre-assessment. • SWBAT compare and contrast literary texts in

		content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. 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. 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.	different forms, by different authors, or from different genres in terms of their approaches to similar themes and topics • SWBAT demonstrate the knowledge of argumentative essay writing by taking a pre-assessment. • SWBAT identify the characteristics of a literar essay.
		RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate). L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.. W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. 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.	• SWBAT determine how an author conveys or develops perspective in a text through the narrator or speaker. • SWBAT demonstrate an understanding of figurative language, specifically personification. • SWBAT analyze an argumentative exemplar by using the rubric. • SWBAT identify the part of an argumentative rubric.
	3-4	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. L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with	• SWBAT summarize the text without personal opinions or judgments • SWBAT analyze an author's word choice. • SWBAT identify figurative, connotative, and technical meanings o words. • SWBAT evalutate different strategies for argumentative writing brainstorming. • SWBAT formulate a clea claim. • SWBAT vary their sentence structure to enhance meaning and

		clear reasons and relevant evidence. 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. L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. 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.	engagement.
		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.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. 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. 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.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	• SWBAT quote textual evidence accurately by using RACE. • SWBAT explain how the textual evidence supports their answer by using RACE. • SWBAT cite textual evidence and make relevant connections to support analysis of what a literary text says explicitl as well as inferences drawn from the text. • SWBAT introduce claims about a topic or issue and organize reasons and evidence logically. • SWBAT organize the evidence that they will us to support their claim.

March	**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. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. 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.	• SWBAT determine or clarify the meaning of unknown and multiple-meaning words and phrases using context clues. • SWBAT use common Greek or Latin affixes an roots as clues to the meaning of a word. • SWBAT distinguish among the connotations c words with similar denotations. • SWBAT evaluate sources for their credibility. • SWBAT construct the body paragraphs by selec relevant data that support their claim. • SWBAT use words, phrases, and clauses to link and clarify relationships among claims, reasons, and evidence.
		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	• SWBAT analyze how characters change or respond to plot events. • SWBAT analyze how a specific sentence, chapter scene, stanza, or section contributes to the development of ideas, theme, setting, or plot. • SWBAT describe the structure of a text. • SWBAT cite textual evidence by directly

		development of the ideas, theme, setting, or plot. W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. 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.	quoting and paraphrasing • SWBAT explain how textual evidence supports their claim.
	3-4	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.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.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate). W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented. 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	• SWBAT identify the purpose of a particular part of a text. • SWBAT determine the theme of a literary text and explain how it is supported by key details. • SWBAT explain how key details support a theme. • SWBAT establish and maintain a formal academic style and provide a concluding statement that follows from the argument presented. • SWBAT construct a conclusion that follows from the argument presented.

		clearly.	
		RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. 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. D.Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. 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. 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.	• SWBAT compare and contrast information from different texts or media formats to develop a coherent understanding o a theme, topic, or issue. • SWBAT consult referenc materials, both print and digital, to determine the pronunciation, meaning, or part of speech of a word. • SWBAT demonstrate the knowledge of literature and argumentative writin by taking a benchmark assessment.
April	**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, texts, and issues, building on others' ideas and expressing their own clearly. SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 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.	• SWBAT reflect on their learning in reading and writing throughout marking period 3 by creating SMART goals.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Determining themes or central ideas of texts and how they are conveyed through particular details. Writing arguments to support claims with clear reasons and relevant evidence. Using knowledge of language and its conventions when writing, speaking, reading, or listening.	Analyzing how a story or drama's plot develops through the interactions of characters. Producing arguments with a clear structure, including an introduction, body paragraphs, and a conclusion. Understanding and applying conventions of standard English. grammar and usage, including the use of commas and quotation marks in dialogue.

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.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

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".

2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
6.1.8.HistoryCC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.