LMS ELA 6 Unit 4

Content Area: **ELA**
Course(s):
Time Period: **MP4**
Length:
Status: **Published**

Unit Overview

Reading Genre Focus: Informational

Theme: Tolerance

Anchor Text: Informational Articles

Writing Genre Focus: Informative/Explanatory (Research)

Informational Writing Resources

Pacing Guide: Unit 4

Pre-assessment: Unit 4

Benchmark: Unit 4

2024-2025 MP4 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.
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.MF.6.6	Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
RI.AA.6.7	Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
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.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
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 revolves around Tolerance. Recommended texts include informational texts from district-approved materials. Through these texts, students will learn about tolerance by exploring how diverse perspectives and experiences can impact others positively or negatively. By the end of this unit, students will understand that investigating historical and contemporary examples of tolerance teaches us about the effects of acceptance and understanding in shaping societies.

Mastery of this unit will be demonstrated through a culminating project where students select a topic, conduct research, and collaborate with classmates. This project will include writing a research essay supported by reasons and evidence from credible sources. This research essay will evaluate students' ability to integrate information from multiple texts on the same topic and their ability to analyze and synthesize information in

order to write about that topic. Additionally, mastery will be assessed through a benchmark test evaluating students' ability to determine the structures of informational texts, cite textual evidence, draw conclusions, and analyze the central idea.

Enduring Understandings

Overarching Understanding

Tolerance helps us understand and respect differences, fostering a more inclusive and peaceful society.

Content Specific	Skills Specific
• Learning about tolerance through informational texts reveals how diverse perspectives and experiences can affect others positively or negatively. • Who we become and the choices we make are shaped and influenced from birth by many outside factors. • We must question and confront attitudes and behaviors that deny others their essential human rights. • Investigating historical and contemporary examples of tolerance teaches us about the impact of acceptance and understanding in shaping societies.	• Using evidence and research from texts to build bridges between different groups strengthens our ability to understand content. • Analyzing a text using the reading skills we have acquired will help us understand its content better.

Essential Questions

Overarching Understanding

How does practicing tolerance contribute to a more inclusive and peaceful society?

Content Specific	Skills Specific
• What can we learn from historical and contemporary examples of tolerance?	• How can we use evidence from texts to explain the importance of understanding

• How do diverse perspectives and experiences enhance our understanding of tolerance? • How do people develop personal beliefs and values? • How can a person's personal beliefs and attitudes affect the lives of others in the larger community?	different perspectives? • What research methods can help us gather and evaluate information effectively? • How can we organize and present information to clearly explain our research?

Key Resources

Newsela text:

- The Jewish champion who helped invent modern boxing in 1700s England

Informational texts from district-approved resources.

Fountas and Pinnell Interactive Read Aloud (IRA) Books:

- Street Food Remix
- Neo Leo
- Now and Ben
- Mesmerized
- Tricky Vic
- Take a Picture of Me, Mr. VanderZee
- Davinci

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 Learning Targets	
April	1-2	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.. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Acknowledge and attempt a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.	SWBAT demonstrate their knowledge of reading a nonfiction text by taking a pre-assessment. SWBAT demonstrate their knowledge of informational writing by taking a pre-assessment. SWBAT review the categories and criteria in the informational writing rubric. SWBAT identify and use digital tools on the Pearson practice test platform. SWBAT navigate between two texts to compare and integrate information.	Readi Writi NJSL
		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	SWBAT identify different types of informational texts and explain how	Readi

		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, concepts, and information through the selection, organization, and analysis of relevant content. W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 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.	each type helps the reader learn information in a specific way. SWBAT identify the structure an author uses to present information and explain how that structure helps the reader understand the topic. SWBAT identify features of informational texts and explain how these features help the reader understand the text more clearly. SWBAT different types of test questions, like drag-and-drop and inline responses. SWBAT recognize different kinds of test questions and understand how much they are worth.	Writi NJSL
	3-4	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, concepts, and information through the selection, organization, and analysis of relevant content. 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	SWBAT identify important ideas in an informational text and cite specific evidence to support their understanding. SWBAT tell the difference between claims that are supported with evidence and those that are not, using examples from the text to explain their thinking.	Readi Writi

		bibliographic information for sources.	SWBAT assess whether a source is reliable and relevant by examining the author, purpose, and how well the information supports their topic. SWBAT quote or paraphrase information from a source accurately and give credit to the source using proper citation. SWBAT analyze writing tasks on NJSLA. SWBAT plan out various writing tasks on the NJSLA practice test. SWBAT understand and use important words they will see on NJSLA.	NJSL
		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.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.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.	SWBAT identify and explain the text structures of an informational text. SWBAT identify the central idea of a text. SWBAT determine a central idea of a text and how it is conveyed through particular details. SWBAT use Greek and Latin roots and affixes to determine the meaning of unknown words. SWBAT use context as a clue to the meaning of a word or phrase.	Readi Langu
May	**1-2**	RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.	SWBAT analyze and describe the author's viewpoint in a given text.	Readi

		W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 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.	SWBAT identify instances of bias in a text and explain how it might affect the interpretation. SWBAT explain the meaning of a word using their synonym or antonym. SWBAT develop a topic using relevant details and examples. SWBAT understand what constitutes plagiarism and how to avoid it.	Langu Writi
		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.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. L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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.	SWBAT use search tools to locate specific information. SWBAT summarize an informational text. SWBAT articulate the author's intent of an informational text. SWBAT understand that specific words affect the tone of a text. SWBAT use appropriate transitions to clarify relationships among ideas. SWBAT introduce a topic using appropriate text structures.	Readi Langu Writi

		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.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue. 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.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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.	SWBAT describe how key individuals, events, or ideas are introduced and developed within various text types. SWBAT analyze and interpret information from various media sources. SWBAT differentiate between the connotations of words that have similar meanings. SWBAT construct a conclusion that supports the information presented.	Readi Langu Writi
	3-4	RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 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. L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.SE.6.6. Gather relevant information from multiple	SWBAT analyze how different informational texts address similar themes. SWBAT evaluate specific claims within the argument, determining their validity based on support from reasons and evidence. SWBAT analyze the effects of poetic devices in a text. SWBAT create a basic bibliography that includes necessary information about their sources.	Readi Langu Writi

		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.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).		
June	**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 demonstrate their understanding of an informational text by taking a benchmark assessment. SWBAT demonstrate their understanding of informational writing by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout the school year.	

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Understanding and interpreting vocabulary in context. Analyzing text structure and elements. Understanding plot development. Understanding character motivations. Organizing ideas logically .	Using precise language and domain-specific vocabulary in research. Evaluating how authors structure informational texts to convey messages. Analyzing how information is organized and presented. Analyzing multiple perspectives. Using evidence from texts to support claims in

	research.

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.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.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.
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.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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.HistoryCC.3.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.2.8.GeoHE.4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
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.
ESS3.D	Global Climate Change
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.