Non-Fiction Texts (include short stories, and articles)

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

Unit Overview

Students will read the novel and focus on the following skills; narrative elements, plot development, characterization, setting, theme development, narration, vocabulary development through context clues and use of reference; drawing conclusions, making inferences, forming opinions, comparing and contrasting, understanding literary devices; writing responses to short answer and open ended questions in a manner that includes text references as support and extended thinking; fluent and expressive oral reading. Students need to develop strategies and skills for comprehending a novel. They need to build vocabulary through reading, attention to context clues, and the use of glossaries and to apply reading strategies when reading a novel. Students need to make personal connections to literature. Students need to be able to develop proficiency with skills of oral communication.

Enduring Understandings

Literature is a reflection of real life
Proficient readers use comprehension strategies to enhance their understanding of the story
Proficient readers can think critically and creatively beyond the text.

Essential Questions

How does point of view influence a character's description of an event?
What are the narrative elements?
How do readers extract meaning from the text?
How do the parts of a literary piece contribute to the whole?
How do life experiences impact reading comprehension and interpretation?

Learning Objectives

Use context clues and glossary skills to determine meaning of unfamiliar words.
Learn to reread to make sense of difficult paragraphs.
Engage in a collaborative discussion.
Use the following reading and thinking skills: verifying predictions, inferring, sequence of events, analyzing conflict, cause and effect, making critical judgements, analyzing arguments, fact and opinion, drawing conclusions, identifying author's purpose, and main idea.
Identify literary elements found in short stories, poetry and biographies.
Ask questions to gain understanding.

Use RACE to write open-ended responses.
Respond to literature circles.
Independently read selections.
Practice comprehension skills.
Demonstrate understanding of vocabulary
Students will read and analyze the following: Great Ability - Not Disability Essay, Biography - Louis Braille Biography - Hellen Keller (DEI/LGBT Pw/D)

Standards: Content

L	Language
L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.SS.6.1.B	Use intensive pronouns (e.g., myself, ourselves).
L.SS.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
L.SS.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.SS.6.1.E	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
L.SS.6.1.F	Recognize spelling conventions.
L.KL.6.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.6.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.6.2.B	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.KL.6.2.C	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
L.KL.6.2.D	Maintain consistency in style and tone.
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.
L.VL.6.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
L.VL.6.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.VL.6.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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.

L.VI.6.4.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.VI.6.4.C	Analyze the impact of a specific word choice on meaning and tone.
L.VI.6.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
R	Reading
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	Writing
W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
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.NW.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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.

Standards: Interdisciplinary

9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social,

and cultural issues.

Assessment Evidence

Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, Commonlit.org, Readworks.org, Leveled Readers, Online Platform, Freak the Mighty (DEI/LGBT Pw/D), and other articles from Newsela, CommonLit, and Readworks. Great Ability - Not Disability Essay Biography - Louis Braille, Biography - Hellen Keller (DEI/LGBT Pw/D)

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust	X	LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness		Relationship Skills
	Responsible Decision-Making	X	Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		