

### Grade 6 Module 3: Creative Non-Fiction

#### Module Overview/Essential Question

In this unit, students will explore how nonfiction information can be shared in creative, engaging, and meaningful ways through both print and multimedia formats. Using mentor texts and videos, students will analyze text structures, text features, and author's purpose while building their own research and writing skills. They will learn how to evaluate the credibility of sources, integrate domain-specific vocabulary, apply a formal style, and use multimedia tools to enhance their message. Through peer collaboration, writing workshops, and guided feedback, students will work through the full writing process to develop and publish a final project in a format of their choice, such as a podcast script, blog post, news-style video, or digital article.

**Students will consider the following question:**

How is information shared in creative and engaging ways?

#### Assessment Plan

**Literary Analysis (Summative #1)**

Students will compare two nonfiction texts, one print and one multimedia (EX. *SciShow video* vs. *news article*). They will analyze how structure, text features, tone, and visuals affect how information is communicated. This assessment will include both multiple-choice questions and short written responses to assess students' understanding of how nonfiction can be creatively and effectively presented across different formats.

**On- Demand Writing (Summative #2)**

Students will complete a timed, structured nonfiction writing task in which they are assigned a factual topic (EX. Earth's rotation, a scientific myth, or pop culture trend). They must organize their writing using a chosen text structure (EX. cause/effect, compare/contrast), integrate two credible sources (provided), and use a formal tone and clear grammar. This assessment checks whether students can apply nonfiction writing conventions independently in preparation for their final project.

**Cumulative Writing Task (Summative #3)**

Students will follow the full writing process to create and publish an original creative nonfiction project that informs or persuades an audience in an engaging way. They may choose from formats such as a blog post, podcast script, infographic with text, magazine-style article, or news-style video script. The final piece must include original writing, relevant nonfiction features, clear structure, formal grammar, cited sources, and a short reflection on their stylistic and multimedia choices.

**Vocabulary Assessments**

Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts. This will be assessed in the on demand and literary analysis summative assignments as students will have to apply their

	knowledge of relevant vocabulary to be able to complete the tasks. Students will also be assessed on vocabulary as formative assessments and exit/entrance tickets.
Texts	Suggested Student Understandings
<p><b>Required Texts:</b>  Novel (Literary)</p> <ul style="list-style-type: none"> <li>■ <a href="#"><i>Big Questions: Why is the Earth Rotating?</i></a></li> </ul> <p><b>SUPPLEMENTARY TEXTS</b></p> <p>Text</p> <ul style="list-style-type: none"> <li>● JFK's Inaugural Address</li> <li>● Malala Yousafzai's Noble Peace Prize Speech</li> </ul> <p>Video</p> <ul style="list-style-type: none"> <li>■ <a href="#">Fastest Day on Record- Sci Show</a></li> <li>■ <a href="#">Earth's Rotation- Crash Course for Kids</a></li> <li>■ <a href="#">Earth's Rotation- Short Form Video</a></li> <li>■ <a href="#">Earth's Shortest Day- Short Form Video</a></li> </ul>	<ul style="list-style-type: none"> <li>■ Students will understand that nonfiction writing can be both factual and creative, using structure and style to engage a reader.</li> <li>■ Students will understand how different nonfiction text structures (e.g., cause and effect, compare and contrast, chronological) organize information for different purposes.</li> <li>■ Students will understand how text features (e.g., headings, bullet points, visuals, captions) help readers locate and understand key information.</li> <li>■ Students will understand that multimedia formats (e.g., videos, infographics, podcasts) communicate information differently than traditional print texts.</li> <li>■ Students will understand how an author's tone and word choice influence how the reader perceives information.</li> <li>■ Students will understand the importance of using credible sources and citing them properly in nonfiction writing.</li> <li>■ Students will understand how to paraphrase, summarize, and quote information ethically and accurately.</li> <li>■ Students will understand that the writing process including planning, drafting, revising, and editing.</li> <li>■ Students will understand how grammar, sentence variety, and formal tone contribute to professional, clear informational writing.</li> <li>■ Students will understand that digital tools and multimedia elements (e.g., images, video, sound) can enhance how information is delivered and received by an audience.</li> <li>■ Students will understand how to use AI responsibly as a support tool for improving grammar, organization, and clarity, without replacing their own voice or original thinking.</li> </ul>
Writing Tasks	
Writing Activities	Cumulative Writing Task

- Various exit tickets- Ex. Explain why a source is or is not credible. Ex 2. Identify and explain the use of a text feature.
- Various practice exercises- Ex. create a caption for a photo
- On Demand Writing piece- Students will create a writing piece within one class period in which they utilize text structure and foundational grammar skills to demonstrate their knowledge.

Students will follow the writing process to create a final published piece. This piece will not be a traditional essay, unless chosen by the student. It may be a multimedia project. This will incorporate the skills targeted in this unit. This would include utilizing text features, text structures, research skills, and foundational grammar skills.

### New Jersey Student Learning Standards for English Language Arts

- RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
- RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
- RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
- RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
- RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
  - A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - D. Establish and maintain a formal style/academic style, approach, and form.
  - E. Provide a concluding statement or section that follows from and supports the argument presented.
- W.IW.7.2. 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.
  - A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
  - B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.

- E. Establish and maintain a formal academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
- W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
- W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.RW.7.7. 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.
- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
  - E. Recognize spelling conventions.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
  - B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
  - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
  - 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.
  - B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
  - C. Analyze the impact of a specific word choice on meaning and tone.
  - 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.
  - 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.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
  - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

SIOP Strategies	Accom/Mod/GT/AT
<ul style="list-style-type: none"> <li>● Think-Pair-Share</li> <li>● White Board Response</li> <li>● Cooperative Learning Strategies</li> <li>● Comprehension Strategies</li> <li>● Popcorn Reading</li> <li>● Teacher Modeling</li> <li>● Sentence Stems</li> <li>● Pre-teach Vocabulary</li> </ul>	<p><b><i>Accommodations:</i></b></p> <ul style="list-style-type: none"> <li>● Extended Time for assignments</li> <li>● Re-teaching material</li> <li>● Small group conferences/ skills review</li> <li>● Individual writing conferences</li> <li>● Homogeneous grouping</li> <li>● Present information in various formats</li> <li>● Graphic organizers for written assignments</li> <li>● Modeling/Examples of fluency and expectations of assignments</li> <li>● Redirection</li> <li>● Break down reading and writing tasks into smaller chunks</li> </ul> <p><b><i>Modifications:</i></b></p> <ul style="list-style-type: none"> <li>● Modify amount of work required</li> <li>● Offer multiple forms of assessment</li> <li>● Differentiate assignments</li> <li>● Allow extended time to complete assignments</li> </ul> <p><b><i>Gifted and Talented/Academically Talented:</i></b></p> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies of investigations</li> <li>● Brainstorm with gifted children on what types of projects they would like to explore to extend what they are learning in the classroom.</li> <li>● Capitalize on student interest in a topic and incorporate alternate texts and cross- curricular information to enhance the learning.</li> </ul>

		<ul style="list-style-type: none"> <li>Ask students higher level questions that require students to look in to causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.</li> <li>Allow students to move more quickly through the material.</li> </ul>		
Interdisciplinary Connections & Career Ready Practices	Integration of Technology	Integration of 21 <sup>st</sup> Century Skills	Academic Vocabulary	
<b>Mathematics:</b> <b>Visual and Performing Arts:</b> 1.5.8.Cr1a, 1.5.8.Re7a, 1.5.8.Pr6a <b>Health/PE:</b> <b>World Languages:</b> <b>Social Studies:</b> 6.3.8.CivicsPR.4, <b>6.3.8.HistoryCC.1</b> <b>Science:</b> MS-ESS1-1, MS-ESS1-2, MS-ESS1-3 <b>Technology:</b> 8.1.8.DA.6, 8.1.8.IC.1, 8.2.8.ED.1 <b>Career Ready Practices:</b> 9.1.8.CR.1, 9.4.8.CI.3, 9.4.8.IML.6, 9.4.8.TL.4, 9.4.8.GCA.1	<p>Substitution: Students type their final stories using a word processor (e.g., Google Docs) instead of handwriting them.</p> <p>Grammar and spell-check tools are used in place of a red pen or peer editing checklist.</p> <p>Augmentation: Students use Magic School AI to highlight unclear sentences or revise awkward phrasing, improving their self-editing process.</p> <p>Voice-to-text tools are available for students with writing challenges or language support needs, increasing accessibility.</p> <p>Google Docs commenting is used for peer feedback with structured sentence starters.</p> <p>Modification/Redefinition: Students participate in peer editing using real-time collaboration in Google Docs, allowing them to see and respond to feedback live.</p> <p>Students complete a digital storyboard or plot map using apps like Canva or Jamboard</p>	<input checked="" type="checkbox"/> Creativity & Innovation  <input checked="" type="checkbox"/> Media Literacy  <input type="checkbox"/> Economic and Government Influences  <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <i>Students must use problem solving and critical thinking skills in many classroom questions.</i>  <input checked="" type="checkbox"/> Life and Career Skills ( <i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i> )  <input type="checkbox"/> Global and Cultural Awareness  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input checked="" type="checkbox"/> Information Literacy	Tier 1	N/A
			Tier 2	<b>Academic Vocabulary</b> words not in general use, not content specific and appear far more in written texts than in speech  <b>Examples in this Unit:</b> Text features, text structures, multimedia, plagiarism, research etc. <b>Examples for Teaching:</b> <ul style="list-style-type: none"> <li>Introduce words during or after text</li> <li>Student friendly definitions</li> </ul>
			Tier 3	<b>Domain-Specific Vocabulary</b> <ul style="list-style-type: none"> <li>words related to a specific content or field of study</li> <li>students are likely to encounter in the future</li> </ul> <b>Examples in this Unit</b> <ul style="list-style-type: none"> <li>compare &amp; contrast, cause and effect, sequence, description, problem &amp; solution, credibility, effectiveness, etc.</li> </ul> <b>Examples for Teaching:</b> <ul style="list-style-type: none"> <li>Contextualize the words</li> </ul>

	to visually plan pacing and POV structure.  AI-powered tools support revision by offering sentence rewording suggestions, which students evaluate critically to preserve voice and intent.			<ul style="list-style-type: none"> <li>Mental Models</li> </ul>
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### Learning Map (Pacing Guide)

Lessons	Text (s)	Learning Outcomes, Topics, and Suggested Activities
1-7	<ul style="list-style-type: none"> <li><a href="#">Big Questions: Why is the Earth Rotating?</a></li> <li><a href="#">Fastest Day on Record- Sci Show</a></li> <li><a href="#">Earth's Rotation- Crash Course for Kids</a></li> <li><a href="#">Earth's Rotation- Short Form Video</a></li> <li><a href="#">Earth's Shortest Day- Short Form Video</a></li> </ul>	<p><b>Weekly Overview:</b> Students will engage with nonfiction mentor texts and videos to identify how authors use structure and features to communicate clearly. They will explore how media, visuals, and word choice shape tone, clarity, and message effectiveness.</p> <p><b>Lesson Topics:</b></p> <ul style="list-style-type: none"> <li>Introduction to creative nonfiction</li> <li>Nonfiction text features and text structures</li> <li>Comparing multimedia and print sources</li> <li>Analyzing tone and point of view in information delivery</li> </ul> <p><b>Suggested Understandings:</b></p> <ul style="list-style-type: none"> <li>Students will know and apply nonfiction text structures and features.</li> <li>Students will understand how purpose and point of view shape a message.</li> <li>Students will compare how different formats present the same content.</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Text feature scavenger hunt</li> <li>Multimedia comparison chart (e.g., Sci Show vs. Newsela article)</li> <li>Exit tickets explaining structure or feature used</li> <li>Summative #1</li> </ul>
8-14	<ul style="list-style-type: none"> <li><a href="#">Big Questions: Why is the Earth Rotating?</a></li> <li><a href="#">Fastest Day on Record- Sci Show</a></li> </ul>	<p><b>Weekly Overview:</b> Students will dive into research and evaluate the credibility of sources. They'll be introduced to MLA citation,</p>

	<ul style="list-style-type: none"> <li>■ <a href="#">Earth's Rotation- Crash Course for Kids</a></li> <li>■ <a href="#">Earth's Rotation- Short Form Video</a></li> <li>■ <a href="#">Earth's Shortest Day- Short Form Video</a></li> </ul>	<p>paraphrasing, and integrating direct quotes. Students will explore how grammar, tone, and word choice affect clarity and professionalism in nonfiction writing.</p> <p><b>Lesson Topics:</b></p> <ul style="list-style-type: none"> <li>• Source credibility &amp; plagiarism</li> <li>• Formal tone and style</li> <li>• MLA citation basics</li> <li>• Sentence variety and grammar</li> <li>• Paraphrasing and quoting</li> <li>• Domain-specific vocabulary</li> </ul> <p><b>Suggested Understandings:</b></p> <ul style="list-style-type: none"> <li>• Students will evaluate and cite credible sources.</li> <li>• Students will apply formal writing style and grammar conventions.</li> <li>• Students will paraphrase and quote ethically and effectively.</li> <li>• Students will understand how vocabulary shapes tone and audience awareness.</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Practice citing sources and avoiding plagiarism</li> <li>• Peer analysis of sample paragraphs for tone/style</li> <li>• Paraphrasing workshops</li> <li>• Vocabulary and grammar mini-lessons</li> <li>• Figurative language and sentence revision stations</li> <li>• Summative #2</li> </ul>
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15-20	<ul style="list-style-type: none"> <li>■ <a href="#"><i>Big Questions: Why is the Earth Rotating?</i></a></li> <li>■ <a href="#">Fastest Day on Record- Sci Show</a></li> <li>■ <a href="#">Earth's Rotation- Crash Course for Kids</a></li> <li>■ <a href="#">Earth's Rotation- Short Form Video</a></li> <li>■ <a href="#">Earth's Shortest Day- Short Form Video</a></li> </ul>	<p><b>Weekly Overview:</b> Students will utilize their understandings from this unit to review skills and apply skills into a cumulative writing piece. They will engage in various activities including analyzing articles to review skills from lessons 1-14, utilize the writing process to plan an informational multimedia project utilizing all student understandings. They will also revise and edit to include domain specific language, grammar, and non- standard English. Students will engage in teacher conferences, peer editing, and utilizing technology to publish and share their work.</p> <p><b>Lesson Topics:</b></p> <ul style="list-style-type: none"> <li>• Review unit topics, including: the writing process, how to conference/peer edit, publishing</li> </ul> <p><b>Suggested Understandings:</b></p> <ul style="list-style-type: none"> <li>• Students will integrate text features and structure into an original informational piece.</li> <li>• Students will revise for tone, clarity, and engagement.</li> <li>• Students will use appropriate tools to produce and share their final product.</li> </ul> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Project pitch/planning template</li> <li>• Summative #3</li> <li>• Peer editing checklist</li> <li>• Final revision using Magic School AI or another editing tool</li> <li>• Optional final presentations or gallery walk</li> <li>• Author reflection on purpose, choices, and effectiveness</li> </ul>
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