

## 6<sup>TH</sup> GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

**Anchor Standard/ Domain Name:** Reading: Informational Text

Key Ideas and Details R.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.

**Standard Text:**

**RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**Students who can demonstrate understanding can:**

- draw conclusions using details from a text.
- determine how details support a central idea.
- explain how details support inferences.

**Vertical Alignment to Previous Grades:**

RI.1.1, RI.2.1, RI.3.1, RI.4.1, RI.5.1

**Clarification Statement:** Students use evidence from the text to support their analyses of what the text directly and indirectly states.

**Vertical Alignment to Future Grades:**

RI.7.1, RI.8.1, RI.9-10.1, RI.11-12.1

**Vocabulary for Teacher Development:**

- **analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole
- **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation
- **inference** – a conclusion derived from logical reasoning following an investigation of available evidence
- **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

**Anchor Standard/ Domain Name:** Reading: Informational Text

Key Ideas and Details R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Standard Text:**

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Students who can demonstrate understanding can:**

- identify how details contribute to theme.
- identify a central argument and the supporting evidence.
- explain how a title reflects the central idea of a text.
- craft an unbiased summary of the text that clearly illustrates the relationship between supporting details and the overall central idea of the work.

**Vertical Alignment to Previous Grades:**

RI.1.2, RI.2.2, RI.3.2, RI.4.2, RI.5.2

**Clarification Statement:** Students establish the central idea of a text and consider how it is developed through certain details in the text. Using the central idea and key details, students summarize the text without personal feelings or judgments.

**Vertical Alignment to Future Grades:**

RI.7.2, RI.8.2, RI.9-10.2, RI.11-12.2

**Vocabulary for Teacher Development:**

- **central idea** – the unifying concept within an informational text to which other elements and ideas relate
- **conveyed** – to make an idea or feeling known to another person; to carry over from one to another
- **summary/summarize** – a brief statement of the main points of a larger work or text; the act of providing such a statement or account
- **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

**Anchor Standard/ Domain Name:** Reading: Informational Text

<p><u>Key Ideas and Details R.3 Analyze</u> how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p><b>Standard Text:</b> RI.6.3 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><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• identify how an author introduces an idea.</li> <li>• explain how an author elaborates on ideas.</li> <li>• determine how details support inferences.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI.1.3, RI.2.3, RI.3.3, RI.4.3, RI.5.3</p> <p><b>Vertical Alignment to Future Grades:</b> RI.7.3, RI.8.3, RI.9-10.3, RI.11-12.3</p>	<p><b>Clarification Statement:</b> Students thoroughly examine how an important individual, event, or idea is first mentioned in the text, how it is made more clear or apparent, and how it is developed by using examples, anecdotes, or descriptions.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>event</b> – a thing that happens; an occurrence</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
<b>Strand:</b>	<i>Key Ideas and Details</i>
<b>Standard Alignment:</b>	RI.6.1, RI.6.2, RI.6.3
<b>Task:</b>	<p>After reading “The History of Earth Day” by Amanda Davis, “Earth Day” by Claudia Atticot and Alexandra Manning, and viewing a video called “Learn About Earth Day” students must answer:</p> <p>Based on information in both texts and the video, write an essay arguing whether Gaylord Nelson’s original concerns have been adequately addressed. Be sure to use details from both texts and the video as you craft your response.</p> <p>Exemplar precise student response where student does the thinking and references text evidence:</p> <p><i>Pro:</i> Nelson’s concerns have been addressed in that many more people became concerned about the environment.</p> <ul style="list-style-type: none"> <li>○ Text 1: Millions of people became aware of concerns: “On April 22, 1970, more than 20 million demonstrators and thousands of schools and local communities participated in Nelson’s demonstration. The occasion made people sit up and pay attention to environmental issues. Word about the environment began to spread.”</li> <li>○ Text 1: Even internationally, concerns were acknowledged: “On March 21, 1971, the UN Secretary General signed a proclamation establishing Earth Day as an official international holiday. Now people all over the world are learning about environmental issues in their communities.”</li> <li>○ Text 1: Generations will continue to fight for the environment: “younger generations continue his fight to preserve the world’s environment.”</li> <li>○ Text 2: More people are recycling: “The recycling rate has increased from less than 10% in 1980 to more than 34% in 2011.”</li> </ul>

	<ul style="list-style-type: none"> <li>○ Text 2: People have learned ways to make recycling beneficial, showing research on the issues has taken place - "It takes approximately 1 million years for a glass bottle to break down in a landfill," "The energy saved from recycling one glass bottle will operate a 100-watt light bulb for four hours," "Producing glass from new materials requires 30% more energy than using used glass," and other data in the text that speaks to recycling efforts</li> <li>○ Video: At first: "An estimated 20 million people participated" at the first Earth Day event but now more than "200 million people from 141 countries" participate, showing more attention is being paid to environmental issues than ever before.</li> <li>○ Video: Politicians finally paid attention as well: There are now acts such as the Endangered Species Act, the Clean Air Act, the Clean Water Act, and an Environmental Protection Agency.</li> </ul> <p><i>Con:</i> Nelson's concerns have not been addressed in that:</p> <ul style="list-style-type: none"> <li>○ Text 1: Clearly there are still concerns as people continue to have to fight for the environment: "as younger generations continue his fight to preserve the world's environment."</li> <li>○ Text 2: Americans are still extremely wasteful: "The average American produces more than four pounds of garbage per day. Over the course of a year, that is more than 1,600 pounds of garbage per person," "Almost half of the food in the U.S. goes to waste -approximately 3,000 pounds per second," "In 2012, the U.S. produced 32 million tons of plastic. Only 9% was recovered for recycling," "Americans use about 69 million tons of paper and paperboard each year," "The average American uses about 100 gallons of water per day and more than 100,000 gallons of water per year," and "About 8 million metric tons of plastic goes into the ocean each year."</li> <li>○ Video: There are images included that show several pictures of smokestacks and power wires, showing we still have some environmental problems</li> </ul> <p>"The History of Earth Day" by Amanda Davis, "Earth Day" by Claudia Atticot and Alexandra Manning are worthy of students' time to read and also meets the expectations for text complexity at Grade 6. the lower end of complexity for the grade band and therefore most appropriate for grade 6. Some vocabulary may be challenging but there is strong context for students to determine meaning. The video "Learn About Earth Day" is moderately complex in regard to organizational structure and vocabulary. It has a singular purpose and clear level of meaning and there are no demands for prior knowledge.</p>
<b>DOK and Blooms</b>	Level 4, Evaluating
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students will cite textual evidence to support their analysis of whether the original essayists concerns have been met.</li> <li>• Students will analyze a key idea and make a determination based on details in the text.</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may use only one source of the three provided to support their claim.</li> <li>• Students may summarize the information in the three texts without making a strong claim in response to the question.</li> </ul>

## 6<sup>TH</sup> GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: CRAFT AND STRUCTURE

<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u>  <u>Craft and Structure R.4</u> 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><b>Standard Text:</b>  <b>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning.</b></p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>circle unknown words and underline any context that could provide insights into the meanings of the words.</li> <li>discuss the relationships between the author’s word choices and the overall meaning of a piece.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RI.1.4, RI.2.4, RI.3.4, RI.4.4, RI.5.4</p> <p><b>Vertical Alignment to Future Grades:</b>            RI.7.4, RI.8.4, RI.9-10.4, RI.11-12.4</p>	<p><b>Clarification Statement:</b> Students examine the text to understand the meaning of words or phrases using the context to inform their thinking. Students analyze how a word chosen by the author influences the meaning of the text as a whole.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li><b>phrase(s)</b> – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u>  <u>Craft and Structure R.5</u> 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><b>Standard Text:</b>            RI.6.5 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><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>explain how a sentence fits as part of a paragraph.</li> <li>analyze how a paragraph fits into the chapter or section of text and adds to the development of an idea.</li> <li>determine specific sentences that are key to a paragraph and explain why.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RI.1.5, RI.2.5, RI.3.5, RI.4.5, RI.5.5</p> <p><b>Vertical Alignment to Future Grades:</b>            RI.7.5, RI.8.5, RI.9-10.5, RI.11-12.5</p>	<p><b>Clarification Statement:</b> Students examine how a specific sentence, paragraph, chapter, or section fits as part of the whole text and adds to the development of ideas.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li><b>chapter</b> – the main division within a book</li> <li><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u>  <u>Craft and Structure R.6</u> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p><b>Standard Text:</b>            RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>explain how an author develops point of view.</li> <li>annotate, (by highlighting or underlining), specific words and describe what those words tell them about an author’s view.</li> </ul>

	<ul style="list-style-type: none"> <li>highlight sentences that provide clues explaining why an author wrote a text.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI.1.6, RI.2.6, RI.3.6, RI.4.6, RI.5.6</p> <p><b>Vertical Alignment to Future Grades:</b> RI.7.6, RI.8.6, RI.9-10.6, RI.11-12.6</p>	<p><b>Clarification Statement:</b> Students establish the author’s beliefs about a subject or his/her reason for writing a text (to inform, persuade, entertain, describe) and explain how this is shown in the text.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>conveyed</b> – to make an idea or feeling known to another person; to carry over from one to another</li> <li><b>point of view</b> – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point</li> <li><b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> <li><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
<b>Strand:</b>	<i>Craft and Structure</i>
<b>Standard Alignment:</b>	RI.6.5
<b>Task:</b>	<p>After reading “The Making of a Scientist” by Richard Feynman students must answer:</p> <p>How do paragraphs 1–3 of this passage help the reader understand the rest of the passage? Restate the specific sentence from these paragraphs that best supports your response.</p> <p>A strong response would include some or all of the following ideas:</p> <ul style="list-style-type: none"> <li>Paragraphs 1-3 introduce how Feynman’s father taught him through observation at an early age which helps introduce the main ideas in the passage.</li> <li>The sentence “So he started very early to tell me about the world and how interesting it is” best supports this idea in Paragraphs 1-3 and then further developed throughout the text.</li> </ul> <p>This text is worthy of students’ time to read and also meets the expectations for text complexity at Grade 6. Although the vocabulary, syntax, and structure are complex, the conversational tone of the text helps add a level of accessibility. Given that no prior knowledge is needed, the text has been placed at the high end of grade 6.</p>
<b>DOK and Blooms</b>	Level 3, Analyzing
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>Students will analyze how a particular paragraph(s) fits into the overall structure of a text</li> <li>Student will analyze how a particular sentence contributes to the development of theme.</li> </ul>

<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may simply summarize paragraphs 1-3 without analyzing how they help the reader understand the rest of the passage.</li> <li>• Students may instinctually choose the first sentence of paragraph one with the idea that it is most important versus focusing on the question demand.</li> </ul>
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## 6<sup>TH</sup> GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS

<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u> <u>Integration of Knowledge and Ideas R.7</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p>	
<p><b>Standard Text:</b> RI.6.7 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><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• identify how a graphic supports a text</li> <li>• determine how graphics relate to a text.</li> <li>• identify how graphics and a text support claims.</li> <li>• explain how graphics support the central ideas of a text.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI.1.7, RI.2.7, RI.3.7, RI.4.7, RI.5.7</p> <p><b>Vertical Alignment to Future Grades:</b> RI.7.7, RI.8.7, RI.9-10.7, RI.11-12.7</p>	<p><b>Clarification Statement:</b> Students combine information from different print and non-print media to create a clear understanding of a topic or issue. Visual print and non-print media include: written text, illustrations, video, etc. Quantitative print and non-print media include: text with numbers or measures, graphs, charts, etc.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>coherent</b> – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together</li> <li>• <b>quantitatively</b> – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively –in such a manner that allows something to be measured in terms of descriptive experience and reflection)</li> <li>• <b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u> <u>Integration of Knowledge and Ideas R.8</u> 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><b>Standard Text:</b> RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• determine how an author uses evidence to support arguments.</li> <li>• identify how evidence supports a claim.</li> <li>• analyze whether or not a claim is supported by evidence.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI.1.8, RI.2.8, RI.3.8, RI.4.8, RI.5.8</p> <p><b>Vertical Alignment to Future Grades:</b> RI.7.8, RI.8.8, RI.9-10.8, RI.11-12.8</p>	<p><b>Clarification Statement:</b> Students follow and assess the argument and specific claims made in a text, pointing out claims that are supported by reasons and evidence and those that are not.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>argument</b> – value statement(s) supported by evidence whose purpose is to persuade or explain</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>claim(s)</b> – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth</li> <li>• <b>evaluate</b> – to determine quality or value after careful analysis or investigation</li> <li>• <b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</li> <li>• <b>reasons/reasoning</b> – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u>  <u>Integration of Knowledge and Ideas R.9</u> 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><b>Standard Text:</b>          RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• identify how two authors present information differently.</li> <li>• compare how authors present information on the same topic.</li> <li>• identify differences in how authors present information in texts.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>          RI.1.9, RI.2.9, RI.3.9, RI.4.9, RI.5.9</p> <p><b>Vertical Alignment to Future Grades:</b>          RI.7.9, RI.8.9, RI.9-10.9, RI.11-12.9</p>	<p><b>Clarification Statement:</b> Students determine the similarities and differences between how two authors present information about events (for example, a memoir by a person versus a biography about that person).</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>compare</b> – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar</li> <li>• <b>event</b> – a thing that happens; an occurrence</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u>          New Mexico State Standard</p>	
<p><b>Standard Text:</b></p> <ol style="list-style-type: none"> <li>1. Students in Grade 6 will distinguish between primary and secondary sources.</li> </ol>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• identify the key characteristics of a primary source and secondary source</li> <li>• compare a primary source and secondary source on the same topic and analyze the difference in tone, structure and point of view</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p><b>Vertical Alignment to Future Grades:</b>          7.1, 8.1</p>	<p><b>Clarification Statement:</b> Students can distinguish between primary and secondary sources and understand the defining characteristics of each and how they should be used in understanding a topic.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>primary source</b> – immediate, first-hand account of a topic, from people who had a direct connection with it</li> <li>• <b>secondary source</b> – a text that comments on, interprets, or discusses primary sources; documents written after an event has occurred by someone who was not present.</li> </ul>



<b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u> New Mexico State Standard	
<b>Standard Text:</b> 2. Students in Grade 6 will describe how the media use propaganda, bias, and stereotyping to influence audiences.	<b>Students who can demonstrate understanding can:</b> <ul style="list-style-type: none"> <li>differentiate between propaganda, bias and stereotyping and identify and analyze examples of each.</li> <li>compare two media coverages of the same topic and identify the use or lack thereof of propaganda, bias and stereotyping in each.</li> </ul>
<b>Vertical Alignment to Previous Grades:</b>  <b>Vertical Alignment to Future Grades:</b> 7.2, 8.2	<b>Clarification Statement:</b> Students can explain how the media use specific techniques of propaganda, bias and stereotyping to influence an audience's perception of a topic. <b>Vocabulary for Teacher Development:</b> <ul style="list-style-type: none"> <li><b>bias</b> – prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair</li> <li><b>media</b> – various means of communication such as newspaper, television and the internet.</li> <li><b>propaganda</b> – information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view</li> <li><b>stereotyping</b> – using a set idea about what a particular type of person is like, especially an idea that is wrong</li> </ul>

<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Integration of Knowledge and Ideas</i>
<b>Standard Alignment:</b>	RI.6.8 New Mexico State Standard B
<b>Task:</b>	<p>After reading "The History of Earth Day" by Amanda Davis students must answer:</p> <p>Part 1: In "The History of Earth Day" identify a claim and the details the author includes to support this claim.</p> <p>A well supported response would include one of the following ideas:</p> <ul style="list-style-type: none"> <li>The claim that "Gaylord Nelson decided something needed to be done to protect the environment" is strongly supported by details about articles Nelson wrote on the topic and the efforts he made to protect the environment.</li> <li>The claim that "The work that he began led to what we now know as Earth Day" is fully supported by details about Nelson's continued efforts to bring attention to conservation and the explanation of when the UN officially created Earth Day as an international holiday.</li> <li>The claim that "word about the environment began to spread" is supported by the details about the resulting 20 million demonstrators who turned out for Nelson's first huge event and the fact that the UN eventually created Earth Day.</li> </ul> <p>Part 2: Is this article an example of a primary or secondary source? Explain how you know.</p> <p>A well supported response would include the following ideas:</p>



	<ul style="list-style-type: none"> <li>• This is a secondary source.</li> <li>• This writer is describing the events that led up to the creation of Earth Day but does not describe being personally at any of the events.</li> </ul> <p>This text is worthy of students' time to read/view and also meet the expectations for text complexity at Grade 6. The organizational structure allows students to follow connected events to an end result, the knowledge demands are low, and the level of meaning is implicit. Some vocabulary may be challenging but there is strong context for students to determine meaning.</p>
<b>DOK and Blooms</b>	Level 2, Applying
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students will identify claims in a text and determine which details support these claims.</li> <li>• Students will identify unsupported claims.</li> <li>• Students will distinguish between primary and secondary sources.</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may identify an unsupported claim such as "younger generations continue his [Nelson's] fight to preserve the world's environment."</li> <li>• Students may be able to identify a claim but struggle to identify which specific details most strongly support it.</li> <li>• Students may be able to distinguish that this is secondary source but not be able to explain why.</li> </ul>

## 6<sup>TH</sup> GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY

<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Informational Text</u>  <u>Range of Reading and Level of Text Complexity R.10:</u> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p><b>Standard Text:</b>  <b>RI.6.10</b> 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><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• use a strategy or keep a purpose in mind to monitor their comprehension.</li> <li>• annotate expository texts, marking passages for connections, interpretations, and confusions.</li> <li>• write in journal entry form thoughts they had while independently reading.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RI.1.10, RI.2.10, RI.3.10, RI.4.10, RI.5.10</p> <p><b>Vertical Alignment to Future Grades:</b>            RI.7.10, RI.8.10, RI.9-10.10, RI.11-12.10</p>	<p><b>Clarification Statement:</b> By the end of grade 6, students competently read and understand informational texts within the 6-8 text complexity band (Lexile: 925-1185). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b><u>independently</u></b> – on one's own, without aid from another (such as a teacher)</li> <li>• <b><u>informational text</u></b> – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)</li> <li>• <b><u>proficient/proficiently</u></b> – competent, skilled, and/or showing knowledge and aptitude in doing something; the</li> </ul>

	<p>level at which one is able to complete a particular skill, such as reading complex texts, with success</p> <ul style="list-style-type: none"><li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li><li>• <b>text complexity band</b> – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12) determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself).</li></ul>
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