

Unit 2: Navigating Nonfiction

6th Grade Language Arts

18 Class Meetings

Updated January 2026

Essential Questions

- What strategies do good readers use to help them understand informational text?
- How do readers analyze, synthesize, and evaluate informational texts to deepen their understanding of a complex topic?
- How do writers of informational texts use text features, examples and evidence to effectively convince the reader of their argument and claim?

Enduring Understanding with Unit Goals

EU 1: Authors use a variety of techniques and structures to develop their central ideas and themes.

- Text features can provide the reader with additional key information to deepen their understanding of the text.
- Readers use these structures and features to identify central idea and supporting details.

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.

EU 3: Writers develop arguments and support their claims by using evidence drawn from reliable sources.

- Writers establish a clear claim supported with relevant evidence, facts and details.
- Writers integrate effective quotes and paraphrasing to prove their claim.

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.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **RI.6.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall the

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- overall structure of a text and contributes to the development of ideas.
- **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).
 - **RI.6.10** By the end of the year, read and comprehend literary non-fiction in the grades 6-8 text complexity band proficiently, with scaffolding needed at the high end of the range.
 - **W.6.1** Write arguments to support claims with clear reasons and relevant evidence.
 - **W.6.1a** Introduce claims and organize the reasons and evidence clearly
 - **W.6.1b** Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - **W.6.1c** Use words, phrases, and clauses to clarify the relationships among claims.
 - **W.6.1d** Establish and maintain a formal style.
 - **W.6.1e** Provide a concluding statement or section that follows from the argument presented.
 - **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.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
 - **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.
 - **W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - **L6.1** Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
 - **L6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - **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.

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Unit Content Overview

1. Reading Informational Text

- Close Reading Strategies
- Summary of a text

2. Determining Author's Point of View and Purpose

- Drawing Inferences
- Personal Opinions or judgements
- Quotations and Statistics

3. Writing Argumentative Text

- Developing a Claim
- Supporting Evidence
- Reasons and Reflection

Key Terms: informational, key details, cause and effect, sequence, problem/solution, description, compare and contrast, infographic, statistics, author's purpose, authors intent, author's message, audience, contradiction, exaggeration, captions, glossary, claims, evidence, reasoning, argumentative writing, introduction, conclusion, citing, source, graphics, relevant facts, style, summarize, suggest, transitions, topic, task, quotation, excerpt

Interdisciplinary Connection:

- Humanities
- Science

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Daily Learning Objectives with *TWPS* Activities

- Apply close reading strategies to understand informational text.
 - *What close reading strategies do you use when reading a challenging text?*
- Determine a central idea and how it is conveyed through details and text structure.
 - *How do we find the central idea when we read? What key words help the reader?*
- Determine the difference between absolute language and basic expository writing.
 - *How do authors include key words and language to make a text interesting?*
- Provide a summary of the text free from personal opinions or judgments.
 - *What key details do we need to include in a summary of the text?*
- Critique a peer’s writing using a checklist rubric as guidance.
 - *What type of feedback can we give a peer when we read their writing?*
- Identify the argument and specific claim claims in a text.
 - *What do you think this author’s opinion is? Explain why?*
- Compare and contrast different viewpoints on a singular topic.
 - *Do you agree with the authors’ point of view? Support your answer with evidence.*
- Demonstrate an understanding of various text features and structures.**
 - *What is one text feature you already know about and why is it important?*
- Investigate what an argumentative text is and how the author supports their claim.
 - *What do you know about the word argument?*
- Demonstrate an understanding of what an argumentative text needs to be persuasive.
 - *If a piece of writing is about having recess during the school day, who would the audience be and why?*
- Demonstrate an understanding of a strong argumentative introductory paragraph and supporting paragraphs. **
 - *How do you know a source is credible? Give examples.*
 - *Using argumentative language and evidence, do you believe Friday pizza at ISAAC is the best?*
 - *What should the writer include in the introduction?*
- Identify supporting evidence, including quotations, to defend an opinion.**
 - *How can we use text evidence to strengthen our argument?*
- Cite text-based evidence to support an argument and claim.
- Demonstrate an understanding of the argumentative writing process.
 - *What transition words can we use in our writing?*
- Create a piece of argumentative writing.**
 - *How do you tackle a brief write prompt?*

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**Instructional Strategies/Differentiated
Instruction**

- Whole group instruction
- Small group instruction
- Guided notes
- Modeling
- Student-led instruction
- Anchor charts
- Reader Response journals
- Graphic Organizers
- Accountable Talk
- Homework
- Individual Conferencing
- Audiobooks
- Modified scoring guides
- Larger text and line spacing
- Modified assignments
- Simplified directions
- Alternate responses when needed

EL Differentiation Instruction:

- Verbal: Prompting, questioning, elaborating, facilitate higher level thinking skills
- Explicit modeling
- Guided and independent practice
- Small group instruction
- Strategic grouping
- Key Vocabulary
- Graphic organizers
- KWL charts
- Venn diagrams
- Sequence writing
- Reinforcing contextual definition
- Providing correct pronunciation by repeating student's response
- Predicting and inferring
- Directed reading-thinking activities (DR-TA)
- Glossaries
- Chunk and Chew
- Sentence starters
- Word banks

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Assessments

FORMATIVE ASSESSMENTS:

- Brief Writes
- Entrance and exit tickets
- Think-Write-Pair-Share
- Student Discussions
- Text Dependent Questions
- Close reading notes and annotation
- Graphic Organizers
- Grammar practice
- Text Features Collage
- Frequent check-ins for understanding
- Regular homework

SUMMATIVE ASSESSMENTS:

- Pear Assessment Quiz 1 (EU1)
- Pear Assessment Quiz 2 (EU2)
- Unit Task-Argumentative Essay
 - Argumentative Essay Scoring Guide
- Unit Test Read Informational Text IAB

Unit Task

Unit Task Name: Argumentative Essay

Description: Students will read a variety of articles on current issues or topics. They will then choose a side and analyze the pros and cons for the topic. Students will research both sides using reputable sources. In order to convince the reader to agree with their argument and claim. They will use compelling evidence to convince the reader to agree with their opinion and claim through a well drafted argumentative essay (EU1, EU2, EU3).

Evaluation: Argumentative Scoring Guide

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Unit Resources

- Newsela
- Nonfiction Articles from Scholastic Magazine
- Common Lit Informational Text
- Transition Words Anchor Charts
- Graphic Organizers: CER (Claim, Evidence, Reasoning)
- Worksheets
- Lesson videos and slides
- Chromebooks
- SBAC Type Passages and Questions