

Grade Level Standard -- LAFS.6.RI.1.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Big Ideas and Guiding Questions

- Informational text analysis needs to be supported by explicit information in the text, as well as inferences the reader draws from the text.
- How do readers use the text to support their critical understanding/analysis of a text?

Essential Skills and Concepts

- Reading comprehension
- Draw inferences
- Support inference with evidence from the text
- Analyze the text

Academic Vocabulary

- accurate
- analyze/analysis
- argument
- claim
- cite/citation
- concepts

Student Friendly Learning Targets

Reasoning Targets

- I can draw conclusions about what a text is saying, explicitly and implicitly.
- I can make inferences based on implicit knowledge gained from a text.
 - I can determine which piece(s) of explicit and implicit textual evidence will support my analysis of the text.

Task Demand

- Identify support for a statement in the text where both the statement and support are explicit.
- Provide text-based support for an inference drawn from the text. The inference may be provided.

Question Stems and Prompts

- What does the author mean when he/she says _____?
- What conclusions can be drawn?
- What textual evidence does the text give to prove these generalizations are accurate?
- Analyze the text and determine the most important concepts.

Sample Item

- Why do families worry about children who (excerpted text)?
- Part A: Why do doctors monitor children who (excerpted text)?
Part B: Select a sentence from the text that supports your response. [Two-Part Hot Text]
- Why did most scientists at the time believe that _____ was a myth? [Multiple Choice]
- Select the phrases from the text that show why people believed _____ did not exist. [Hot Text]

Grade Level Standard -- LAFS.6.RI.1.2

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.

Big Ideas and Guiding Questions

- Informational texts contain central ideas that must be derived through analysis of particular details.
- In order to create an objective summary of the text, free from personal opinions and judgments, readers must consider the central idea and supporting details.
- How do the details in a text support the central idea of a text? How can a reader use his or her understanding of central idea to summarize a text objectively?

Essential Skills and Concepts

- Reading comprehension
- Determine the central idea
- Identify supporting details
- Summarize
- Understand the difference between fact and opinion or judgment

Academic Vocabulary

- theme
- idea
- central idea
- convey
- details
- summary
- distinct

Student Friendly Learning Targets

Reasoning Targets

- I can determine the central idea of a text based on the details.
- I can explain which details support the central idea.
- I can identify the main ideas of a text and use them in a summary.
- I can differentiate between summary and opinions/judgments.
- I can provide an objective summary of a text.

Task Demand

- Determine a central idea that is explicitly or implicitly stated.
- Provide details that convey the central idea of a text. The theme may be provided.
- Determine a central idea of text and determine how specific details from the text contribute to how it is conveyed.

Question Stems and Prompts

- What does the text suggest?
- Which of the following best captures the theme?
- What is the central idea?
- What distinct details convey the central idea of this piece?
- How can you best summarize the text?
- Is your summary free of personal judgment or opinion statements?

Sample Item

- Which sentence from the article best captures the central idea? [multiple choice]
- Part A: What is the central idea of the article?
Part B: Which detail from the article best supports your answer to part A? [Two-Part Hot Text]
- How does the section about _____ contribute to the central idea of the article?

Grade Level Standard -- LAFS.6.RI.1.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Big Ideas and Guiding Questions

- Readers gain deeper understanding when authors include text features, examples, and anecdotes to explain their topic.
- How can examples, anecdotes, or other text features deepen readers' understanding of a topic?

Essential Skills and Concepts

- Understand and identify how a key individual/event/idea is introduced, illustrated and elaborated upon
- Identify examples and anecdotes
- Understand how an event or idea is introduced

Academic Vocabulary

- analyze
- anecdotes
- detail
- elaborate

Student Friendly Learning Targets

Reasoning Targets

- I can determine how key individuals, events, or ideas are introduced in a text.
- I can determine how key individuals, events, or ideas are explained in a text.
- I can describe how key individuals, events, or ideas are elaborated upon in a text.
- I can explain the purpose of examples and anecdotes as they are used in a text.
- I can describe in detail how examples, charts, pictures, or anecdotes further explain key people, events, or ideas.

Task Demand

- Determine which details from the text illustrate how a key individual, event, or idea is introduced, illustrated, and elaborated.
- Explain how a key individual, event, or idea is introduced, illustrated, or elaborated in the text using explicit details from the text.

Question Stems and Prompts

- Analyze in detail how an individual, event, or idea is introduced in a text.
- Explain why it was important for the author to introduce the individual/event/idea at this point in the text.
- How did the individual/events/idea change over the course of the text?
- Where does the author provide an example, or anecdote, to support the development of an individual/event/idea?

Sample Item

- The author uses the opinions of other scientists to develop the reader's understanding of ____.
- Select the details from the text that support this development. [Hot Text]
Part A: How is the explorer introduced in the text?
Part B: Select details from the text to support your response in Part A. [Two-Part Hot Text]
- The text states that (excerpted text).
Part A: How does the author develop this idea throughout the text?
Part B: Select the sentences from the text that support your response in Part A. [Two-Part Hot Text]

Grade Level Standard -- LAFS.6.RI.2.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4-6 for additional expectations.)

Big Ideas and Guiding Questions

- Good readers use specific words and phrases to help determine the overall meaning or tone of the text.
- How does understanding the structure of our language and word use help strengthen comprehension?

Essential Skills and Concepts

- Identify and interpret connotations
- Identify and interpret figurative language
- Identify and interpret technical language
- Make inferences

Academic Vocabulary

- analyze
- antonyms
- associations
- connotation
- denotation
- determine
- figurative
- meaning
- impact
- meaning
- phrases
- specific
- stance
- synonyms
- tone
- word choice

Student Friendly Learning Targets**Reasoning Targets**

- I can determine how the author's use of words and phrases deepens the reader's understanding of the content.
 - I can explain how the author's use of figurative language further illustrates/expands the meaning or message of text.
 - I can explain how the author's use of connotative meanings conveys the author's stance/tone within a text.
- I can explain how an author's use of technical language helps the reader to understand specific processes and procedures in technical text.

Task Demand

- Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.

Question Stems and Prompts

- What does the word/phrase _____ mean in this selection?
- Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
- Which of the following synonyms is closest in the meaning to the word _____?
- In this sentence, the word, _____, means _____.
- What is the technical meaning of the word?

Sample Item

- What is meant when a food is described as (excerpted vocabulary)? [Multiple Choice]
- Read paragraph 2.
Part A: What does the term (excerpted phrase) mean as used in this paragraph?
Part B: Select the words from the paragraph that help provide the meaning of the term. [Two-Part Hot Text]
- Which statement best describes the theory of (excerpted phrase)? [Multiple Choice]

Grade Level Standard -- LAFS.6.RI.2.5

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Big Ideas and Guiding Questions

- The structure of a text contributes to the overall meaning of the text by organizing the way that ideas are developed.
- How do the structural components of an informational text contribute to the development of a text's meaning?

Essential Skills and Concepts

- Analyze text structure and its smaller parts
- Understand how ideas develop
- Understand and analyze how sentence/paragraph/chapter/section contributes to the development of ideas

Academic Vocabulary

- analyze
- captions
- chapter heading
- graphics
- headings
- media
- paragraph
- section
- stanza
- structural component
- text structure

Student Friendly Learning Targets**Reasoning Targets**

- I can describe the overall structure of a text.
- I can explain how the overall structure of the text relates to the development of ideas.
- I can describe the structure of a specific section of text.
- I can explain how the specific parts of a text relate to the development of ideas.
- I can cite examples of specific sentences, paragraphs, chapters, or sections that contribute to the development of ideas in a text.

Task Demand

- Determine how a specific element contributes to overall structure and development of the text's ideas where the purpose of the element is explicit.
- Analyze and explain how a specific element contributes to overall structure and development of the text's ideas. The part of text to be analyzed may be provided.

Question Stems and Prompts

- Which sentence does not belong?
- How does the idea develop?
- What words help the development of an idea?
- How does _____ contribute to the development of the idea?
- How does the sentence/paragraph/chapter/section fit into the overall structure of a _____?
- What is the main idea of the section, chapter, or paragraph?
- What text features are used?
- How do the text features assist the reader?

Sample Item

- What is the purpose of section _____ in the article?
[Multiple Choice]
- Part A: How does the _____ section contribute to the reader's understanding of the article?
Part B: Select a detail from the section to support your response in Part A. [Two-Part Hot Text]
- Part A: How do paragraphs 8 and 9 contribute to the reader's understanding of _____?
Part B: Select a sentence from the paragraphs to support your response in Part A. [Two-Part Hot Text]
- Part A: Which sentence from the text helps to develop the idea that _____ may have been real?
Part B: How does this sentence support this idea?
[Two-Part Hot Text]

Grade Level Standard -- LAFS.6.RI.2.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Big Ideas and Guiding Questions

- Effective readers analyze the content of a text and the style in which it is written to determine the author's point of view and purpose.
- How do readers determine the author's point of view or purpose in a text?

Essential Skills and Concepts

- Identify point of view
- Identify author's purpose
- Understand and explain how point of view/purpose develops, and is conveyed

Academic Vocabulary

- author
- develop
- inclusion
- narrator
- omission
- point of view
- position
- purpose
- speaker in text

Student Friendly Learning Targets

Reasoning Targets

- I can determine the author's point of view in a text.
- I can determine the author's purpose in a text.
- I can explain how the text structure helps to convey the author's point of view or purpose.
- I can identify words and phrases that help to convey the author's point of view or purpose.
- I can explain how supporting evidence (e.g., examples, graphic features) in the text helps to convey the author's point of view or purpose.
- I can explain how the inclusion and/or omission of information helps to convey the author's point of view or purpose.

Task Demand

- Determine the author's point of view or purpose.
- Determine which details from the text support the development of point of view or purpose.
- Explain how the author develops point of view or purpose using details from the text. The point of view may be provided.

Question Stems and Prompts

- What is the author's point of view or purpose?
- How does the author's word choice help develop the point of view/purpose?
- Use the text to support how the point of view/purpose is conveyed by the author.

Sample Item

- What is the author's purpose for writing this text?
- Which sentence from the text reveals the author's primary point of view or message?
- Part A: What is the author's primary point of view or message?
Part B: How does the author develop this point of view in the text? [Two-Part Hot Text]

Grade Level Standard -- LAFS.6.RI.3.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Big Ideas and Guiding Questions

- Obtaining and integrating information from a variety of sources can help develop a coherent understanding of a topic or issue.
- Why is information presented in a variety of media and formats?
- How can obtaining information from a variety of sources and media help develop a coherent understanding of a topic or issue?

Essential Skills and Concepts

- Integrate information from diverse media and formats
- Summarize information
- Develop understanding of a topic/issue

Academic Vocabulary

- coherent
- formats
- information
- integrate
- issue
- media format
- quantitatively
- summarize
- synthesize
- topic

Student Friendly Learning Targets

Reasoning Targets

- I can interpret important information on a topic or issue as it is presented in different text, media, or formats.
- I can integrate the information presented in different text, media or formats.

Task Demand

- Integrate information presented in media and written format in order to make or support an inference.
- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Question Stems and Prompts

- What common understanding on the topic/issue did you develop?
- Which format best relays the message?

Sample Item

- Which claim in the text is supported by information presented in the chart?
- Part A: How could the author use the information presented in the chart to support the argument that _____ produces a positive result?
Part B: How could the author use the information presented in the chart to support the argument?
[Two-Part Hot Text]
- Part A: How could the author use the information presented in the chart to support the argument in the _____ section?
Part B: How could the author use the information presented in the chart to support the argument in the _____ section? [Two-Part Hot Text]

Grade Level Standard -- LAFS.6.RI.3.8

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.

Big Ideas and Guiding Questions

- To verify a claim, a reader must determine if the evidence adequately supports the author's point of view.
- How does a reader know an author presents a credible and accurate claim?

Essential Skills and Concepts

- Understand how claims and/or arguments are supported
- Trace and evaluate arguments and claims
- Distinguish valid claims from claims that aren't supported

Academic Vocabulary

- argument
- bias
- claim
- clear language
- credibility
- distinguish
- distinguishing claim
- evaluate
- evidence
- fact
- fallacy
- generalization
- logical reasoning
- objectivity
- opinion
- valid
- validity

Student Friendly Learning Targets

Reasoning Targets

- I can identify the author's argument and specific claims in a text.
- I can identify the author's evidence that supports the argument and specific claims in a text.
- I can trace the development of the author's argument and specific claims in a text.
- I can evaluate an argument critically using criteria based on sufficient support, credibility, balanced position (objectivity), logical reasoning, and clear language.
 - I can evaluate the author's use of evidence and its credibility in supporting the author's claim.

Task Demand

- Select textual evidence to trace an argument or claim in the text.
- Determine which claims in a text are supported by reasoning or evidence.

Question Stems and Prompts

- What is the argument presented in the text?
- How is the argument developed and supported?
- Is the claim valid? Explain your answer.
- Show me evidence that supports the argument.
- Which of the evidence supporting the argument is most relevant?

Sample Item

- Which details does the author use to support the idea that ____? [Multi-Select]
- Describe the reasons the author provides to support the idea that it is best to _____. Use at least two details from the text in your response. [Open Response]
- Part A: How does the author support the idea that _____ may not always be the better choice?
Part B: Trace the author's argument throughout the text by selecting the sentences that support this idea. [Two-Part Hot Text]

Grade Level Standard -- LAFS.6.RI.3.9

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).

Big Ideas and Guiding Questions

- An author's perspective on an event impacts his or her presentation of that event.
- How does an author's perspective affect his or her written interpretation of an event?
- How can two people witness or report on the same event and make different observations or come to different conclusions?
- Why is it important for a reader to take an author's perspective into account?

Essential Skills and Concepts

- Compare & contrast differing presentations of the same event
- Synthesize information

Academic Vocabulary

- author's perspective
- compare
- contrast
- difference
- event
- perspective
- point of view
- presentation
- similar
- viewpoint

Student Friendly Learning Targets

Reasoning Targets

- I can compare and contrast the presentation of the same event by two different authors.
- I can distinguish between fact and opinion.
- I can recognize differing viewpoints.
- I can explain why one author's presentation of events differs from that of another author.

Task Demand

- Determine similarities and differences in two authors' presentation of the same events using explicit details in the text.
- Determine similarities and differences in two authors' presentation of the same events using implicit details in the text.

Question Stems and Prompts

- Compare _____'s presentation of _____ to _____'s presentation of _____.
- How do the works of _____ differ from the works of _____?
- Explain the similarities and differences of _____ and _____.
- What is common in both texts?
- How do the texts differ?
- Which of the authors' approaches do you prefer? Why?

Sample Item

- Which details about _____ are only available in the biography? [Multi-Select]
- What additional information about _____'s character does the reader learn in the autobiography? [Multiple Choice]
- Part A: What additional information about _____'s character does the reader learn in the autobiography?
Part B: Select the paragraph from the text that supports your response in Part A. [Two-Part Hot Text]

Grade Level Standard -- LAFS.6.RI.4.10

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.

Big Ideas and Guiding Questions

- Reading and comprehending complex literary nonfiction will help to develop mature language skills and conceptual knowledge.
- How do your experiences influence your reading and understanding of a text?
- How does understanding the structure of language help you to read and comprehend a complex text?

Essential Skills and Concepts

- Read various forms of literary nonfiction fluently
- Demonstrate comprehension of various forms of literary text
- Read independently and comprehend complex texts.
- Make an effort to independently read texts of increasing complexity
- Monitor comprehension

Academic Vocabulary

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|-------------------|-------------------|
| ● complexity band | ● independent |
| ● comprehend | ● nonfiction |
| ● fiction | ● proficient |
| | ● text complexity |

Student Friendly Learning Targets

- a. I must encounter appropriately complex literary nonfiction at the 6th grade complexity band.
- b. I must know that literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience.
- c. I will be able to determine when I am not comprehending and making meaning of a text, and apply appropriate strategies to increase my comprehension.
- d. I will develop mature language skills and the conceptual knowledge needed for success in school and life.
- e. I will be provided effective scaffolding to allow me to encounter text with minimal clarifications.
- f. I will be provided opportunities to grapple with the text without being given too much information by my teacher.
- g. I must show a growing ability to discern more from and make fuller use of a text, including making an increasing number of connections among ideas and between texts, considering a wide range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.
I must acquire the habit of reading independently and closely, which are essential to my future success.

Question Stems and Prompts

- What have you read independently lately?
- What are the topics/central ideas of the nonfiction texts that you have recently read?
- What topic did you enjoy the most?
- Have you read multiple books by the same author?
- Who is your favorite author?
- Do you think you are ready to read a more complex text or different types of literary nonfiction?
- What is the lexile level of this text?
- Briefly summarize the central idea of the text