

# Unit 4- Informational Reading Unit

Content Area: **English Language Arts**  
Course(s): **Language Arts 6**  
Time Period: **December**  
Length: **3 weeks**  
Status: **Published**

## Unit Summary

In this unit, students will learn that informational texts have four purposes including to argue for a position or opinion, present information on a topic, provide procedures or directions, or explain the why behind an event. In addition, short informational texts and books can contain one or several of the following organizational structures: description, sequence or chronological order, problem-solution, question-answer, cause-effect, and compare-contrast. Students will close read using the modeled strategies to unlock complex informational texts.

## Standards

LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LA.W.6.8	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.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.6.10	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.
LA.SL.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.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

## Student Learning Objectives

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- Students will learn to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will learn how to determine a central idea of a text and how it is conveyed through particular details.
- Students will learn how to provide a summary of the text distinct from personal opinions or judgments.

## Essential Questions

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- How do readers and writers dive deeper into complex nonfiction texts?

## Enduring Understandings

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- Students will understand that it is important to analyze informational text in a deeper manner.

## Application

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- Students will be able to independently use their learning to analyze a nonfiction text while distinguishing major and minor details
- Students will be able to independently use their learning to construct an organized paragraph that incorporates text evidence.
- Students will be able to independently use their learning to write an original summary with all of the necessary elements from the text.

## Skills

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Students will be skilled at:

- Identifying genre characteristics
- Setting purposes
- Making inferences
- Finding themes
- Interpreting language
- Identifying text structure
- Close reading
- Collaborative discussions
- Summarizing a text
- Building prior knowledge
- Note-taking and annotating
- Writing an explanatory piece