

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".

ELA.L.SS.6.1.E	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
ELA.L.KL.6.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
ELA.L.VI.6.4.A	Interpret figures of speech (e.g., personification) in context.
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.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.
ELA.RI.PP.6.5	Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.
ELA.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.
ELA.W.IW.6.2.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.
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.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

ELA.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.

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

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		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 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
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none">• 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?	<ul style="list-style-type: none">• 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)

			Learning Targets		Centered Activities		
November	3-4	<p>SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>RL.CR.6.1 . Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences</p>	<p>SWBAT demonstrate their knowledge of informational reading by taking a pre-assessment</p> <p>SWBAT identify the characteristics of a text dependent question.</p> <p>SWBAT differentiate between explicit and implicit textual evidence.</p> <p>SWBAT demonstrate their knowledge of informative/explanatory writing by taking a pre-</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Informational Reading Pre-assessment • What is a Text Dependent Question (TDQ)? • Review explicit vs. implicit textual evidence <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Informative/Explanatory Writing Pre-assessment 	<ul style="list-style-type: none"> • Instructional Workshop Model Suggested Activities/Groups 	<ul style="list-style-type: none"> • Blank TDQ (Text-Dependent Question) Template • Citing Textual Evidence Sentence Starters • Grades 5-8 Informative/Expository Holistic Writing Rubric 	<ul style="list-style-type: none"> • LinkIt! pre-assessment - reading • Informative/Explanatory writing pre-assessment

	<p>drawn from the text.</p> <p>RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</p> <p>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,</p>	<p>assessment</p>				
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	<p>and information through the selection, organization, and analysis of relevant content.</p> <p>W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>					
	<p>SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-</p>	<p>SWBAT cite implicit textual evidence by using the R.A.C.E.</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Citing implicit textual evidence • Review & Rank 	<ul style="list-style-type: none"> • Instructional Workshop Model 	<ul style="list-style-type: none"> • The “E” in R.A.C.E. - Micro Progression (Superman Example) 	<ul style="list-style-type: none"> • Suggested Formative Reading Assessments

	<p>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.</p> <p>RL.CR.6.1 . Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.</p> <p>RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of</p>	<p>model.</p> <p>SWBAT evaluate the impact of various explanations when answering TDQs.</p> <p>SWBAT identify the different parts of R.A.C.E. in a teacher's model.</p> <p>SWBAT identify the characteristics of an informative/explanatory essay.</p> <p>SWBAT analyze the brainstorming process for an informative/explanatory essay.</p>	<p>Explanations in TDQs</p> <ul style="list-style-type: none"> • Teacher model answering a TDQ using R.A.C.E. <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Characteristics of Informative/Explanatory exemplar essay • Review brainstorm process from exemplar essay (2nd page of exemplar) 	<p>Suggested Activities/Groups</p>	<ul style="list-style-type: none"> • The “E” in R.A.C.E. - Micro Progression (Central Idea Example) • Informative/Explanatory Exemplar 	
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	<p>what an informational text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>W.RW.6.7. Write routinely</p>					
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		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	<p>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.</p>	<p>SWBAT compare and contrast an author's approach to two informational texts on the same topic.</p> <p>SWBAT identify the central idea of an informational text.</p> <p>SWBAT recognize</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Compare/Contrast author's approach to two informational texts on same topic • Identify central idea of a text • Support central idea with key details <p>Writing Mini-lessons:</p>	<ul style="list-style-type: none"> • Instructional Workshop Model Suggested Activities 	<ul style="list-style-type: none"> • Research Simulation Graphic Organizer • Choose 2 articles from the following list from Common Lit (Our Changing Oceans) <p>"I've Seen the Antarctic's Untouched Beauty. There's Still Time to Protect It."</p> <p>(Literary Nonfiction)</p> <p>"Tiny Plastic, Big Problem" by Alison</p>	<ul style="list-style-type: none"> • Suggested Formative Reading Assessments

	<p>RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>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</p>	<p>how key details support the central idea.</p> <p>SWBAT deconstruct a research simulation writing prompt.</p> <p>SWBAT to paraphrase information from their sources in their notes.</p>	<ul style="list-style-type: none"> • Introduce the unit's Research Simulation • Research Simulation Graphic Organizer 		<p>Pearce Stevens</p> <p>(Informational Text)</p> <p>“Sea Level Rise” from the Smithsonian National Museum of Natural History</p> <p>(Informational Text)</p> <p>“Plenty of Fish in the Sea? Maybe Not” by Thomas Pool</p> <p>(Informational Text)</p>	
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,
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

	<p>guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p> <p>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</p>					
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	<p>while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>					
	<p>L.KL.6.2. Use knowledge of language and its conventions when</p>	<p>SWBAT identify what makes a summary an</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • What is an objective summary? 	<ul style="list-style-type: none"> • Instructional Workshop Model 	<ul style="list-style-type: none"> • Research Simulation Graphic Organizer • Choose 2 articles 	<ul style="list-style-type: none"> • Suggested Formative Reading Assessments

	<p>writing, speaking, reading, or listening.</p> <p>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>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</p>	<p>objective summary.</p> <p>SWBAT to construct an objective summary without their personal opinion.</p> <p>SWBAT determine the meaning of unknown words by using context clues.</p> <p>SWBAT synthesize similarities and differences in two articles on the same topic.</p> <p>SWBAT draft the first body paragraph of their Research Simulation essay.</p>	<ul style="list-style-type: none"> • Writing an objective summary without personal opinion • Types of context clues found in informational texts <p>Writing Mini-lessons</p> <ul style="list-style-type: none"> • Synthesize similarities and differences in two articles • Model body paragraph 1 	<p>del Suggested Activities/Groups</p>	<p>from the following list from Common Lit (Our Changing Oceans)</p> <p>"I've Seen the Antarctic's Untouched Beauty. There's Still Time to Protect It."</p> <p>(Literary Nonfiction)</p> <p>"Tiny Plastic, Big Problem" by Alison Pearce Stevens</p> <p>(Informational Text)</p> <p>"Sea Level Rise" from the Smithsonian National Museum of Natural History</p> <p>(Informational Text)</p> <p>"Plenty of Fish in the Sea? Maybe Not" by Thomas Pool</p> <p>(Informational Text)</p>	
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	<p>distinct from personal opinions or judgments.</p> <p>RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>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</p>					
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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	<p>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</p>	<p>SWBAT identify the structure of different text types.</p> <p>SWBAT analyze how an author introduces key concepts in an informational text by citing textual evidence.</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Text structures of different text types (articles, brochures, technical manuals, procedural text) • How authors introduce key individuals, events, and ideas using textual evidence • How 	<ul style="list-style-type: none"> • Instructional Workshop Model Suggested Activities/Groups 	<ul style="list-style-type: none"> • Research Simulation Graphic Organizer • Choose 2 articles from the following list from Common Lit (Our Changing Oceans) <p>"I've Seen the Antarctic's Untouched Beauty. There's Still Time to Protect It."</p> <p>(Literary Nonfiction)</p> <p>"Tiny Plastic, Big Problem" by Alison</p>	<ul style="list-style-type: none"> • Suggested Formative Reading Assessments

	<p>in a text.</p> <p>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.</p> <p>W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by</p>	<p>SWBAT analyze how an author elaborates key concepts in an informational text by citing textual evidence.</p> <p>SWBAT construct their body paragraphs by using informational elaboration techniques.</p> <p>SWBAT revise their body paragraphs by adding informational writing transitions.</p>	<p>authors elaborate on key individuals, events, and ideas using textual evidence</p> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Elaborations on techniques in informational writing (ie. including information such as examples, details, dates, and quotes) • Transitions for informational writing 		<p>Pearce Stevens</p> <p>(Informational Text)</p> <p>“Sea Level Rise” from the Smithsonian National Museum of Natural History</p> <p>(Informational Text)</p> <p>“Plenty of Fish in the Sea? Maybe Not” by Thomas Pool</p> <p>(Informational Text)</p>	
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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.

	<p>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).</p>					
	<p>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,</p>	<p>SWBAT track and analyze how a key concept progresses throughout a text.</p> <p>SWBAT identify genre features of an informational text.</p> <p>SWBAT</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> Tracking the development of how an idea, individual, or event is introduced, illustrated, and elaborated as the text progresses Identify 	<ul style="list-style-type: none"> Instructional Workshop Model Suggested Activities 	<ul style="list-style-type: none"> Research Simulation Graphic Organizer Choose 2 articles from the following list from Common Lit (Our Changing Oceans) <p>"I've Seen the Antarctic's Untouched Beauty. There's Still Time to Protect It."</p> <p>(Literary Nonfiction)</p>	<ul style="list-style-type: none"> Suggested Formative Reading Assessments

	<p>illustrated, and elaborated in a text.</p> <p>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.</p> <p>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,</p>	<p>utilize search tools in a text to locate specific information in a text.</p> <p>SWBAT revise their essay by adding word choices that have an effect on their reader.</p> <p>SWBAT revise their essay by varying their sentence structure to engage their reader.</p>	<p>informational text features</p> <ul style="list-style-type: none"> • Use search tools in a text (e.g., table of contents, index) <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Deliberate word choices • Varying sentence structure 		<p>“Tiny Plastic, Big Problem” by Alison Pearce Stevens</p> <p>(Informational Text)</p> <p>“Sea Level Rise” from the Smithsonian National Museum of Natural History</p> <p>(Informational Text)</p> <p>“Plenty of Fish in the Sea? Maybe Not” by Thomas Pool</p> <p>(Informational Text)</p>	
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	<p>concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p> <p>W.RW.6.7. Write routinely over extended</p>					
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		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	<p>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.</p> <p>RI.PP.6.5. Identify author's purpose</p>	<p>SWBAT interpret informational genre features to gain additional information from a text.</p> <p>SWBAT use genre features to integrate information from multiple sources.</p> <p>SWBAT identify the</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • 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) • Understanding 	<ul style="list-style-type: none"> • Instructional Workshop Model Suggested Activities/Groups 	<ul style="list-style-type: none"> • Research Simulation Graphic Organizer • Choose 2 articles from the following list from Common Lit (Our Changing Oceans) <ul style="list-style-type: none"> "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) 	<ul style="list-style-type: none"> • Suggested Formative Reading Assessments

	<p>perspective or potential bias in a text and explain the impact on the reader's interpretation.</p> <p>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.</p> <p>W.WP.6.4. With some</p>	<p>author's perspective and explain how it influences the information presented in a text.</p> <p>SWBAT compose an engaging hook for their essay.</p> <p>SWBAT construct an introductory paragraph for their essay.</p>	<p>ding author's perspective</p> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Engaging hooks for essay writing • Model introduction paragraph 		<p>Text)</p> <p>"Sea Level Rise" from the Smithsonian National Museum of Natural History</p> <p>(Informational Text)</p> <p>"Plenty of Fish in the Sea? Maybe Not" by Thomas Pool</p> <p>(Informational Text)</p>	
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	<p>guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.</p> <p>W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a</p>					
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	<p>day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>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.</p>					
	<p>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings,</p>	<p>SWBAT detect potential bias in a text and explain how it impacts the information presented and the reader's interpretation.</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Detecting author's bias • Word connotation • Position of a word in a sentence <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Engaging ways to 	<ul style="list-style-type: none"> • Instructional Workshop Model Suggested Activities/Groups 	<ul style="list-style-type: none"> • Research Simulation Graphic Organizer • Choose 2 articles from the following list from Common Lit (Our Changing Oceans) <p>"I've Seen the Antarctic's Untouched Beauty. There's Still Time to</p>	<ul style="list-style-type: none"> • Suggested Formative Reading Assessments

	<p>choosing flexibly from a range of strategies.</p> <p>L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.</p> <p>W.IW.6.2. Write informative/explanatory texts (including the narration of historical</p>	<p>SWBAT distinguish between the connotations of words by analyzing how they are used in context.</p> <p>SWBAT determine the meaning of an unknown word by using its position in a sentence.</p> <p>SWBAT compose an engaging conclusion paragraph for their essay.</p> <p>SWBAT construct a conclusion paragraph for their essay.</p>	<p>conclude an essay</p> <ul style="list-style-type: none"> • Model conclusion paragraph 		<p>Protect It."</p> <p>(Literary Nonfiction)</p> <p>"Tiny Plastic, Big Problem" by Alison Pearce Stevens</p> <p>(Informational Text)</p> <p>"Sea Level Rise" from the Smithsonian National Museum of Natural History</p> <p>(Informational Text)</p> <p>"Plenty of Fish in the Sea? Maybe Not" by Thomas Pool</p> <p>(Informational Text)</p>	
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	<p>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.</p> <p>W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and</p>					
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	<p>attempting to address purpose and audience.</p> <p>W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>					
3-4	<p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p>	<p>SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment</p>	<ul style="list-style-type: none"> • Reading benchmark MP 2 • Writing benchmark MP 2 • End of MP reflection • Creating SMART goals 		<ul style="list-style-type: none"> • End of MP Reflection • Informative/Explanatory Writing Rubric 	<ul style="list-style-type: none"> • LinkIt! Benchmark MP 2 • End of MP Reflection

	<p>SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.6.3. Determine or clarify the meaning of unknown</p>	<p>SWBAT reflect on their learning in reading and writing throughout marking period 2 by creating SMART goals.</p>				
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	<p>and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly</p>					
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	<p>as well as inferences drawn from the text.</p> <p>RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>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</p>					
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	<p>introduced, illustrated, and elaborated in a text.</p> <p>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.</p> <p>RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.</p> <p>RI.CT.6.8. Compare and</p>					
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	<p>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.</p> <p>W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures /</p>					
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	<p>experiment s, or technical processes) to examine a topic and convey ideas, concepts, and informatio n through the selection, organizatio n, and analysis of relevant content.</p> <p>W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognit ion/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</p>					
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	<p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly</p>	<p>SWBAT transfer their understanding of the unit's standards by completing an end of marking period project.</p> <p>SWBAT review the unit's standards by participating in a teacher-led small group.</p>	<p>Enrichment & Intervention Week (based on BM 2 data):</p> <ul style="list-style-type: none"> • Enrichment project • Intervention groups 			
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	<p>from a range of strategies.</p> <p>L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p> <p>RI.CI.6.2. Determine the central idea of an informational text and</p>					
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	<p>explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>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.</p> <p>RI.TS.6.4. Use text structures (e.g., cause-effect, problem-</p>					
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	<p>solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.</p> <p>RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.</p> <p>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</p>					
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	<p>on the same person, historical novels and primary source documents , infographics and scientific journals) in terms of their approaches to similar themes and topics.</p> <p>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</p>					
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	<p>n, and analysis of relevant content.</p> <p>W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-</p>					
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	<p>led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>					
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Spiraling for Mastery

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

WRK.9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
WRK.9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
WRK.9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

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.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
SCI.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.