

# LMS ELA 6 Unit 3

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

## Unit Overview

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**Reading Genre Focus:** Literature

**Theme:** Individuality

**Anchor Text:** [The Giver by Lois Lowry](#)

**Writing Genre Focus:** Argumentative

**Pacing Guide:** Unit 3

**Pre-assessment:** Unit 3

**Benchmark:** Unit 3

## Targeted ELA Standards

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Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

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.

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

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/ Individual Conferences	45 minutes	Small Group Instruction/ 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 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
<ul style="list-style-type: none"><li>• Exploring individuality helps us understand how our unique perspectives, choices, and experiences shape our identities and enrich our communities.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Studying literature helps us understand characters facing challenges, teaching us to value different viewpoints and the importance of personal expression.</li><li>• Using evidence from texts to support our arguments and exploring how social environments shape people improves our ability to create convincing arguments.</li></ul>

## Essential Questions

### Overarching Understanding

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

Content Specific	Skills Specific
<ul style="list-style-type: none"><li>• What can we learn by exploring different viewpoints on individuality in stories and real-life situations?</li><li>• How do characters in stories overcome obstacles to express their unique identities, and what lessons can we draw from their experiences?</li></ul>	<ul style="list-style-type: none"><li>• How does using evidence from texts help us create strong arguments about why different perspectives matter in various situations?</li><li>• What techniques can writers use to develop compelling arguments that promote accepting and honoring people's differences?</li></ul>

## 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

## 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
February	1-2		SWBAT demonstrate their knowledge of reading a fictional text by taking a pre-assessment.	<ul style="list-style-type: none"> <li>• Reading Pre-assessment</li> </ul>			<ul style="list-style-type: none"> <li>• LinkIt! pre-assessment - reading</li> </ul>
			SWBAT demonstrate their knowledge of argumentative essay writing	<ul style="list-style-type: none"> <li>• Writing Pre-assessment</li> </ul>			<ul style="list-style-type: none"> <li>• Argumentative essay writing pre-assessment</li> </ul>

			by taking a pre-assessment.				
	3-4			Reading Mini-lessons:  Writing Mini-lessons:	<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="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
				Reading Mini-lessons:  Writing Mini-lessons:	<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="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
March	1-2			Reading Mini-lessons:  Writing Mini-lessons:	<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="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
				Reading Mini-lessons:  Writing Mini-lessons:	<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="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
	3-4			Reading Mini-lessons:  Writing Mini-lessons:	<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="#">LMS Suggested Formative Reading Assessments</a></li> </ul>

					<a href="#">Activities/Groups</a>		
				<p>Reading Mini-lessons:</p> <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="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
April	1	<p>SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment.</p> <p>SWBAT reflect on their learning in reading and writing throughout marking period 3 by creating SMART goals.</p>	<ul style="list-style-type: none"> <li>Reading benchmark MP 3</li> <li>Writing benchmark MP 3</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> <li><a href="#">Argumentative Essay Rubric</a></li> </ul>		<ul style="list-style-type: none"> <li>LinkIt! Benchmark MP 3</li> <li>End of MP Reflection</li> </ul>

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

### **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".



SOC.6.1.8.HistoryCC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
SCI.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.
HE.6-8.2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
HE.6-8.2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.