LMS ELA 6 Unit 4

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

Unit Overview

Reading Genre Focus: Literature

Theme: The Power and Price of Choice

Anchor Text: The Giver

ML Anchor Text Option: The Giver Graphic Novel

Writing Genre Focus: Literary Analysis

Reading Pre-assessment: Unit 4

Writing Pre-assessment: Literary Analysis Pre-assessment

Benchmark: Unit 4 (The Bicycle Lesson)

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	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.6.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking

	the inferred meaning in context or in a dictionary).
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.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.TS.6.4	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
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	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.

Rationale

The Giver challenges students to examine universal questions about identity, freedom, memory, community, and the consequences of individual and societal choices. Students analyze how Lois Lowry develops meaning

through characterization, setting, conflict, symbolism, structure, and perspective. By comparing the fictional society in The Giver with their own experiences and broader ideas about society and government, students consider complex ethical and civic questions.

Throughout the unit, students engage in close reading, collaborative discussion, multimedia comparison, and evidence-based writing. Instruction moves students beyond comprehension and summary toward interpretation: readers determine not only what happens, but how and why an author's choices create meaning.

Students apply this thinking in literary analysis. They develop focused claims, select relevant textual evidence, explain how the evidence supports their ideas, and revise for organization, clarity, academic language, and conventions.

Students accessing the graphic novel version pursue the same unit concepts, standards, essential questions, and analytical outcomes. Visual scaffolds provide an additional pathway into the text while students continue to analyze character, theme, perspective, structure, evidence, and author/creator choices.

Enduring Understandings

Overarching Understandings: Societies create rules to promote order, but rules can also restrict individual freedom and choice.

Content Specific

- Memories—both joyful and painful—shape identity, understanding, and empathy.
- Freedom involves responsibility and informed decision-making.
- Societies create rules to promote order, but rules can also restrict individual freedom and choice.
- Knowledge can create both opportunity and responsibility.
- Individuals can question systems and contribute to change.
- Literature allows readers to examine beliefs, values, and social structures from a safe analytical distance.
- Literature encourages readers to examine their own beliefs and society.

Skills Specific

- Authors
  symbolis
- Characte
- Strong ar
  supports
- A sectior
  developn
- Perspecti
- Different
- Literary-
  explanati
- Informati

responsib

Essential Questions

Overarching Understanding

s a safe society worth sacrificing freedom?
When should individuals question rules or systems?

Content Specific

- Why are memories—both joyful and painful—important?
- How do choices shape identity?
- What responsibilities come with knowledge?
- What can a fictional society teach us about our own?

Skills Spe

- Hov
- Hov
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Key Resources

Class Sets of

- The Giver

Informational Text that Aligns with Themes of the Novel:

- Newsela: The Appeal of Dystopia

- Newsela: Interactive Video Lois Lowry

- CommonLit Article Pairings

Literary Analysis One Pager

Literary Analysis Resources

The Giver by Lois Lowry

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

Additional district-approved secondary ELA instructional resource list

The Giver Scope and Sequence with linked activities

Skills, Content, Activity, Assessment

Week	Focus / Chapters	Target Standards	Supporting / Spiraling Standards	Essential Questions
1	READ: Chapters 1–4 — Community, rules, characterization	RL.CR.6.1 Evidence/inference RL.IT.6.3 Character response/change	SL.PE.6.1, L.VL.6.3, L.KL.6.2, W.RW.6.7	How does a community shape its members? What can we infer about Jonas and his society from what characters say, think, and do?
2	WRITE + READ: Chapters 5–8 — Analytical paragraph	W.IW.6.2 Explanatory/literary analysis W.WP.6.4 Writing process	RL.CR.6.1, RL.IT.6.3, L.SS.6.1, L.KL.6.2, W.RW.6.7	How do I turn evidence into analysis? How do important experiences begin to change Jonas?
3	READ: Chapters 9–13 — Memory, structure, emerging themes	RL.CI.6.2 Theme RL.TS.6.4 Contribution of sections/scenes	RL.CR.6.1, RL.IT.6.3, L.VI.6.4, L.VL.6.3, SL.PE.6.1	Why are memories important? How do specific scenes change both Jonas and the meaning of the novel?
4	WRITE + READ: Chapters 14–17 + MID-MP	W.IW.6.2 Literary analysis W.WP.6.4 Revision	RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, RL.TS.6.4, L.SS.6.1, W.RW.6.7	How do characters' experiences develop theme? How can I explain the relationsl between evidence and theme?
5	READ: Chapters 18–23 — Finish novel; perspective, choice, ambiguity	RL.PP.6.5 Perspective RL.CI.6.2 Theme development	RL.CR.6.1, RL.IT.6.3, L.VI.6.4, SL.PE.6.1, W.RW.6.7	What responsibilities come with knowledge? How does Jonas's changing perspective affect the way readers understand the community?
6	AI Lesson: Connect The Giver's portrayal of a community that has surrendered choice to real-world examples of AI-driven recommendation and decision systems.	W.IW.6.2 Informative/explanatory writing W.WP.6.4 Writing process	RL.CI.6.2	When an app or AI tool makes a choice me, how do I research whether that's actually a good thing?

7	WRITE: Full Literary Analysis Essay	W.IW.6.2 Literary analysis W.WP.6.4 Writing process	RL.CR.6.1, RL.CI.6.2, L.SS.6.1, L.KL.6.2, W.RW.6.7	What makes a literary analysis convinci How can I explain how an author's choi develop a theme?
8	READ/VIEW/RESEARCH: Book → Film + dystopia/Lois Lowry sources	RL.MF.6.6 Text/media comparison RI.MF.6.6 Integrating information across formats	RI.CR.6.1, RL.CT.6.8, W.WR.6.5, W.SE.6.6, SL.PE.6.1, L.VL.6.3	How do different creators shape our understanding of the same ideas? What outside sources teach us about the choic behind a novel?
9	REVISE + ASSESS: Literary analysis / benchmark / reflection	W.IW.6.2 Literary analysis W.WP.6.4 Revision	W.RW.6.7, RL.CR.6.1, RL.CI.6.2, RL.PP.6.5, L.SS.6.1, L.KL.6.2	How has my ability to interpret literatur changed? How can revision make my analysis more precise?

Graphic Novel Access for Multilingual Learners

ML Students using The Giver Graphic Novel should work toward the same essential questions, target standards, conceptual understandings, and major assessments whenever appropriate. Instruction changes the mode of access, amount of language demand, scaffolding, and response support, not the central intellectual goal.

Unit Target	Traditional Novel	Graphic Novel Transfer fo
RL.CR.6.1 — Evidence/Inference	Cite narration, dialogue, actions, descriptions	Cite dialogue, captions, pa repeated visual elements.
RL.IT.6.3 — Character Change	Track change across chapters/events	Use a Beginning → Event compare early and later de
RL.CI.6.2 — Theme	Connect events/details across novel to theme	Use panel clusters showin from topic → lesson → th
RL.TS.6.4 — Structure	Analyze importance of scenes/chapters	Ask what a selected scene can physically sequence c
RL.PP.6.5 — Perspective	Analyze how Jonas's perspective develops	Pair Jonas's dialogue/thou can see that Jonas does/do
RL.MF.6.6 — Text/Film	Compare prose novel with film	Graphic-novel students ca what is emphasized, omitt

L.VL.6.3	Context clues within prose	Use dialogue + caption + i for understanding.
L.VI.6.4	Figurative/connotative language and word choice	Pair significant language v support interpretation.
W.IW.6.2 — Literary Analysis	Evidence from prose novel	Students still make the sar quoted/paraphrased dialog
SL.PE.6.1	Whole-class textual discussion	Give MLs preselected pan before whole-class discuss

Graphic Novel Access for Multilingual Learners (cont'd)

Keep the learning target; change the scaffold

Instead of changing:

I can explain how Jonas changes as a result of his experiences.

to a lower target such as:

I can tell what Jonas does.

keep the first target and scaffold the pathway:

Jonas was ___ at first.
When ___ happens, he ___.
The panel shows ___.
This shows Jonas is becoming ___.

Likewise, keep:

I can explain how a detail develops a theme.

but support it with:

Important event/panel → Jonas's reaction → What he learns → Big lesson/theme

Evidence expectations can grow by proficiency

For early-proficiency MLs, evidence can be:

Panel/page + copied key words + oral explanation + sentence frame

For developing MLs:

Paraphrased dialogue/caption + described visual detail + written explanation

For expanding MLs:

Multiple pieces of evidence across the graphic novel + independently written analysis

That lets students progress toward the same RL.CR.6.1 thinking while the language burden increases appropriately.

Graphic-novel-specific mini-lessons

Routines include:

- Words + Picture = Meaning: What do I learn from the words? What do I learn only from the image?
- Zoom In: facial expression, body language, placement, background detail
- Panel Sequence: How does the order of panels create cause/effect or reveal change?
- What Changed? Compare an early and later panel of Jonas.
- Visual Symbol Tracker: recurring images/color/objects and what ideas they may represent.
- Speech vs. Thought: What does a character say publicly versus understand internally?
- Missing Words: What is communicated visually without being explicitly stated?

These routines support, rather than replace, the literary-analysis standards.

ML Assessment Adaptations

Assessments retain the same central question and target standard, with the following supports:

- sentence starters
- oral rehearsal before written response
- word bank of analytical verbs such as shows, reveals, changes, realizes, suggests, develops
- fewer pieces of evidence for beginning proficiency when appropriate
- oral explanation accompanying a short written response
- extended time
- bilingual glossary/reference resources when available
- Graphic organizers before writing
- Preselected page/panel choices
- Illustrated evidence bank

For the full literary-analysis essay, the scaffold can differentiate while preserving the analysis:

Entering/Emerging: one strongly developed analytical paragraph or scaffolded multi-paragraph piece
Developing: 2–3 organized analytical paragraphs with evidence/frames
Expanding: increasingly independent full literary analysis

The critical point is that the thinking standard stays Grade 6 even when the language production is scaffolded.

Spiraling for Mastery

Unit 4 Focus	Spiral From Earli
Cite strong textual evidence	Units 1–3
Infer from details	Units 1–3
Track character response/change	Unit 2
Determine and develop theme	Unit 2
Analyze perspective	Units 2–3
Analyze word choice/figurative language	Units 1–3
Compare text with multimedia	Units 1–3
Write clear analytical paragraphs	Builds from inform
Explain evidence rather than summarize	Units 1 and 3
Plan, revise, and edit extended writing	Units 1–3
Conduct brief research and paraphrase	Units 1 and 3
New emphasis: sustained literary analysis across an entire novel	Culminating Grade

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.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.13	Identify the impact of the creator on the content, production, and delivery of information

	(e.g., 8.2.8.ED.1).
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.

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".

6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).