

Grade 6 ELA Nonfiction and Historical Fiction

Time Frame: 7 weeks (Feb: 4 weeks to read the book independently, 2-3 to create display in March)	Unit Title: Nonfiction and Introduction to Historical Fiction Unit	Course Name: Grade 6 Language Arts
Stage 1: Desired Results		
Established Goal(s)	Transfer	
Competencies Addressed: <ul style="list-style-type: none"> ● Utilizing Technology (presentations, word processing, creating digital texts, digital citizenship, etc.) ● communicate effectively and respectfully using viewing, listening, and speaking skills for a range of purposes and audiences. ● Effectively navigate databases for reliable sources. ● Assess or analyze sources for credibility and bias. ● Quote or paraphrase evidence while avoiding plagiarism while citing accurately (<i>Students will be able to independently use their learning to identify the difference between the genres of nonfiction and historical fiction.</i> <ul style="list-style-type: none"> ● Opinion writing (book review) ● research based slideshow of related topics of the book ● Cooperative problem solving and delegation to design museum display 	
	Meaning	
	<u>Understandings</u> <i>Students will understand that nonfiction and historical fiction books are sources of information and learn to locate information from these sources</i> <ul style="list-style-type: none"> ● Understand important vocabulary of the book and use vocabulary to demonstrate deeper understanding of the event covered ● understand there are a variety of ways to demonstrate understanding of an event or the life of a person 	<u>Essential Questions</u> <ol style="list-style-type: none"> 1. What can be learned from past events? 2. How does studying a person’s life lead to better understanding of our own place in society?
Standards Addressed: <ul style="list-style-type: none"> ● Make strategic and ethical use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) to add interest for the intended audience. ● Speaking & Listening (discussions, presentations, poetry recitations, podcasts, audiobooks, etc.) 	Acquisition	
	<i>Students will know</i> <ul style="list-style-type: none"> ● the difference between nonfiction and historical fiction genres. ● that nonfiction and historical fiction writing is a source of information 	<i>Students will be able to...</i> <ul style="list-style-type: none"> ● Accurately retell an event or a person’s life through a variety of formats ● write 2 column notes based on book as a step before writing a book review ● Write a summary of the book ● Identify reasons why this event or person is important ● create a timeline to highlight major events from the book ● design and create artifacts that teach

<ul style="list-style-type: none">• By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		<p>others about the historical significance of the book</p> <ul style="list-style-type: none">• write a clear explanation of the importance of the artifacts• present museum display to class and/or public, be able to answer questions about display
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2011 by Grant Wiggins and Jay McTighe