LMS ELA 6 Unit 3

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

Unit Overview

Theme: Our Amazing, Changing Oceans

Anchor Text: CommonLit Oceans Informational Texts and **Collection of Poems:**

Diving for Treasure / World Below the Brine / Sea Fever

Writing Genre Focus: Argumentative Text

Reading Pre-assessment

Benchmark: Unit 3: Titanic/Shipwrecks

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.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.6.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.6.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.VI.6.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

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.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.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
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.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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.

Rationale

The ocean covers more than 70% of Earth's surface and plays a vital role in supporting life, influencing weather, and sustaining ecosystems. Through informational texts, poetry, multimedia, literary nonfiction, and fiction, students investigate the wonders of the ocean, the challenges it faces, and the ways humans interact with this changing environment.

Students analyze how authors develop ideas, organize information, establish perspective, and use evidence to support claims. They compare sources and media, evaluate the quality of evidence, distinguish strong claims

from weak or unsupported claims, and gather credible information about ocean and climate-related issues.

Students then apply these reading skills to argumentative writing. They develop claims, select relevant evidence, explain their reasoning, consider sources carefully, and communicate arguments for authentic audiences.

By the conclusion of the unit, students will understand both the importance of Earth's oceans and the responsibility individuals and communities have to make informed decisions about environmental issues.

Enduring Understandings

Overarching Understanding

Even as humans living on land, the oceans are a vital part of our lives.

Content Specific

- The ocean is a vital part of life on Earth.
- Oceans change through both natural processes and human activity.
- Changes to ocean systems can affect organisms, ecosystems, weather, climate, and people.
- Human choices can positively or negatively affect marine environments.
- Understanding environmental problems requires reliable evidence from multiple sources.
- Individuals and communities can make informed decisions and take action to address environmental problems.

Skills Specific

Authors use evidence, structure, t
complex scientific ideas.

Different authors and sources can

Readers evaluate the strength and

Purpose, perspective, and potenti
presented.

Writers develop effective argume
reasoning, and relevant evidence.

Writers use credible sources and

Multimedia sources can contribut
provide.

Effective writers revise for organ
conventions.

Some AI claims are confident but

Essential Questions

Essential Questions

Overarching: Why do Earth's oceans matter, and what responsibility do people have for protect

Content Specific

- Why are the world's oceans important?
- How and why do oceans change over time?
- How do human activities affect ocean ecosystems?
- How can climate change affect oceans and marine life?
- What actions can individuals and communities take to protect oceans?

Skills Specific

- How do authors help readers topics?
- How does evidence strengthe
- How can I tell whether a clai
- How can an author's purpose information presented?
- Why should readers consider
- How can writers use evidence audience?
- How can I use information fr
- When AI states an ocean fact believe it — and how do I de

Key Resources

Key Resources:

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

- Brilliant Deep: Rebuilding the World’s Coral Reefs
- Into the Deep: The Life of Naturalist and Explorer William Beebe
- Far From Shore: Chronicles of an Open Ocean Voyage
- The Most Amazing Creature in the Sea

Short Stories/Plays/Poetry:

- The Gift (F&P Guided Reading Collection)
- Seas the Day (CommonLit)

- Seas the Day; Diving for Treasure, World Below the Brine, Sea Fever (CommonLit)

Digital/Informational Text:

- 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)

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

Additional instructional resources:

  - Comprehension microskills

- Tier I instructional practices

- Engagement toolkit
- Ways to Read Connected Text with a Small Group

Lexia Aspire and PowerUp 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
- Writing Graphic Organizers

Supplementary Resources

Informational texts from district-approved resources.

Additional district-approved secondary ELA instructional resource list

Skills, Content, Activity, Assessment

Week	Focus / Text	Target Standards	Supporting / Spiraling Standards	Essential Questions	Activities / A
1	READ: The Brilliant Deep / coral reef informational text	RI.CR.6.1 Evidence & inference RI.CI.6.2 Central idea/summary	SL.PE.6.1, SL.II.6.2, L.VL.6.3, L.KL.6.2, W.RW.6.7	Why are oceans important? How do details and evidence develop an author's central idea?	Central Idea Evidence Ra support. Oce into ecosyste Idea Ladder: statement. Ol opinions/min cite supporti
2	WRITE: Ocean Informative/Explanatory Piece	W.IW.6.2 Informative writing W.WP.6.4 Writing process	RI.CR.6.1, L.SS.6.1, L.KL.6.2, W.RW.6.7	How can I clearly teach a reader about a complex ocean topic? How does organization help a reader understand information?	Model Decor transitions, v Sort. Build-a Replace vagu Revision Sta conventions. Why are cora
4	WRITE: Argument Essay #1 + MID-MP ASSESSMENT	W.AW.6.1 Argument writing W.WP.6.4 Writing process	RI.CR.6.1, RI.CI.6.2, RI.IT.6.3,	How do strong arguments use reasons and	Claim vs. Fa Choose stror Reason/Evid

			L.SS.6.1, L.KL.6.2, W.RW.6.7	evidence? How can I explain why my evidence supports my claim?	"This matter Consider and Assessment: MID-MP: C central idea, response.
5	READ: I've Seen the Untouched Beauty of the Antarctic, and There's Still Time to Protect It + paired source	RI.PP.6.5 Purpose/perspective/bias RI.AA.6.7 Arguments/claims/evidence	RI.CR.6.1, SL.PE.6.1, SL.II.6.2, L.KL.6.2, L.VI.6.4	How does an author's perspective affect the way an environmental issue is presented? What makes evidence convincing?	Perspective attitude. Cla Unsupported Scale: releva credible/que Compare em author's argu influences pr
6	WRITE/RESEARCH: Research-Based Ocean Argument	W.WR.6.5 Research W.SE.6.6 Sources/credibility/paraphrasing	W.AW.6.1, W.WP.6.4, W.RW.6.7, SL.PI.6.4, SL.UM.6.5, L.SS.6.1, L.KL.6.2	How can I use credible sources to build an informed argument? How do I use source information without copying?	Research Qu Evaluate sou Paraphrase–(Organize by Triangulatio Research-su Presentation meaningful
7	READ: Ocean Poetry — Diving for Treasure / World Below the Brine / Sea Fever + audio/media; optional The Gift	RL.MF.6.6 Literary text/media comparison RL.CT.6.8 Comparison across literary texts/forms	RL.CR.6.1, RL.IT.6.3, L.VI.6.4, L.VL.6.3, SL.II.6.2, SL.PE.6.1	How do writers and performers communicate ideas about the ocean differently? What common ideas connect different ocean texts?	Read → Visua Compare readi Figurative Lan connotation. S approach awe, Optional Ficti response/chan Assessment: C how presentati
8	AI Lesson: Can I Trust What AI Says About the Ocean?	W.AW.6.1 Argument writing W.WP.6.4 Writing process	RI.CI.6.2	When AI states an ocean fact with total confidence, should I believe it — and how do I decide?	Facilitator's G Student Works Gemini Promp Exit Ticket Student Rubric Slide Deck
9	WRITE + ASSESS: Culminating Argument / Titanic-Shipwreck Benchmark	W.AW.6.1 Argument writing W.WP.6.4 Writing process	RI.CR.6.1, RI.CI.6.2, RI.PP.6.5, W.SE.6.6, W.RW.6.7, SL.PI.6.4, L.SS.6.1, L.KL.6.2	How can I use evidence and reasoning to communicate an informed position? How do authors shape our understanding of real events and environmental issues?	Argument Dec Sprint: claim - counterpoint – relevant and cr organization, t Culminating A Benchmark: T MP3 reading s evidence chan

Spiraling for Mastery

Content/Skill for Unit 3	Spiral From Previous Units
Determine central idea and supporting details	Unit 1 informational reading
Cite evidence and make inferences	Units 1–2
Analyze development/organization of ideas	Unit 1
Analyze vocabulary, connotation, figurative language	Units 1–2
Compare multiple texts/sources	Units 1–2
Identify perspective/purpose	Units 1–2
Write organized paragraphs and essays	Units 1–2
Plan, revise, and edit writing	Units 1–2
Participate in evidence-based discussion	Units 1–2
New emphasis: Evaluate claims and evidence	Builds on prior evidence skills
New emphasis: Construct argumentative writing	Builds on informative + narrative org
New emphasis: Evaluate/source/paraphrase research	Builds on Unit 1 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".

9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

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".

MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
MS-ESS2-6	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.
MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused climate change over the past century.