LMS ELA 6 Unit 2

Content Area: **ELA**
Course(s): **ELA Grade 6**
Time Period: **MP2**
Length: **45 Days**
Status: **Published**

Unit Overview

Reading Genre Focus: Literature/Short Story

Theme: Community

Anchor Text: Flying Lessons and Other Stories

Writing Genre Focus: Narrative

Reading Pre-assessment

Writing Pre-assessment

Benchmark: Unit 2

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.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

L.VI.6.4.A	Interpret figures of speech (e.g., personification) in context.
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.PP.6.5	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
RI.PP.6.5	Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.
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.
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.
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
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.
W.NW.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.NW.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.NW.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.NW.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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.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.
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Rationale

This unit introduces students to the power of literature to reflect the diverse experiences, cultures, and perspectives that shape communities and the world. Through contemporary short stories, students explore identity, belonging, friendship, courage, family, and resilience while recognizing both the unique qualities that define individuals and the common experiences that connect people.

As students read closely, analyze literary elements, engage in meaningful discussions, and respond through writing, they develop the critical-thinking and communication skills needed to interpret increasingly complex texts and appreciate multiple perspectives. Students examine how characters' choices, conflicts, relationships, and experiences contribute to character growth and theme.

Students also study authors as mentors for their own narrative writing. They analyze how writers use plot, characterization, perspective, dialogue, pacing, descriptive details, figurative language, and structure before applying these techniques to their own narratives.

The unit culminates in an independent literary reading benchmark and narrative writing assessment.

Enduring Understandings

Overarching Understanding

Every person has unique experiences that shape identity, beliefs, and perspective.

Content Specific	Skills Specific
• Literature allows readers to understand experiences and perspectives different from their own. • Stories from different cultures, settings, and authors can explore similar human experiences and themes. • Characters develop as they respond to conflicts, relationships, choices, and significant events. • A community connection is what AI can and cannot replicate.	• Authors reveal characters through actions, dialogue, thoughts, interactions, and responses to conflict. • Authors develop themes through characters' experiences and responses to challenges. • Authors make purposeful choices about structure, perspective, language, and literary elements to create meaning. • Readers use textual evidence to support interpretations and inferences. • Narrative writers use many of the same techniques studied in literature—characterization, dialogue, description, pacing, sequence, and precise language—to create meaningful stories.

Essential Questions

Overarching Understanding

How does community shape who we are—and how do individuals shape their communities?

Content Specific	Skills Specific
• How do experiences shape a person's identity? • Why is it important to understand perspectives different from our own? • What causes characters to grow or change? • What common ideas connect stories about	• H • How do an author's choices reveal character? • How do characters' choices influence the outcome of a story? • How do conflicts and character experiences develop theme?

different people, cultures, and communities?	• How does perspective affect the way a story is told? • How do writers use structure and language to create meaning? • How can I use techniques I notice in literature to make my own narrative writing more effective? • Where does AI already show up around me, and what can people do that it can't?

Key Resources

Key Resources

Fountas and Pinnell Classroom Interactive Read Aloud (IRA) Books:

- Babu's Song
- Bird
- Banana Leaf Ball
- The Widow's Broom
- Wings
- The Monkey's Paw

Short Stories: Flying Lessons and Other Stories (link to Teacher's Guide and Student Resources) Crown Readers, 2017

- The Difficult Path
- Sol Painting, Inc
- The Beans and Rice Chronicles of Isaiah Dunn
- Main Street
- Flying Lessons

Additional instructional resources:

- Comprehension microskills
- Tier I instructional practices
- Engagement toolkit
- Ways to Read Connected Text with a Small Group
- Core Knowledge Ancillary Resources

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.

Core Knowledge Ancillary Resources

Additional district-approved secondary ELA instructional resource list

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Skills, Content, Activity, Assessment

Week	Focus / Text	Target Standards	Supporting / Spiraling Standards	Essential Questions	Ac
1	READ: The Difficult Path or another accessible opening story	RL.CR.6.1 Text evidence/inference RL.IT.6.3 Plot & character response/change	SL.PE.6.1, L.VL.6.3, L.KL.6.2, W.RW.6.7	What causes characters to change? How do a character's responses to events reveal who they are?	Ch dia → Ch be to mo res im
2	WRITE: Narrative #1 — Character & Plot	W.NW.6.3 Narrative writing W.WP.6.4 Writing process	L.SS.6.1, L.KL.6.2, W.RW.6.7	How do writers create believable characters and meaningful conflicts? How can I organize events so my story unfolds naturally?	Mo int Bu ex res act Di Sh log
3	READ: Sol Painting, Inc.	RL.CI.6.2 Theme & summary RL.TS.6.4 Structure	RL.CR.6.1, SL.PE.6.1, L.VI.6.4, L.VL.6.3, W.RW.6.7	How do characters and conflicts help develop a theme? Why does an author place particular events where they do?	Th the Ev → tov Re ma sce ex su
4	WRITE: Narrative #2 + MID-MP ASSESSMENT	W.NW.6.3 Narrative writing W.WP.6.4 Writing process	RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, L.SS.6.1, L.KL.6.2, W.RW.6.7	How can a writer develop a message without directly stating it? How can revision make a narrative more effective?	Th bra Str co Re Pe de na

					RI ev su
5	READ: Main Street and/or Flying Lessons	RL.PP.6.5 Perspective RL.CT.6.8 Comparing literary texts	RL.CR.6.1, RL.CI.6.2, SL.PE.6.1, SL.AS.6.6, L.VL.6.3, L.VI.6.4	How does perspective shape the way we understand a story? How can very different stories explore similar ideas about belonging or community?	Pe mi Re an co Ve ch Co co tw fro
6	WRITE: Narrative #3 — Perspective, Description & Voice	W.NW.6.3 Narrative writing W.WP.6.4 Writing process	L.KL.6.2, L.VI.6.4, L.SS.6.1, SL.AS.6.6, W.RW.6.7	How does a narrator's perspective change a story? How do precise language and sensory details help readers experience a scene?	Sa pe de Sp wo se Id the po pa
7	READ: Paired Story + Media / Culminating Flying Lessons comparison	RL.MF.6.6 Text/media comparison RL.CT.6.8 Literary comparison	RI.CR.6.1, RI.CI.6.2, RI.MF.6.6, RL.CR.6.1, RL.CI.6.2, SL.PE.6.1, L.VI.6.4	Why do creators make different choices when presenting the same or similar ideas? What common human experiences connect different texts?	Re sc W ch af sh co lit an un

8	AI Lesson: AI in My Community	W.NW.6.3 Narrative writing W.WP.6.4 Writing process	RL.CI.6.2	Where does AI already show up around me, and what can people do that it can't?	Fa St Ge Ex St Sli
9	WRITE + ASSESS: Culminating Narrative / Unit Benchmark	W.NW.6.3 Narrative writing W.WP.6.4 Writing process	W.RW.6.7, L.SS.6.1, L.KL.6.2, L.VL.6.3, L.VI.6.4, SL.AS.6.6	How can I use what I learned from authors to create an effective narrative? How can stories help us understand ourselves and others?	M dia fr co St pr Na Be lit Re my

Spiraling for Mastery

Reading: Textual evidence and inference (RL.CR.6.1) spiral through all literary texts. Theme (RL.CI.6.2) and character development (RL.IT.6.3) recur across multiple stories.

Writing: Narrative writing (W.NW.6.3) progresses from heavily scaffolded writing in Week 2 to increasingly independent writing in Weeks 4, 6, and 8. Writing process (W.WP.6.4) is explicitly practiced during every writing cycle.

Language: Vocabulary in context (L.VL.6.3) and figurative language/word choice (L.VI.6.4) are embedded in close reading. Grammar/conventions and style (L.SS.6.1/L.KL.6.2) are embedded in narrative revision.

Speaking & Listening: Collaborative discussion (SL.PE.6.1) occurs during each reading cycle, with students increasingly expected to refer to evidence, respond to others' ideas, and adapt their speaking to the context.

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".

9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

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".

6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.HistoryUP.3.b	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
6.2.8.HistoryUP.3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
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.