

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 NJSL ELA standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

ELA.L.KL.6.2.D

Maintain consistency in style and tone.

ELA.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).

ELA.L.VI.6.4.C

Analyze the impact of a specific word choice on meaning and tone.

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.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.
ELA.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.
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.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
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.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

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 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
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• What can we learn from historical and contemporary examples of tolerance?• 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	<ul style="list-style-type: none">• How can we use evidence from texts to explain the importance of understanding 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?

community?	
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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

[Warm-Up Activities to Engage Students Before They Read Nonfiction Texts](#)

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	
April	1-2	<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>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.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Acknowledge and attempt a formal/academic style, approach, and form.</p> <p>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.</p>	<p>SWBAT demonstrate their knowledge of reading a nonfiction text by taking a pre-assessment.</p> <p>SWBAT demonstrate their knowledge of informational writing by taking a pre-assessment.</p> <p>SWBAT review the categories and criteria in the informational writing rubric.</p> <p>SWBAT identify and use digital tools on the Pearson practice test platform.</p> <p>SWBAT navigate between two texts to compare and integrate information.</p>	<p>Readi</p> <p>Writi</p> <p>NJSL</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</p>	<p>SWBAT identify different types of informational texts and explain how each type helps the reader learn information in a specific way.</p> <p>SWBAT identify the</p>	<p>Readi</p>

	<p>and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</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 while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>structure an author uses to present information and explain how that structure helps the reader understand the topic.</p> <p>SWBAT identify features of informational texts and explain how these features help the reader understand the text more clearly.</p> <p>SWBAT different types of test questions, like drag-and-drop and inline responses.</p> <p>SWBAT recognize different kinds of test questions and understand how much they are worth.</p>	<p>Writi</p> <p>NJSL</p>
<p>3-4</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, concepts, and information through the selection, organization, and analysis of relevant content.</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 while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>SWBAT identify important ideas in an informational text and cite specific evidence to support their understanding.</p> <p>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.</p> <p>SWBAT assess whether a source is reliable and relevant by examining the author, purpose, and how well the information</p>	<p>Readi</p> <p>Writi</p>

		<p>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.</p>	<p>SWBAT explain the meaning of a word using their synonym or antonym.</p> <p>SWBAT develop a topic using relevant details and examples.</p> <p>SWBAT understand what constitutes plagiarism and how to avoid it.</p>	<p>Lang Writ</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.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>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</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>SWBAT use search tools to locate specific information.</p> <p>SWBAT summarize an informational text.</p> <p>SWBAT articulate the author's intent of an informational text.</p> <p>SWBAT understand that specific words affect the tone of a text.</p> <p>SWBAT use appropriate transitions to clarify relationships among ideas.</p> <p>SWBAT introduce a topic using appropriate text structures.</p>	<p>Readi Lang Writ</p>
<p>3-4</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</p>	<p>SWBAT describe how key individuals, events, or ideas are introduced and developed within various</p>	<p>Readi</p>

	<p>elaborated in a text.</p> <p>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.</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.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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>text types.</p> <p>SWBAT analyze and interpret information from various media sources.</p> <p>SWBAT differentiate between the connotations of words that have similar meanings.</p> <p>SWBAT construct a conclusion that supports the information presented.</p>	<p>Lang</p> <p>Writi</p>
	<p>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.</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, infographics and scientific journals) in terms of their approaches to similar themes and topics.</p> <p>L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</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 while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>SWBAT analyze how different informational texts address similar themes.</p> <p>SWBAT evaluate specific claims within the argument, determining their validity based on support from reasons and evidence.</p> <p>SWBAT analyze the effects of poetic devices in a text.</p> <p>SWBAT create a basic bibliography that includes necessary information about their sources.</p>	<p>Readi</p> <p>Lang</p> <p>Writi</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).		
June	1-2	<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>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.</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> <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>SWBAT demonstrate their understanding of an informational text by taking a benchmark assessment.</p> <p>SWBAT demonstrate their understanding of informational writing by taking a benchmark assessment.</p> <p>SWBAT reflect on their learning in reading and writing throughout the school year.</p>	

Spiraling for Mastery

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

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSL-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.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
WRK.9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
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.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.
SOC.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.
SOC.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.
SCI.MS.ESS3.D	Global Climate Change