

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Informational Text	Anchor Standard:	Key Ideas and Details	Grade level:	6
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Student Friendly Language:
I can cite exact information from text that is factual and prove that it is true. I can make inferences (conclusions) based on the text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Text facts • Inferred conclusion 	<p>Authors provide facts in text for students to draw conclusions.</p> <p>Authors directly state facts in text.</p>	<p>Identify facts from text.</p> <p>Analyze important facts from text.</p> <p>Develop inferences based on facts from text.</p>

Key Vocabulary:
<p>cite inference text analyze</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Students need to build a strong content knowledge base and learn to value evidence when reading informational text. They need to interpret others use of evidence to expand their prior knowledge. Text may include social media, newspapers, magazines, informational texts. For example, when reading a newspaper article you will need to make inferences based on the information given to help make decisions.</p>

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5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	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.	7.RI.2 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.

Student Friendly Language:
<p>I can determine the central idea of a text.</p> <p>I can convey (identify) particular details to identify the central idea.</p> <p>I can provide a summary of the text without personal opinions or judgments.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Central (main) idea • Particular (key) details • Summary 	<p>All works of text have a central idea.</p> <p>All summaries should be free of personal opinions or judgments.</p>	<p>Determine the central ideas of a text.</p> <p>Identify particular details from a text that determine the central idea.</p> <p>Provide a summary free of opinions and judgments using details.</p>

Key Vocabulary:
<p>Central (main) idea</p> <p>Particular (key) details</p> <p><u>Judgments</u></p> <p>Summary</p> <p>Details (key details)</p> <p>Determine (figure out)</p> <p>Convey (identify)</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>Students need to realize that everything they read has a central (main) idea. Materials include all school related subject areas, all media, and job criteria.</p> <p>If students are unable to determine the central (main) idea, it will be difficult to understand and comprehend the material they are reading or listening to.</p>

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5.RI.3 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.	6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in text (e.g. through examples or anecdotes).	7.R.1.3 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).

Student Friendly Language:
<p>I can identify the key individual, event, or idea in detail.</p> <p>I can explain how an individual, event, or idea is developed using key information from the text.</p> <p>I can expand my knowledge of a topic from information that is illustrated or elaborated in various formats.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Key individual, event, or idea in text 	<p>Key concepts are developed within a text using different formats.</p> <p>Key individuals, events, or ideas are emphasized within the text.</p> <p>Expansion of knowledge happens when reading different formats of key information.</p>	<p>Analyze the text details for key individual, event, or idea(s).</p> <p>Interpret informational text formats.</p> <p>Discuss how key concepts written in informational text formats expand knowledge.</p>

Key Vocabulary:
<p>key individual, event, or idea development <u>elaborate</u> <u>illustrate</u> anecdote key concepts format analyze <u>interpret</u></p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>The ability to analyze and interpret information will allow you to become more informed. Being an informed student will help you to make informed opinions about current issues (elections and voting, political issues, editorials).</p>

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Strand:	Informational Text	Anchor Standard:	Craft and Structure	Grade level:	6
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.R.1.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	7.R.1.4 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 and tone.

Student Friendly Language:
I can determine the meaning of words and phrases using context clues. I can understand the difference between figurative (not literal), connotative (suggested meaning), and technical (practical) language.

Know (Factual)	Understand The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Context clues • Figurative language • Connotative language • Technical language 	There is a difference between figurative, connotative, and technical language. Context clues help decipher meaning of different words.	Explain how context clues differ within the text. Analyze the difference between figurative, connotative, and technical language.

Key Vocabulary:
Context clues Decipher Figurative language Connotative language Technical language
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Acquire the knowledge and skills to use context clues and understanding to read user manuals, text books, reading books, student handbooks, magazines, etc. Interpreting words and phrases in context can affect personal and workplace communication. For example, what one person assumes is humorous, another may take as serious.

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5.RI.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.	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.	7.RI.5 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.

Student Friendly Language:
I can examine a sentence, paragraph, chapter, or section and determine how it fits into the text.
I can determine how a sentence, paragraph, chapter, or section develops

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Sentence ● Paragraph ● Chapter ● Section ● Text structure ● Idea development 	Different elements impact the overall structure of text.	Analyze how one portion of a text helps develop the ideas and fits into the overall structure of a text.

Key Vocabulary:
Analyze Text structure
Relevance and Applications: How might the level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
Readers can acquire information daily through newspapers, magazines, on-line sources, books, and other means to make informed decisions. If someone is trying to make a personal connection with another, how his/her words are used may impact the relationship. For example, in a professional situation, how a presentation is structured may determine the success of the outcomes.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.R.1.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	6.R.1.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	7.R.1.6 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.

Student Friendly Language:
I can determine an author's point of view and/or purpose of the text.
I can explain how the author tells the reader his/her point of view or purpose from the text.

Know (Factual)	Understand (Conceptual) The students will understand that...	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Point of view Purpose of text 	<p>An author's point of view or purpose can be determined within a text.</p> <p>An author's point of view or purpose can differ depending on the audience for the text.</p>	<p>Communicate the author's point of view or purpose.</p> <p>Explain how the author conveyed his/her point of view or purpose within the text.</p>

Key Vocabulary:
Point of view Purpose of text Convey
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>Students should be able to understand each author's intention when reading text such as editorials, historical documents, and political statements.</p> <p>Students will be able to choose different texts they want to read.</p> <p>Students find purpose in the music they choose.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading Informational Text	Anchor Standard:	Integration of Knowledge and Ideas	Grade level:	6
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.R.I.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	6.R.I.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.	7.R.I.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).

Student Friendly Language:
<p>I can put together information from different media or formats to understand a topic or issue.</p> <p>I can use the information to describe my understanding.</p> <p>I can clearly express my understanding of a topic or issue.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Media types ● Format Types 	Combining information from different media types creates a deeper understanding of content.	<p>Integrate different media or formats to develop a coherent understanding of a topic or issue.</p> <p>Demonstrate understanding of the information presented through different media or formats.</p>

Key Vocabulary:
Coherent

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?
<p>After leaving school, people will stop presenting complete sets of information to you. That doesn’t mean that you’ll stop being interested in things. It does mean that you’ll have to create your own understanding of those topics, usually by combining information from various topics. For example, a person might ask, “I wonder if the Knicks will be any good this year?” To understand this, he or she might look at some stats, watch some video clips of them training, read an interview with the coach and slowly the person gains a better understanding of how the team will play that year.</p>

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5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons support which points.	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.	7.RI.8 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.

Student Friendly Language:
<p>I can follow (trace) and find the reasons an author feels the way s/he does. I can figure out (evaluate) if the statements (evidence) are supported by facts or only by author's opinion.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Fact ● Claim ● Opinion ● Argument ● Evidence ● Reason 	<p>Authors use fact and opinion to express and support their viewpoints.</p> <p>It is important to thoroughly evaluate evidence to discern valuable information as critical consumers.</p>	<p>Trace and evaluate an author's reasoning in a text.</p> <p>Distinguish between supported and unsupported claims in a text.</p>

Key Vocabulary:
<p>trace evaluate fact opinion <u>distinguish</u> argument evidence claim reason</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>Students need to distinguish between credible and non credible evidence of an argument to discern valuable information as critical consumers of information. Texts could include newspaper articles, editorials, political statements, election materials, controversial issues, and other forms of printed & online informational literature. If students can discern this information, they are better equipped to make informed, critical decisions. For example, when deciding to vote for or against a current issue, it would be important to make an informed decision. This decision would depend on the evaluation of supported reasons and evidence presented on both sides of the issue.</p>

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5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	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).	7.RI.9 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.

Student Friendly Language:
I can read two versions of the same event.
I can find the parts of each text that are the same (compare) and the parts of each text that are different (contrast).

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Compare/Contrast definition • Genre 	<p>Different authors can describe the same event(s) in more than one way.</p> <p>It is important to read texts from various authors on the same event(s) to get a more complete understanding of the event(s) and to note how point-of-view can affect information presented in text.</p>	<p>Compare and contrast one author's presentation of events with that of another author.</p>

Key Vocabulary:
<p>compare contrast genre events presentation memoir biography</p>
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"?
<p>Literate individuals need to make informed decisions by reading purposefully. Literate individuals can cite specific evidence to make their informed decision.(i.e. literature, product reviews,...) If you want to buy something from a store (like a cell phone), you will want to compare and contrast features to make an informed decisions.</p>