Nov. SW Gr. 6 Read. Nonfiction

Content Area: **English**
Course(s):
Time Period: **November**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Nonfiction is a rich, engaging genre offering a variety of topics that will entice any reader! Students will spend a great deal of time in school (and their lives outside of school) reading nonfiction, from newspaper articles to textbooks, from recipes to biographies, from travel brochures to informational web sites. Reading nonfiction is empowering. So often students feel like "experts" on the topics or subjects they have read about. Nonfiction reading sparks students' curiosity and opens their eyes to new worlds and different points of view. Nonfiction has so much to offer readers and is an essential genre to study.

Enduring Understandings

Students will: n Read a variety of types of nonfiction, including reference, literary nonfiction, and biography; n Use knowledge of genre, text structure, and text features to support understanding; n Use comprehension strategies before, during, and after reading to monitor and deepen comprehension; n Employ a repertoire of strategies and self-monitoring skills to figure out unfamiliar vocabulary while reading; n Use textual evidence to support thinking about nonfiction reading in both conversation and writing; n Infer an author’s purpose or viewpoint; n Summarize and synthesize information to determine important ideas; n Analyze the impact of the author’s language choices on the meaning and tone of the text; n Analyze and evaluate arguments presented in nonfiction texts; n Synthesize and compare information across texts and in various formats (e.g., print, visual); and n Determine and pursue meaningful goals for enhancing the reading of nonfiction.

The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening. They define the skills and understandings that students must demonstrate at the end of each grade level.

Essential Questions

How do good readers read and interpret

Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons

Lesson 1: Introduction to Nonfiction uses all of the mentor texts from the unit, particularly A Black Hole Is NOT a Hole by Carolyn Cinami DeCristofano, Sky Boys: How They Built the Empire State Building by Deborah Hopkinson, and Girls Who Looked Under Rocks: The Lives of Six Pioneering Naturalists by Jeannine Atkins. Rationale: Readers of nonfiction need an overall understanding of this vast genre. Students will build schema for different types and features of nonfiction, including reference nonfiction, literary nonfiction, and biographies. Common Core State Standards: RI.6.6, SL.6.1, RI.6.1, RI.6.10, W.6.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema

Lesson 2: The Look of Reference Nonfiction uses A Black Hole Is NOT a Hole by Carolyn Cinami DeCristofano. Rationale: Nonfiction text features help readers read reference nonfiction books. Students will identify common nonfiction text features to negotiate the text. Common Core State Standards: RI.6.5, RI.6.7, SL.6.1, RI.6.10, L.6.6 Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Structures of Nonfiction uses Can We Save the Tiger? by Martin Jenkins. Rationale: Readers understand that text structures are tools that nonfiction writers use to explain their subject matter. Students will pay attention to text structures to support their comprehension of nonfiction texts. Common Core State Standards: RI.6.5, SL.6.1, L.6.6, RI.6.10 Skills and Strategies: Text and Genre Features/Structure, Visualizing, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating Mentor Texts A Black Hole Is NOT a Hole by Carolyn Cinami DeCristofano Can We Save the Tiger? by Martin Jenkins Girls Who Looked Under Rocks: The Lives of Six Pioneering Naturalists by Jeannine Atkins Sky Boys: How They Built the Empire State Building by Deborah Hopkinson The Universe by Seymour Simon You Never Heard of Sandy Koufax?! by Jonah Winter Nonfiction Shared Texts “The Empire State Building” by Ed Combs (Lexile Level: 1250L) Excerpt from Zoobooks: Tigers (pp. 6 and 7) (Lexile Level: 850L) Excerpt from Zoobooks: Tigers (p. 16) (Lexile Level: 1240L) “Water . . . It Really Does a Body Good” by Julie Spreckels (Lexile Level: 1000L)

Lesson 4: How Do We Read Nonfiction? uses You Never Heard of Sandy Koufax?! by Jonah Winter. Rationale: Readers of nonfiction must constantly ask themselves questions to monitor comprehension. Students will approach nonfiction by asking questions before, during, and after the read. Common Core State Standards: RI.6.1, RI.6.2, SL.6.1, RI.6.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Determining Importance, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Figuring out Unfamiliar Vocabulary uses The Universe by Seymour Simon. Rationale: Readers of nonfiction regularly encounter unfamiliar vocabulary words. Students will use a variety of strategies to determine the meaning of unfamiliar words. Common Core State Standards: RI.6.4, SL.6.1, L.6.4, L.6.6, RI.6.1, RI.6.10 Skills and Strategies: Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Determining Author's Purpose uses Sky Boys: How They Built the Empire State Building by Deborah Hopkinson. Rationale: Readers of nonfiction determine the writer's point of view and explain how it is conveyed in the text to support the writer's purpose. Students will identify an author's point of view and purpose in a nonfiction text. Common Core State Standards: RI.6.1, RI.6.6, SL.6.1, RI.6.10 Skills and Strategies: Questioning, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Identifying the Central Idea uses Girls Who Looked Under Rocks: The Lives of Six Pioneering Naturalists by Jeannine Atkins. Rationale: Readers of nonfiction determine the central idea of a text and explain how it is supported by key textual details. Students will identify the central idea and supporting details in a nonfiction text. Common Core State Standards: RI.6.2, RI.6.3, SL.6.1, RI.6.1, RI.6.10, L.6.6, W.6.10 Skills and Strategies: Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Checking for Understanding uses The Universe by Seymour Simon. Rationale: Readers of nonfiction need to consistently check for understanding. Students will monitor their understanding of a text and use fix-up strategies when meaning breaks down. Common Core State Standards: RI.6.2, RI.6.4, SL.6.1, L.6.4, RI.6.10 Skills and Strategies: Visualizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Building Nonfiction Muscles uses The Universe by Seymour Simon. Rationale: Readers of nonfiction need to read closely and carefully to be able to paraphrase dense, complex texts. Students will read a text closely and paraphrase it in order to build understanding. Common Core State Standards: RI.6.1, RI.6.4, RI.6.5, RI.6.10, SL.6.1, W.6.10 Skills and Strategies: Text and Genre Features/Structure, Visualizing, Determining Importance

Lesson 2: The Richness of Narrative Nonfiction uses Sky Boys: How They Built the Empire State Building by Deborah Hopkinson. Rationale: Readers of literary nonfiction pay attention to both the well-crafted story and information in the text. Students will do a close reading to identify factual information embedded in a story. Common Core State Standards: RI.6.1, RI.6.3, RI.6.10, SL.6.1 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance

Lesson 3: Compare and Contrast Text Structure uses A Black Hole Is NOT a Hole by Carolyn Cinami DeCristofano. Rationale: Readers of nonfiction understand and pay attention to text structures to help them comprehend main ideas. Students will identify elements of the compare and contrast structure in a text. Common Core State Standards: RI.6.2, RI.6.5, L.6.6, RI.6.10, SL.6.1 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance

Lesson 4: Problem and Solution Text Structure uses an excerpt from Zoobooks: Tigers (p. 16) from the Nonfiction Shared Texts. Rationale: Readers of nonfiction understand and pay attention to text structures to comprehend central ideas. Students will identify signal words in order to support comprehension of a text. Common Core State Standards: RI.6.2, RI.6.5, RI.6.10, SL.6.1, L.6.6, W.6.10 Skills and Strategies: Making Inferences, Determining Importance

Lesson 5: Description Text Structure uses "The Empire State Building" by Ed Combs from the Nonfiction Shared Texts. Rationale: Readers of nonfiction understand and pay attention to text structures to help them comprehend texts. Students will examine the description text structure and identify signal words for this structure. Common Core State Standards: RI.6.2, RI.6.5, L.6.6, RI.6.10, SL.6.1 Skills and Strategies: Visualizing, Making Inferences, Determining Importance

Lesson 6: Figuring out Unfamiliar Words uses A Black Hole Is NOT A Hole by Carolyn Cinami DeCristofano. Rationale: Readers of nonfiction regularly encounter unfamiliar vocabulary. Students will use a variety of strategies to figure out unfamiliar words. Common Core State Standards: RI.6.4, L.6.4, RI.6.10, SL.6.1, L.6.6 Skills and Strategies: Using Schema, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)

Lesson 7: Fix-Up Strategies uses The Universe by Seymour Simon. Rationale: Readers of nonfiction should expect to meet challenges and confusion. Students will monitor their comprehension and then use a variety of strategies to repair their confusion. Common Core State Standards: RI.6.1, RI.6.4, RI.6.10, SL.6.1, L.6.4, W.6.10 Skills and Strategies: Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)

Lesson 8: Uncovering Big Ideas uses You Never Heard of Sandy Koufax?! by Jonah Winter. Rationale: Readers of nonfiction determine the author's purpose and identify how it is conveyed through the text. Readers then identify big ideas within texts. Students will identify the author's purpose and big ideas in a nonfiction text. Common Core State Standards: RI.6.2, RI.6.6, RI.6.10, SL.6.1, W.6.10 Skills and Strategies: Determining Importance, Synthesizing

Lesson 9: Analyzing the Argument uses "Water . . . It Really Does a Body Good" by Julie Spreckels from the Nonfiction Shared Texts. Rationale: Readers of nonfiction identify and evaluate an argument and then follow specific claims that support the central idea. Students will trace the development of the argument and evaluate the merits of the claims. Common Core State Standards: RI.6.2, RI.6.5, RI.6.8, RI.6.10, SL.6.1 Skills and Strategies: Determining Importance, Synthesizing

Lesson 10: Expanding Content Knowledge uses Can We Save the Tiger? by Martin Jenkins and excerpts from Zoobooks: Tigers (p. 16 and pp. 6 and 7) from the Nonfiction Shared Texts. Rationale: Readers of nonfiction build their knowledge of a topic by reading multiple texts on the same topic. Students will synthesize ideas

across multiple texts on the same topic to develop new questions and ideas from their reading. Common Core State Standards: RI.6.3, RI.6.6, RI.6.10, SL.6.1, W.6.10 Skill and Strategy: Synthesizing

Integration of Career Readiness, Life Literacies and Key Skills

Students will be exposed to different career choices through the nonfiction reading selections.

9.4.8.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
9.4.8.DC	Digital Citizenship
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
	There are tradeoffs between allowing information to be public and keeping information private and secure.
9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
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.
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
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).

Technology and Design Integration

Students will interact with the lesson through the Smartboard. Students will generate digital projects to document understanding.

IC	Impacts of Computing
	Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

Interdisciplinary Connections

Various disciplines will be explored through group texts and individual leveled, choice texts.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will have access to leveled libraries of a variety of texts and be able to choose based on interest.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Aimsweb

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher observation

worksheets

projects

teacher made tests

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit assessments

Summative Assessment Students will read the articles “From Walking Machines to Ten Speeds: A History of Bicycles” by Ed Combs and “The Candy Man” by Ed Combs in order to answer selected and constructed response questions.

Instructional Materials

Instructional material with the Schoolwide, Inc. unit,

Mentor texts

A Black Hole Is NOT a Hole by Carolyn Cinami DeCristofano Can We Save the Tiger? by Martin Jenkins Girls Who Looked Under Rocks: The Lives of Six Pioneering Naturalists by Jeannine Atkins Sky Boys: How They Built the Empire State Building by Deborah Hopkinson The Universe by Seymour Simon You Never Heard of Sandy Koufax?! by Jonah Winter Nonfiction Shared Texts “The Empire State Building” by Ed Combs (Lexile Level: 1250L) Excerpt from Zoobooks: Tigers (pp. 6 and 7) (Lexile Level: 850L) Excerpt from Zoobooks: Tigers (p. 16) (Lexile Level: 1240L) “Water . . . It Really Does a Body Good” by Julie Spreckels (Lexile Level: 1000L)

Wordly Wise vocabulary workbooks

Write OnCourse 2020

Write OnCourse 2020 grammar workbooks

Standards

L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.VL.6.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
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.
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.
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.
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.
RI.PP.6.5	Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.
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.
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.
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.
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	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.