

Unit 3: Nonfiction Signposts

6th Grade Language Arts

18 Class Meetings

Revised June 2022

Essential Questions

- What strategies do good readers use to help them understand nonfiction and informational text?
- What techniques do writers use to elaborate important ideas?

Enduring Understanding with Unit Goals

EU 1: It is important to read and understand nonfiction text because it allows readers to learn new ideas.

- Text features can provide the reader with additional information or can help a reader better understand the content.
- Nonfiction can give facts that answer readers' questions

EU 2: Nonfiction writers organize their text with different sections and use titles, paragraphs and headings to make each part clear

- Nonfiction text can be organized by description, cause and effect, problem and solution, chronological, and compare and contrast.
- A reader will use various text structures and features to determine the author's purpose.

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Standards

Common Core State Standards:

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- 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.
- RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 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.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

1. Determining main ideas and supporting evidence

- Compare elements of fiction versus non-fiction
- Interesting Facts vs. Important Facts

2. Notice and Note Nonfiction Signposts

- Contrasts and Contradictions
- Extreme Language
- Numbers and Statistics
- Quoted Words
- Word Gaps

Key Terms: Cause and Effect; Sequence; Problem/Solution; Description; Compare and Contrast; Infographic; Purpose; Contradiction; Exaggeration; Captions; Glossary.

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Daily Learning Objectives with *Do Now* Activities

- Apply close reading strategies to understand informational text.
Do Now: What close reading strategies do you know?
- Determine a central idea and how it is conveyed through details and text structure
Do Now: Expository Quick Write
- Determine the difference between absolute language and basic expository writing
Do Now: Metaphor/simile practice
- Provide a summary of the text free from personal opinions or judgments.
Do Now: Creative Quick Write
- Critique a peer's writing using a checklist rubric as guidance.
Do Now: Self Assessment
- Interpret quotations used by the author
Do Now: What do you think this author's opinion is?
- Compare and contrast different viewpoints on a singular topic
Do Now: Partner discussion about a topic
- Distinguish between quantitative and qualitative information
Do Now: Analysis of infographic
- Chart infographics to present quantitative information
Do Now: Descriptive Quick Write
- Restate and answer text dependent questions**
Do Now: Restate a question practice
- Identify supporting evidence, including quotations, to defend an opinion**
Do Now: Expository Quick Write
- Respond to Text Dependent Questions (TDQ) using RACES strategy**
Do Now: Restate a question practice
- Cite evidence using MLA format
Do Now: Finding text evidence practice
- Create a piece of expository writing**
Do Now: Free Write

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Instructional Strategies/Differentiated Instruction

- Academically productive talk and accountable talk
- Effective and regular feedback
- Grammar exercises
- Free response journaling in the form of quick writes
- Minilessons
- Guided Notes
- Graphic organizers
- Audiobooks
- Individual conferencing
- Text is modified for complexity
- Text is modified for spacing
- All assessments and tests are modified in structure, length, and complexity

EL Modifications:

- Alternate responses
- Advanced notes and pre-teaching of content vocabulary
- Simplified instructions
- Coteaching with a bilingual teacher

Assessments

FORMATIVE ASSESSMENTS:

- Exit Tickets
- Do Now
- Grammar and mechanics practice
- Signpost Quiz

SUMMATIVE ASSESSMENTS:

- Notice and Note Nonfiction Signpost Test
- 2022-2023 ISAAC Literacy Rubric

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Unit Task

Unit Task Name: Text Dependent Question (TDQ) Expository Writing

Description: This performance task gives students a chance to demonstrate their understanding of the basic components of expository writing. After exploring several types of fact based and opinion based writing, students will be able to discern between the two (EU1, EU2). Students will be able to demonstrate their understanding of supporting evidence in their own writing to compose a response to a Text Dependent Question. Students will have been exposed to several pieces of news and other fact-based articles, as well as sensational and tabloid type media. Students will understand how structure and presentation of text can influence the reader. Students will demonstrate their understanding of emotive wording and how this technique can be used to convince the reader of their stance on a particular topic.

Evaluation:

2022-2023 ISAAC Literacy Rubric

Teacher-Created Scoring Guide

Unit Resources

- Assorted Newsela Articles
- Anchor Charts
- Graphic Organizers: RACES (Restate, Answer, Cite, Explain Evidence, Summarize)
- Worksheets
- Lesson videos and slides
- Chromebooks
- Beers, Kylene, and Robert E. Probst. *Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies*. Heinemann Educational Books, 2015.