**GRADE 6-Key Ideas and Details**

**Informational Reading Standard 1**

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| **College and Career Readiness (CCR) Anchor Reading Standard Key Ideas and Details (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. | | |
| **CCSS – Grade Specific Reading Standard 1 (Informational)** | | |
| **Grade 5:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text | **Grade 6: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** | **Grade 7:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Textual evidence/text support * Inference * Prediction * Content/concrete idea * Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used) * Critical/analytical judgments * Generalizations * Background knowledge * Explicitly stated information from the text * Conclusion | * Good readers use strong textual evidence, connections to their own lives and their background knowledge to make inferences and to draw conclusions about what they read. * Good readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their lives. | * Make, test and revise predictions as they read * Make strongly implied inferences about content, concrete ideas and author’s decisions in a text * Identify/cite appropriate text support for inferences about content, concrete ideas and author’s decisions in a text * Use the combination of explicitly stated information, background knowledge, , and connections from the text to answer questions they have as they read * Make critical or analytical judgments to make generalizations * Create self-motivated interpretations of text that are adapted during and after reading * Draw conclusions about events in a text * Analyze what text says explicitly as well as inferentially and cite textual evidence to support that analysis |
| **CCSS – Grade Specific Reading Informational Standard 10 (Grade 6)**  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.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | |

**GRADE 6- Key Ideas and Details**

**Informational Reading Standard 2**

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| **College and Career Ready (CCR) Anchor Reading Standard (2):**  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | | | |
| **CCSS – Grade Level Reading Standard 2 (Informational)** | | | | |
| **Grade 5**: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | **Grade 6: 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.** | | | **Grade 7**: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Informational text (both literary nonfiction and expository/technical texts) * How to explain (e.g., what and why) * Central/main idea * Types of text structures (e.g. sequence/ chronological order, classification, definition, simple process, description, comparison) * Different purposes for graphic organizers, based on structure of text * Difference between central/ main ideas and key details in an informational text * Characteristics of an effective summary (e.g., objective vs. subjective) for informational texts | | * Authors of informational text(s) follow a pattern or plan and include key details in order to help readers make meaning of the text. * Good readers use key details in an informational text to identify the main topic. * Good readers develop effective summaries that capture the main ideas of informational text and excludes personal opinions or judgments | * Determine central/main idea of an informational text * Recognize how ideas are organized in an informational text * Describe or graphically represent the relationship between central/main ideas and details * Explain how the main ideas are supported by key details * Summarize the main ideas in an informational text, capturing the most important parts of the piece distinct from personal opinions or judgments * 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 | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 6)**  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.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | | |

**GRADE 6-Key Ideas and Details**

**Informational Reading Standard 3**

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| **College and Career Ready (CCR) Anchor Reading Standard (3):**  Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | | | |
| **CCSS – Grade Level Reading Standard 3 (Informational)** | | | | |
| **Grade 5**: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | **Grade 6: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).** | | | **Grade 7:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Informational text (both literary nonfiction and expository/technical texts) * How to analyze (e.g., explanation of what, why and how) * Key ideas/concepts, individuals, events, steps/procedures in informational texts. * Specific details that explain key ideas, individuals, events, steps/procedures, etc. * Development strategies for informational texts (e.g., introduction/presentation of ideas, illustration, elaboration through example, anecdote, etc.) * Relationships and interactions (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another) * Transition/linking words that assist explanations and analysis (e.g., because, then, as a consequence, in contrast) for informational texts | | * Authors select purposeful strategies to develop informational texts. * Good readers analyze the development of individuals, events, ideas/concepts or steps/procedures in order to make meaning of what they read. | * Describe the events, key ideas/concepts, procedures, etc. in a variety of informational/technical texts * Identify the specific details/information that develop individuals, events, procedures, ideas, or concepts in informational and technical texts * Identify words/phrases that signal relationships and interactions between and among ideas, events, procedures, individuals * Describe how relationships and interactions between ideas/ concepts, individuals, and events develop informational/technical texts * Use text details to analyze how author’s development choices reveal the message (e.g., how author introduces, illustrates, elaborates information) | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 6)**  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.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | | |

**GRADE 6-Craft and Structure**

**Informational Reading Standard 4**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (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. | | |
| **CCSS – Grade Level Reading Standard 4 (Literary)** | | |
| **Grade 5:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | **Grade 6: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.** | **Grade 7**: 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 and tone. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Informational text * Word choice * Context clues * Literal/ Denotative meaning * Connotative meaning * Technical meaning * Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole) * Tone | * Authors make purposeful choices to achieve an intended effect within informational text(s). * Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s). | * Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues * Use context clues to help unlock the meaning of unknown words/phrases * Determine the appropriate definition of words that have more than one meaning * Differentiate between literal and non-literal meaning * Identify and interpret figurative language * Explain how figurative language enhances and extends meaning * Explain the impact of specific language choices by the author * Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 6)**  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.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | |

**GRADE 6-Craft and Structure**

**Informational Reading Standard 5**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (5):**  Analyze the structure of text, 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. | | |
| **CCSS – Grade Level Reading Standard 5 (Informational)** | | |
| **Grade 5:** Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect problem/solution) of events, ideas, concepts, or information in two or more texts. | **Grade 6: 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.** | **Grade 7:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application**  **and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts) * How to analyze * Various text structures (e.g., sentences, paragraph, chapter, section) * Various patterns of organization ( e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect, conflict/resolution) * Various text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices) * Difference between text structure and text feature * Relationships between parts of text and whole text (as indicated by text features and structures) | * Authors use various patterns of organization and text features to chunk and organize the information so readers can deconstruct the text. * Authors’ choices of structures, features, etc. control the central idea and the readers’ perceptions * Good readers know that recognizing how a text is structured is one key to making meaning from text. * Good readers understand the structures and features of a text, and use them to make sense of what they read. | * Identify text features * Identify text structures * Identify text’s purpose and central idea * Describe the connections between text features and the text’s purpose and theme * Make connections between author’s choice of text structure and the text’s purpose and central idea * Explain how structure and/or features enhance text’s purpose and central idea * Describe the relationship between text organization and development of ideas * 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 |
| **CCSS- Grade Specific Reading Standard 10 (Grade 6)**  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.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | |

**GRADE 6-Craft and Structure**

**Informational Reading Standard 6**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (6):** Assess how point of view or purpose shapes the content and style of a text. | | |
| **CCSS – Grade Level Reading Standard 6 (Informational)** | | |
| **Grade 5:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | **Grade 6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.** | **Grade 7**: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural and Application**  **Extended thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts) * How to explain * Author’s roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text * Point of view (e.g., first person, third person) * Author’s viewpoint/focus/attitude/bias * Author’s perspective (background) * Audience * Author’s strategies for developing viewpoint and purpose (e.g., author’s choices about when and how to develop information; what information to include or exclude) | * Authors achieve their purpose by controlling what the reader knows through the choices they make (e.g., content, point of view, style, word choice). * Author’s choices distinguish their position, viewpoint, or attitude from that of others. * Good readers analyze the text to better understand the author’s viewpoint/attitude and purpose. | * Describe the author’s overall purpose for writing a text * Identify the intended audience * Describe how the author addresses the needs of the audience * Identify the author’s viewpoint in a text * Describe how the author’s choices reflect his/her attitude, viewpoint, focus, or bias * Describe how the author’s choices shape the content * Explain how the purpose or point of view is conveyed in a text |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 6)**  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.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | |

**GRADE 6-Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):** Integrate and evaluate content  presented in diverse media and formats, including visually and quantitatively, as well as in words. | | | | |
| **CCSS – Grade Level Reading Standard 7 (Informational)** | | | | |
| **Grade 5**: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | **Grade 6: 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.** | | | **Grade 7**: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Media formats (e.g., visual, oral, quantitative) * Text and media topic/message/issue * Relevant vs. irrelevant information * Reliable vs. unreliable resources * Print or digital sources/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on web pages, audio, video) | | * Authors make decisions about their presentation of information in order to convey a specific message. * Readers’ and viewers’ develop a coherent understanding of topics or issues by integrating information from a variety of media or formats. | * Distinguish between relevant vs. interesting or irrelevant information * Distinguish between reliable vs. unreliable resources * 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 | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 6)**  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.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | | |

**GRADE 6-Craft and Structure**

**Informational Reading Standard 8**

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| **College and Career Ready (CCR) Anchor Reading Standard (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. | | | | |
| **CCSS – Grade Level Reading Standard 8 (Informational)** | | | | |
| **Grade 5**: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | **Grade 6: 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.** | | | **Grade 7**: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Informational text (both literary nonfiction and expository/technical texts) * How to trace an author’s argument and specific claims * How to evaluate an author’s argument and specific claims * Main/key ideas * Supporting details * Relevant vs. irrelevant details * Reasons/examples/evidence * Arguments * Valid vs. invalid claims * Persuasive techniques (e.g., emotional words, repetition, name calling) | | * Authors provide reasons/examples/ evidence in informational text to support their arguments and specific claims. * Good readers evaluate the reasons and evidence that authors use to support their arguments and specific claims in informational texts. | * Identify the author’s argument and specific claims * Identify (e.g., by telling, writing, graphically representing) reasons/evidence that support the author’s argument and specific claims in a text * Differentiate between claims which are supported by reasons/evidence and those which are not * Differentiate between valid and invalid claims * Explain how an author uses reasons and evidence to support particular arguments and specific claims in a text, identifying which reasons and evidence support which point(s) * 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 | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 6)**  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.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | | |

**GRADE 6-Craft and Structure**

**Informational Reading Standard 9**

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| **College and Career Ready (CCR) Anchor Reading Standard (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. | | | | |
| **CCSS – Grade Level Reading Standard 9 (Informational)** | | | | |
| **Grade 5**: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | **Grade 6: 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).** | | | **Grade 7**: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Informational text (both literary nonfiction and expository/technical texts) * Compare/contrast * Author’s purpose for writing * Purpose for gathering information * Methods to manage and organize selected information (e.g., graphic organizers, electronic notes) * How to integrate information in a purposeful way | | * Authors of informational text make choices about how to present information and key details on topics and events depending on their purpose. * Good readers make meaning of informational texts by comparing and contrasting the presentation of important information and events presented in texts. | * Identify the most important information and events from texts used for a given purpose * Use a method for managing and organizing selected information * Integrate information from texts on the same topic by different authors * Compare and contrast one author's presentation of events with that of another | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 6)**  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.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | | |