

# 6th Grade Reading Unit 4: Nonfiction (6)

Content Area: **Generic Content Area**  
Course(s): **Great Books 6, Jr. Great Books 6**  
Time Period: **Generic Time Period**  
Length: **# days**  
Status: **Published**

## Established Goals/Standards

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### Focus Standards

LA.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
LA.RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
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.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
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.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.W.6.1.B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.W.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 aiding comprehension.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.6.2.E	Establish and maintain a formal/academic style, approach, and form.

LA.W.6.2.F	Provide a concluding statement or section that follows from the information or explanation presented.
LA.SL.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.
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

## Essential Questions

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Please add your Essential Questions by clicking on the Lists tab above.

- How do writers organize information in a coherent manner?
- How does the author's writing craft help the reader understand the text?
- How is the narrative structure of non fiction different and similar to fictional narrative?
- What are the different types of non fiction?

## Enduring Understanding

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Please add your Enduring Understandings by clicking on the Lists tab above.

- An author uses personal and historical events and opinions in their writing. An author may also incorporate literary elements in their writing helping the reader understand the text.
- Different types of non fiction include autobiography, biography, short story, essay, newspaper articles, memoirs, and books.
- Non fiction and fiction are similar and different. Non fiction is writing about real people, places and events but also can have story elements such as setting, characters, conflict and theme. Short stories are an element of an author's imagination.
- Writers use subheadings, maps, charts, pictures, table of contents and primary sources such as letters or diary entries.

## Assessments

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### Formative Assessments

- Participation/Observations
- Questioning
- Discussion Circles
- Anecdotal Notes
- Exit Slips
- Reading Response Logs
- Peer/Self Assessment

- Rubrics
- Teacher-created project-based assessment
- Turn & Talk

#### Alternate Assessments

- Teacher-created project-based assessment
- Alternate running records
- Discussion Circles
- Turn and Talks

#### Benchmark Assessments

- Reading Unit Assessment
- NJSLA Practice Test
- Literary Analysis Essays

#### Summative Assessments

- Final Writing Drafts
- NJSLA Practice Test
- Literary Analysis Essays

### **Suggested Options for Differentiation**

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#### *English Language Learners*

Strategies may include:

- Use graphic organizer web chart to incorporate synonymns
- Analyse techniques for creating specicif nouns from general terms
- Create adjective and adverb word wall in positive and negative columns
- Discuss ways to change character discription through word choice
- Identify adjectives and adverbs in reading that create an image
- Use pair work for students to choose recurring themes and main idea in different readings
- Ask students to recall stories in their cultures and identify common themes
- Post essential questions to help students identify common themes in reading
- Ask students to recall stories in their cultures and identify common themes in reading

#### *Special Education/504 Plans*

Strategies may include:

- Use visuals
- Introduce key vocabulary before the lesson
- Teacher reads aloud daily

- Provide peer tutoring
- Use strong student as a "buddy"
- choral reading
- chants/songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- use books on tape
- allow extra time to complete assignments or tests
- work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow IEP Modifications/504 plans
- Chunking of information
- Study Guides
- Leveled Texts
- Visual Cues and modeling
- word walls and word banks

### *Gifted and Talented*

Strategies may include:

- personal word walls/ word rings
- introducing key vocabulary before the lesson (word clusters)
- teacher modeling
- pattern sentences

### *Students at Risk of School Failure*

Strategies may include:

- Provide peer tutoring
- Use a strong student as a "buddy"
- use books on tape
- allow extra time to complete assignments or tests
- work in a small group
- one on one instruction
- multisensory techniques
- brain breaks
- scaffolded questioning
- modified assignments
- study guides

## Content

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- author's purpose
- autobiography
- biography
- direct and indirect description
- essay
- fact and opinion
- figurative language
- inferences
- non fiction
- plot structure
- point of view
- setting
- short story
- summarizing

## Resources

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Please add your Resources by clicking on the Lists tab above.

- [achievethecore.org](http://achievethecore.org)
- Choice Biography Independent Reading
- Commonlit
- Discovery Education
- NewsELA
- Reading Literature Level 6 (Florence Nightingale, Jane Addams, First to the South Pole, Neil Armstrong: First on the Moon)
- ReadWorkS