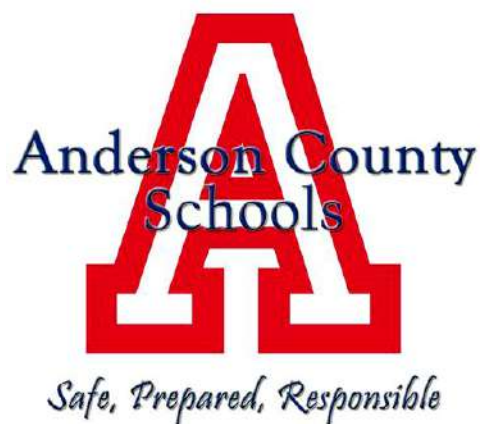


Grade 6 – English/Language Arts

Kentucky Core Academic Standards with Targets

Student Friendly Targets



College and Career Readiness Anchor Standards for Reading

The 6-8 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to ten broad College and Career Readiness (CCR) anchor standards. The CCR and grade specific standards are necessary complements, that together define the skills and understandings that all students must demonstrate.

English Language Arts (ELA) is divided into four strands: 1) Reading, 2) Writing (W), 3) Speaking and Listening (SL), and 4) Language (L). Within the reading strand, there are three sections: Reading Literature (RL), Reading Informational (RI), Reading Foundational Skills (FS).

In Reading, the ten standards are divided into four sections.

Standards 1-3	Key Ideas and Details
Standards 4-6	Craft and Structure
Standards 7-9	Integration of Knowledge and Ideas
Standard 10	Range of Reading and Level of Text Complexity

In Writing, the ten standards are divided into four sections.

Standards 1-3	Text Types and Purposes
Standards 4-6	Production and Distribution of Writing
Standards 7-9	Research to Build and Present Knowledge
Standard 10	Range of Writing

In Speaking and Listening, the ten standards are divided into two sections.

Standards 1-3	Comprehension and Collaboration
Standards 4-6	Presentation of Knowledge and Ideas

In Language, the standards are divided into three sections.

Standards 1-2	Conventions of Standard English
Standard 3	Knowledge of Language
Standards 4-6	Vocabulary Acquisition and Use

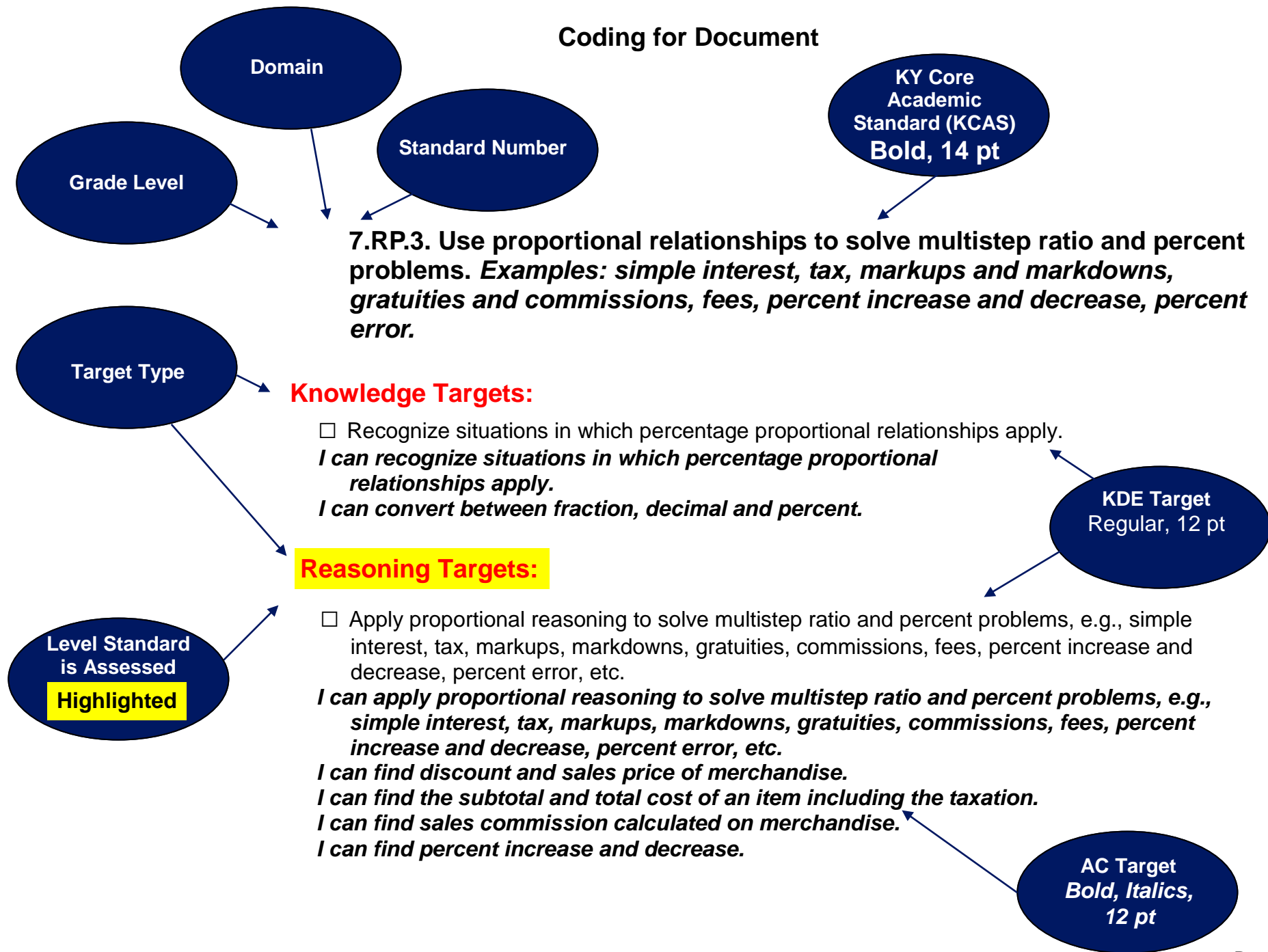
Development of Pacing Guide

During the summer 2011, Anderson County teachers and administrators developed learning targets for each of the Kentucky Core Academic Standards in English Language Arts. In winter 2012, curriculum resource teachers verified the congruency of the standards and targets and recommended revisions. Teachers refined the work and began planning the development of common assessments to ensure students learn the intended curriculum.

Anderson County Schools would like to thank each of our outstanding teachers and administrators who contributed to this important English Language Arts curriculum project. Special thanks to Gina Fultz, Tammy Gilkison, Sandy Hendry, Sharon Jackman, Jennifer Johnson, Steve Karsner, Elizabeth Mills, and Leslie Mitchell.

North Carolina State Board of Education created a most helpful document entitled "Common Core Instructional Support Tools - Unpacking Standards". The document answers the question "What do the standards mean that a student must know and be able to do?" The "unpacking" is included in our "What Does This Standard Mean?" section. The complete North Carolina document can be found at <http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/unpacking/ela/1.pdf>

Coding for Document



Anderson County Middle School

English/Language Arts Grade 6

Kentucky Core Academic Standard	College and Career Readiness Anchor Standards	ACT College Readiness Standard EXPLORE	What Does This Standard Mean?
Reading Literature			
Key Ideas and Details			
<p>6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize explicit textual evidence. <i>I can recognize explicit textual evidence; this means I can understand what the text says.</i> <input type="checkbox"/> Recognize inferences made in text. <i>I can recognize inferences made in text; this means I can read between the lines.</i> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze text to cite textual evidence which is explicitly stated. <i>I can analyze text to cite textual evidence which is explicitly stated; this means I can break</i> 	<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		<p>Sixth grade students will read and analyze texts from a variety of literary genres. They develop the ability to closely examine the text's explicit content. They learn how to look for and identify deeper meanings within the text by drawing inferences. In order to do this work, teachers can demonstrate and model for students how to refer to a text. Modeling may occur in the form of whole-class think-alouds followed by think/pair/share activities and guided practice. The teacher may also guide the students through the process of moving from analysis to synthesis. During this process, students carefully probe a segment of text in order to study and evaluate its multiple and varied meanings. The teacher and students work together to reconstruct and understand the text segment's new meaning. Students take the textual content to which they add their own prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences. One way students learn to refer to the text for support as they analyze and draw inferences is through the use of Socratic seminars. When engaged in these seminars, students are prompted by their peers to provide support <i>from the text</i> for their comments during a class discussion. In this way,</p>

<p>down the text to find/write proof.</p> <p><input type="checkbox"/> Analyze text to infer. <i>I can analyze text to infer; this means I can break down the text to read between the lines.</i></p>			<p>students begin the practice of referring to the text for support.</p>
<p>6.RL 2. Determine a theme or 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.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Define theme and understand the central idea of a text. <i>I can define theme and understand the central idea of a text.</i></p> <p><input type="checkbox"/> Identify supporting details of the main idea or theme of a text. <i>I can identify supporting details of the central idea or theme of a text.</i></p> <p><input type="checkbox"/> Summarize a text based on facts. <i>I can summarize a text based on facts.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Analyze supporting details used to determine theme or central idea. <i>I can analyze supporting details used to determine theme or central idea. This means I can break down details to find the life lesson or main point of the story.</i></p> <p><input type="checkbox"/> Distinguish between textual facts and opinions.</p>	<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Main Ideas and Author's Approach</p> <ul style="list-style-type: none"> - Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives. - Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. - Summarize basic events and ideas in more challenging passages. <p>Supporting Details</p> <ul style="list-style-type: none"> - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. 	<p>Students in the sixth grade learn how to summarize texts by evaluating key details in which the central idea or theme is located. They develop the ability to distinguish key (thematic) details from all other details. In order to do this work, teachers first guide students in evaluating recurring ideas and changes in the characters and plot over the course of the text. Students will learn to monitor and keep track of such developmental changes through the use of graphic organizers. In this way, sixth graders are able to collect and effectively organize key thematic details within a text and create unbiased summaries withholding personal opinion and judgment.</p> <p>Sixth graders will observe and analyze how story characters and plot interact throughout a given text. Students will develop the ability to read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways. In order to do this work, students may use graphic organizers to determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits. By doing this, students have a broad overview of all characters and corresponding plot developments, prompting students to further examine why such change occurs and at the same time, they observe how these changes add to the overall momentum of the story. Teachers will need to guide students in this thinking process at first, and then provide a gradual release of responsibility to students.</p>

<p><i>I can distinguish between textual facts and opinions.</i></p> <p><input type="checkbox"/> Formulate a summary based on facts from the text.</p> <p><i>I can formulate a summary based on facts from the text. This means I can build and create a summary based on facts.</i></p>			
<p>6.RL3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Identify a series of episodes (e.g., rising action, etc.) within a specific story or drama.</p> <p><i>I can identify a series of episodes (e.g., rising action, etc.) within a specific story or drama.</i></p> <p><input type="checkbox"/> Identify character types and traits.</p> <p><i>I can identify character types and traits.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Describe how a plot unfolds in a series of episodes.</p> <p><i>I can describe how a plot unfolds in a series of episodes.</i></p> <p><input type="checkbox"/> Explain how character(s) respond or change over the course of the story or drama.</p> <p><i>I can explain how character(s) respond or change over the course of the story or drama.</i></p>	<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Supporting Details</p> <ul style="list-style-type: none"> - Make simple inferences about how details are used in passages. <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> - Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages. - Order simple sequences of events in uncomplicated literary narratives. - Understand relationships between people, ideas, and so on in uncomplicated passages. - Identify clear relationships between characters, ideas, and so on in more challenging literary narratives <p>Generalizations and Conclusions</p> <ul style="list-style-type: none"> - Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives. - Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated 	

		<p>passages.</p> <ul style="list-style-type: none"> - Draw simple generalizations and conclusions using details that support the main points of more challenging passages. - Identify clear relationships between characters, ideas, and so on in more challenging literary narratives 	
Reading Literature Craft and Structure			
<p>6.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify words and phrases including figurative as used in a text. <i>I can identify words and phrases including figurative as used in a text.</i> <input type="checkbox"/> Identify words and phrases including connotative as used in a text. <i>I can identify words and phrases including connotative as used in a text.</i> <input type="checkbox"/> Identify tone in a text. I can identify tone in a text. <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret the meaning of words and phrases including figurative meanings as they are used in a text. <i>I can interpret the meaning of words and phrases including</i> 	<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Meanings of Words</p> <ul style="list-style-type: none"> - Understand the implication of a familiar word or phrase and of simple descriptive language - Use context to understand basic figurative language. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages. - Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages. 	<p>As students read texts in sixth grade, they are expected to determine and interpret the meaning of unfamiliar words. In order to do this work, teachers may model how to interpret word meanings using contextual clues. Teachers may also provide students with opportunities to discuss new word meanings with a partner, in a small group, or within a whole-class setting. Students should begin to understand the impact word choice has on the text as a whole. They learn to recognize and analyze the importance of choosing specific words to create meaning and tone. Mini-lessons on figurative language assist sixth graders as they apply this skill during independent reading. Students in sixth grade are expected to determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope. Students develop the ability to recognize how form relates to function and how a part relates to a whole. Teachers may use graphic organizers to assist students with the practice of identifying part to whole and whole to part relationships. Students also observe how the individual components of the text add to the development of the theme, setting, and plot. For example, students may observe how a pivotal scene within a work may alter the course of the plot, re-shaping the story. As students hone this skill, they see with greater clarity how individual elements of a text contribute and influence the development of the theme, setting, and plot.</p>

<p>figurative meanings as they are used in a text. This means I can interpret the non-literal definition of a word.</p> <p><input type="checkbox"/> Interpret the meaning of words and phrases including connotative meanings as they are used in a text.</p> <p>I can interpret the meaning of words and phrases including; connotative meanings as they are used in a text. This means I can interpret the implied definition of a word.</p> <p><input type="checkbox"/> Analyze the impact of word choice on meaning.</p> <p>I can analyze the impact of word choice on meaning.</p> <p><input type="checkbox"/> Analyze the impact of word choice on tone.</p> <p>I can analyze the impact of word choice on tone.</p>			<p>Students are able to understand how the author develops the point-of-view of the narrator or speaker in the text. To build this understanding, teachers may provide students with discussion or writing tasks prompting them to reflect upon certain scenes within a text and imagine how their content/ style would change if the narrator's point-of-view shifted to an alternate point-of-view. For example, students could reflect upon a particularly personal, introspective scene described in first-person point of view and wonder: <i>Would this scene evoke the same reaction in the reader if told from 3rd person point-of-view? How does 1st person allow one to peer more deeply into a character's psyche than perhaps other viewpoints?</i></p>
<p>6.RL5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Determine the various structures of literacy text.</p> <p>I can determine the various structures of literacy text.</p> <p><input type="checkbox"/> Identify the theme, plot, setting of a text.</p> <p>I can identify the theme, plot, setting of a text.</p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Analyze how a particular sentence, chapter, scene,</p>	<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>		

<p>stanza fits into the overall structure of a text.</p> <p><i>I can analyze how a particular sentence, chapter, scene, stanza fits into the overall structure of a text. This means I can break down how a sentence, chapter, scene, or stanza fits into the big picture of the text.</i></p> <p><input type="checkbox"/> Analyze how each part (i.e. sentence, chapter, scene, or stanza) contributes to the development of theme, setting or plot.</p> <p><i>I can analyze how each part (i.e. sentence, chapter, scene, or stanza) contributes to the development of theme, setting or plot. This means I can break down how each part of the story helps support the life lesson, setting, and plot.</i></p>			
<p>6.RL.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Recognize strategies authors use to develop point of view, (e.g., revealing character's thoughts and actions, dialogue, what other characters say or think about that character.</p> <p><i>I can recognize strategies authors use to develop point of view, (e.g., revealing character's thoughts and actions, dialogue, what other characters say or think about that character.</i></p>	<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>		

<p><input type="checkbox"/> Identify details or examples in a text where the author develops the point of view of the narrator or the speaker. <i>I can identify details or examples in a text where the author develops the point of view of the narrator or the speaker.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Compare and contrast point of view of the narrator to characters in a text. <i>I can compare and contrast point of view of the narrator to characters in a text.</i></p> <p><input type="checkbox"/> Analyze how the author develops these different points of view. <i>I can explain how the author develops the different point of view.</i></p>			
Reading Literature			
Integration of Knowledge and Ideas			
<p>6.RL7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Define compare and contrast. <i>I can define compare and contrast.</i></p> <p><input type="checkbox"/> Recognize multiple text formats: audio, video and live version.</p>	<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>		<p>Sixth grade students will compare and contrast texts across various genres on the same theme or topic. Teachers may engage the students by teaching a thematic unit. Teachers may integrate a variety of audio and/or visual materials based upon the text so as to appeal to students’ senses. For example, in a particular unit, students may read sections of a novel on the topic supplemented with non-fiction articles. They may also view, analyze, and discuss film clips. The teacher may also read aloud selected poems. By doing this, students can evaluate multiple avenues to the same subject comparing what they <i>see and hear</i> to what they <i>listen to and watch</i>.</p> <p>Sixth grade students should be able to compare and contrast texts of different genres that share similar themes. Students need to read each text closely and</p>

<p><i>I can recognize multiple text formats: audio, video and live version.</i></p> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the similarities of the experience of reading a story, drama, poem to listening to or viewing the audio, video, or live version of the text. <p><i>I can determine the similarities of the experience of reading a story, drama, poem to listening to or viewing the audio, video, or live version of the text.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the differences of the experience of reading a story, drama, poem to listening to or viewing the audio, video, or live version of the text. <p><i>I can determine the differences of the experience of reading a story, drama, poem to listening to or viewing the audio, video, or live version of the text.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Contrast what is seen/heard in text when reading watching or listening. <p><i>I can contrast what is seen/heard in text when reading watching or listening.</i></p>			<p>analyze how each author conveys the same message through different avenues with the support of a Venn Diagram or other graphic organizer. Students may also choose to investigate the authors' dissimilar backgrounds that inspire such works (themes) and compare/contrast how each author infuses their philosophy and persona into their work.</p>
<p>6.RL8 (Not applicable to literature)</p>	<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>		

<p>6.RL9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the characteristics of different genres (e.g., stories, poems, historical novels, fantasy stories). <p><i>I can identify the characteristics of different genres (e.g., stories, poems, historical novels, fantasy stories).</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the theme in two or more genres (e.g., stories, poems, historical novels, fantasy stories). <p><i>I can identify the theme in two or more genres (e.g., stories, poems, historical novels, fantasy stories).</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the topic in two or more genres (e.g., stories, poems, historical novels, fantasy stories). <p><i>I can identify the topic in two or more genres (e.g., stories, poems, historical novels, fantasy stories).</i></p> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast how two or more stories of the same genre approach a similar theme. <p><i>I can compare and contrast texts in different forms and genres.</i></p>	<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		

<p><i>I can compare and contrast how similar themes are developed in two passages.</i></p> <p><input type="checkbox"/> Compare and contrast how two or more stories of the same genre approach a similar topic.</p> <p><i>I can compare and contrast how similar topics are developed in two passages.</i></p>			
Reading Literature			
Range of Reading and Level of Text Complexity			
<p>6.RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Identify/understand in literary text key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed).</p> <p><i>I can identify/understand in literary text key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed).</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Comprehend independently in</p>	<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Main Ideas and Author's Approach</p> <ul style="list-style-type: none"> - Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives. - Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives. - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages. - Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. - Infer the main idea or purpose of straightforward paragraphs in more challenging passages. - Summarize basic events and ideas in more challenging passages. - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more 	<p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> <p>Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when faced with difficult text.</p> <p>“Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habit of reading independently and closely, which are essential to their future success.”</p>

<p>literary text key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed).</p> <p><i>I can comprehend independently in literary text key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed).</i></p>		<p>challenging passages.</p> <p>Supporting Details</p> <ul style="list-style-type: none"> - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> - Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages. - Recognize clear cause-effect relationships described within a single sentence in a passage. - Identify relationships between main characters in uncomplicated literary narratives. - Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives. - Order simple sequences of events in uncomplicated literary narratives. - Understand relationships between people, ideas, and so on in uncomplicated passages. - Identify clear relationships between characters, ideas, and so on in more challenging literary narratives - Understand implied or subtly stated cause-effect relationships in uncomplicated passages - Identify clear cause-effect 	
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		<p>relationships in more challenging passages.</p> <p>Meanings of Words</p> <ul style="list-style-type: none"> - Understand the implication of a familiar word or phrase and of simple descriptive language - Use context to understand basic figurative language. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages. - Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages. <p>Generalizations and Conclusions</p> <ul style="list-style-type: none"> - Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives. - Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw simple generalizations and conclusions using details that support the main points of more challenging passages. - Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated 	
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		literary narratives. - Draw generalizations and conclusions about people, ideas, and so on in more challenging passages. - Identify clear relationships between characters, ideas, and so on in more challenging literary narratives.	
Reading Informational Text			
Key Ideas and Details			
6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Knowledge Targets: <ul style="list-style-type: none"> <input type="checkbox"/> Locate textual evidence that supports what the text says. <i>I can locate textual evidence that supports what the text says.</i> <input type="checkbox"/> Recognize textual evidence that supports inferences drawn from the text. <i>I can recognize textual evidence that supports inferences drawn from the text.</i> Reasoning Targets: <ul style="list-style-type: none"> <input type="checkbox"/> Determine the evidence that supports the explicit analysis of the text. <i>I can determine the evidence that supports the explicit analysis of the text. This means I can find evidence that supports the analysis of the text.</i> <input type="checkbox"/> Cite examples of textual evidence that supports inferences drawn from the text. 	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		<p>Sixth grade students will read and analyze informational texts. They develop the ability to closely examine the text's content. They also learn how to look for and identify deeper meanings within the text by drawing inferences. In order to do this work, teachers can demonstrate and model how to refer back to a text for support. Modeling may occur in the form of whole-class think-alouds followed by think/pair/share activities and guided practice.</p> <p>The teacher may also guide students through the process of moving from analysis to synthesis. During this process, students carefully examine a segment of text. Students take the text's content and add prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences. One way students can learn to refer to the text for support as they analyze and draw inferences is through the use of Socratic seminars. When engaged in these seminars, students are prompted by their peers to provide support <i>from the text</i> for their comments during a class discussion.</p> <p>In this way, students begin the practice of referring to the text for support.</p> <p>Students in the sixth grade will learn how to summarize texts by evaluating key details. They develop the ability to determine the supporting details from the extraneous details. Teachers may guide students (as they use</p>

<p><i>I can cite examples of textual evidence that supports inferences drawn from the text. This means I can quote examples of evidence that supports what I think the passage is saying.</i></p>			<p>organizers and other tools) and lead them to analyze how individual events or ideas are introduced and elaborated upon in a text. Teachers will need to guide students in this thinking process at first, and then provide a gradual release of responsibility to students.</p>
<p>6.RI.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.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify central idea of text and supporting details of a text. <p><i>I can identify central idea of text and supporting details of a text.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Define and understand the influence of personal opinion and judgment when reading a text. <p><i>I can define and understand the influence of personal opinion and judgment when reading a text.</i></p> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze text to determine the central idea and supporting details. <p><i>I can analyze text to determine the central idea and supporting details. This means I can break down the text to determine central idea and supporting details.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize particular details used to support the central idea of a text. <p><i>I can recognize particular details</i></p>	<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Main Ideas and Author's Approach</p> <ul style="list-style-type: none"> - Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. - Summarize basic events and ideas in more challenging passages. 	

<p><i>used to support the central idea of a text.</i></p> <p><input type="checkbox"/> Provide a non-biased summary based on the text.</p> <p><i>I can provide a non-biased summary based on the text. This means my summary is free of my personal opinion.</i></p>			
<p>6.RI.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).</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Identify key ideas about individuals, events, and ideas stated in a text.</p> <p><i>I can identify key ideas about individuals, events, and ideas stated in a text.</i></p> <p><input type="checkbox"/> Define anecdote.</p> <p><i>I can define anecdote.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Analyze how key individuals, events, and ideas in a text are introduced, illustrated, and elaborated.</p> <p><i>I can analyze how key individuals, events, and ideas in a text are introduced, illustrated, and elaborated.</i></p> <p><input type="checkbox"/> Analyze evidence in text to support key idea.</p> <p><i>I can analyze evidence in text to support key idea.</i></p>	<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Supporting Details</p> <ul style="list-style-type: none"> - Recognize a clear function of a part of an uncomplicated passage. <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> - Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages. - Identify clear relationships between people, ideas, and so on in uncomplicated passages - Order sequences of events in uncomplicated passages. - Understand relationships between people, ideas, and so on in uncomplicated passages. <p>Generalizations and Conclusions</p> <ul style="list-style-type: none"> - Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw simple generalizations and conclusions using details that support the main points of more challenging passages. 	
Reading Informational Text			

Craft and Structure

<p>6.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify words and phrases in a text. <i>I can identify words and phrases in a text.</i> <input type="checkbox"/> Identify figurative words and phrases in a text. <i>I can identify figurative words and phrases in a text.</i> <input type="checkbox"/> Identify connotative words and phrases in a text. <i>I can identify connotative words and phrases in a text.</i> <input type="checkbox"/> Identify technical words and phrases in a text. <i>I can identify technical words and phrases in a text.</i> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine meaning of words and phrases including the figurative, connotative, and technical meanings of words and phrases as they are used in a text. <i>I can determine meaning of figurative words and phrases as they are used in a text.</i> <i>I can determine the meaning of connotative words and phrases as they are used in a text.</i> <i>I can determine the meaning of technical words and phrases</i> 	<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Supporting Details</p> <ul style="list-style-type: none"> - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. <p>Meanings of Words</p> <ul style="list-style-type: none"> - Understand the implication of a familiar word or phrase and of simple descriptive language - Use context to understand basic figurative language. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages. - Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages. 	<p>As students read informational texts in sixth grade, they are expected to determine and interpret the meaning of unfamiliar words. In order to do this work, teachers may model how to interpret word meanings using contextual clues. Teachers may also provide students with opportunities to discuss new word meanings with a partner, in a small group, or within a whole-class setting. Mini-lessons on figurative language may assist sixth graders as they apply this skill during independent reading.</p> <p>Students in sixth grade are expected to determine how individual elements of informational texts (sentence, chapter, section, etc.) contribute to a text's overall scope. Students develop the ability to recognize how form relates to function and how a part relates to a whole. Teachers may also use graphic organizers to assist students with the practice of identifying part to whole and whole to part relationships. As students hone this skill, they see with greater clarity how individual elements of a text contribute to its main concept and development of ideas.</p> <p>Students are able to understand how the author develops the point-of-view of the speaker in the text. To build this understanding, teachers may provide students with discussion or writing tasks prompting them to reflect upon certain portions within a text and imagine how their content/ style would change if the author's point-of-view shifted to an alternate purpose/point-of-view. For example, teachers may prompt students with questions like: <i>"If the author's purpose shifted from informing his/her audience about facts and details to persuading them to take action, how would the tone and style of the this text change?"</i></p>
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<i>as they are used in a text.</i>			
<p>6.RI.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.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine text structure (e.g., chronology/comparison, cause/effect, problem/solution). <p><i>I can determine text structures (e.g., chronology/comparison, cause/effect, problem/solution.)</i></p> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze how particular sentences, paragraphs, chapter or section fits into the overall structure of a text. <p><i>I can analyze how particular sentences, paragraphs, chapter or section fits into the overall structure of a text.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze how particular sentences, paragraphs, chapter or section contributes to the overall development of the ideas. <p><i>I can analyze how particular sentences, paragraphs, chapter or section contributes to the overall development of the idea.</i></p>	<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Supporting Details</p> <ul style="list-style-type: none"> - Recognize a clear function of a part of an uncomplicated passage. - Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages. 	
<p>6.RI.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Main Ideas and Author's Approach</p>	

<p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the author's point of view or purpose of a text. <i>I can determine the author's point of view or purpose of a text.</i> <input type="checkbox"/> Identify details or examples in a text where the author develops the point of view or purpose of the text. <i>I can identify details or examples in a text where the author develops the point of view or purpose of the text.</i> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how the author conveys his/her point of view throughout the text. <i>I can explain how the author conveys his/her point of view throughout the text. This means I can tell about how the author shows his/her perspective throughout the text.</i> 		<ul style="list-style-type: none"> - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages. - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages. 	
Reading Informational Text			
Integration of Knowledge and Ideas			
<p>6.RI.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.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize how to access information from different media, formats. <i>I can recognize how to access information from different media, formats.</i> 	<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>		<p>Sixth grade students will compare and contrast texts across various genres on the same theme or topic. For example, students may read several news articles on a particular issue and also watch a documentary on the same issue to gain a well-rounded perspective of what the issue entails. Students gather information from all media to assess and better understand how each is presented. To do this work, students may practice highlighting information from articles and note-taking from live media to gain insight into the overall scope of an issue.</p> <p>Students are expected to evaluate data, arguments and claims in a text in order to distinguish those</p>

<input type="checkbox"/> Identify topic and issue. <i>I can identify topic and issue.</i> Reasoning Targets: <input type="checkbox"/> Integrate information taken from various media, formats or text. <i>I can integrate information taken from various media, formats or text.</i> <input type="checkbox"/> Demonstrate coherent understanding of the topic or issue using information from various media/formats <i>I can demonstrate coherent understanding of the topic or issue using information from various media/formats.</i>			<p>supported by evidence from those which are not. Students also evaluate if there is enough evidence to support a particular claim within an informational text. Students at this level compare and contrast two author's presentations of similar events. For example, students may read a person's memoir in conjunction with the same person's biography. In this way, students are able to view the similarities and differences of how information is presented depending on the „lens“ through which it is being portrayed. By doing this, students are able to make text-to-text connections across different authors' perspectives and explore these implications.</p>
<p>6.RI.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.</p> <p>Knowledge Targets:</p> <input type="checkbox"/> Define an argument. <i>I can define an argument.</i> <input type="checkbox"/> Define a claim. <i>I can define a claim.</i> <input type="checkbox"/> Identify the argument in a text. <i>I can identify the argument in a text.</i> <input type="checkbox"/> Identify reasons and evidence in the text. <i>I can identify reasons and evidence.</i> Reasoning Targets: <input type="checkbox"/> Trace the argumentative and specific claims in a text. <i>I can trace the argumentative and specific claims in a text.</i>	<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>Selected ACT College Readiness Standards in Reading Supporting Details</p> <ul style="list-style-type: none"> - Locate basic facts (e.g., names, dates, events) clearly stated in a passage. - Locate simple details at the sentence and paragraph level in uncomplicated passages. - Recognize a clear function of a part of an uncomplicated passage. - Locate important details in uncomplicated passages - Locate and interpret minor or subtly stated details in uncomplicated passages <p>Generalizations and Conclusions</p> <ul style="list-style-type: none"> - Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw simple generalizations and 	

<p><i>This means I can outline or list in steps the claims in a text.</i></p> <p><input type="checkbox"/> Distinguish between supported and unsupported claims.</p> <p><i>I can distinguish between supported and unsupported claims. This means I can tell the difference between supported and unsupported claims.</i></p> <p><input type="checkbox"/> Evaluate the argument and its specific claims in a text.</p> <p><i>I can evaluate the argument and its specific claims in a text. This means I can make a judgment about claims in the text.</i></p>		<p>conclusions using details that support the main points of more challenging passages.</p>	
<p>6.RI.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).</p> <p>Knowledge Targets:</p> <p><input type="checkbox"/> Identify events common to both texts.</p> <p><i>I can identify events common to both texts.</i></p> <p><input type="checkbox"/> Identify an author's presentation of events.</p> <p><i>I can identify an author's presentation of events.</i></p> <p>Reasoning Targets:</p> <p><input type="checkbox"/> Compare and contrast the common events in texts written by different authors (e.g., memoir written by and a biography on the same person).</p> <p><i>I can compare and contrast the common events in texts</i></p>	<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>Interpretation of Data</p> <ul style="list-style-type: none"> - Understand basic scientific terminology - Find basic information in a brief body of text 	

<p><i>written by different authors (e.g., memoir written by and a biography on the same person).</i></p>			
Reading Informational Text			
Range of Reading and Level of Text Complexity			
<p>6.RI.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.</p> <p>Knowledge Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify/understand in literary text key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed). <p><i>I can identify/understand in literary text key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed).</i></p> <p>Reasoning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comprehend independently in literary text key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and 	<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Selected ACT College Readiness Standards in Reading</p> <p>Main Ideas and Author's Approach</p> <ul style="list-style-type: none"> - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages. - Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages. - Infer the main idea or purpose of straightforward paragraphs in more challenging passages. - Summarize basic events and ideas in more challenging passages. - Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages. <p>Supporting Details</p> <ul style="list-style-type: none"> - Recognize a clear function of a part of an uncomplicated passage. - Make simple inferences about how details are used in passages. - Discern which details, though they may appear in different sections throughout a passage, support important points in more 	<p>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, some biographies, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience.</p> <p>Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when faced with difficult text. Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> <p>"Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts."</p> <p>"Students also acquire the habit of reading independently and closely, which are essential to their future success."</p>

<p>Task) as seen in standards 1-9 with scaffolding as needed).</p> <p><i>I can comprehend independently in literary text key ideas and details, craft and structure, integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed).</i></p>		<p>challenging passages.</p> <p>Sequential, Comparative, and Cause-Effect Relationships:</p> <ul style="list-style-type: none"> - Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages. - Recognize clear cause-effect relationships described within a single sentence in a passage. - Identify clear relationships between people, ideas, and so on in uncomplicated passages - Identify clear cause-effect relationships in uncomplicated passages - Order sequences of events in uncomplicated passages. - Understand relationships between people, ideas, and so on in uncomplicated passages. - Understand implied or subtly stated cause-effect relationships in uncomplicated passages. - Identify clear cause-effect relationships in more challenging passages. <p>Meanings of Words</p> <ul style="list-style-type: none"> - Understand the implication of a familiar word or phrase and of simple descriptive language - Use context to understand basic figurative language. - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages. - Use context to determine the appropriate meaning of virtually any word, phrase, or statement in 	
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		<p>uncomplicated passages.</p> <ul style="list-style-type: none"> - Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages. <p>Generalizations and Conclusions</p> <ul style="list-style-type: none"> - Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages. - Draw simple generalizations and conclusions using details that support the main points of more challenging passages. - Draw generalizations and conclusions about people, ideas, and so on in more challenging passages. 	
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