

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	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.RL.1 Quote accurately from a text when explaining what the texts says explicitly and when drawing inferences from the text.	6.R.L.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.R.L.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 give examples (evidence) from text to support my thoughts.
I can make a conclusion (inference) based on facts from the text.

Know (Factual)	Understand (Conceptual) I want students to understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Inferences from the text. Important details in the text (central idea and relevant supporting facts). 	<p>The author may directly state meaning in the text.</p> <p>The author may expect readers to infer meaning.</p> <p>A conclusion (inference) should be based on facts from the text.</p>	<p>Analyze text for stated and unstated meaning.</p> <p>Identify the important details of the text.</p> <p>Cite examples from the text to support inferences.</p>

Key Vocabulary:
Analyze Cite Infer <u>Conclusions</u> <u>Central idea (main idea)</u> Evidence
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 will be able to read and comprehend any text to recognize the stated and unstated meaning in all types of text.</p> <p>Examples: email, texts, Facebook, Wikipedia, Office Memos, Instant Messages, Legal Documents, Short Stories, Poetry, Narratives.</p>

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5.R.L.2 Determine a theme of a story, drama, or poem from details in the text, including how the characters in a story or drama respond to challenge or how the speaker in a poem reflects on topic; summarize the text.	6.R.L.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.	7.R.L.2 Determine the theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Student Friendly Language:
I can find the central idea or theme of the text.
I can explain the details that support the central idea.
I can summarize using facts and details from the text.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Details in central idea Summary details 	<p>Details from the text support the theme or central idea.</p> <p>The summary is supported by details or facts without personal opinions or judgements.</p>	<p>Identify and describe central idea or theme using details from the text.</p> <p>Summarize the text using content.</p> <p>Distinguish between fact and opinions/judgements.</p>

Key Vocabulary:
Theme <u>Central Idea</u> (main idea) - in lower grades this is called "central message" Conveyed Distinct Summarize **facts/opinions(this skill is not addressed in 5th or 7th grades, so needs to have a strong focus) **judgements (this skill is not addressed in 5th or 7th grades, so needs to have a strong focus)
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"?
Reading for purpose or enjoyment comes from understanding the central idea of text from literature. Students will need to use details and important information to summarize literature and make connections to real world situations. -- movie/book review, reading articles, and social networking,

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.RL.3 Compare or contrast two or more characters, settings, or events in a story or drama, drawing on two specific details in the text (ex. how characters interact).	6.RL.3 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.	7.RL.3. Analyze how particular elements of a story or drama interact (ex. how setting shapes the character or plot).

Student Language:
I can identify the storyline (plot) of a text. I can identify the problem (conflict). I can describe how characters respond and change to conflict. I can trace rising and falling action to the text's resolution.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
The plot of the story is affected by: <ul style="list-style-type: none"> • Setting, text structure, and character traits • Stages of plot (exposition, rising action, problem, climax, falling action, resolution) 	Most stories follow a plot. Elements of a story (plot) occur in text. Characters change throughout the stages of plot.	Identify the stages of plot within a story. Identify the conflict in a story. Describe the character's response/change as the plot develops. Connect the elements of a story from exposition to resolution.

Key Vocabulary:
Conflict Respond Compare Text Structure Connections (connect) Episode Stages of plot: plot, conflict, exposition, rising action, climax, falling action, resolution,
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"?
The elements of the story (plot and character traits) pattern the events that happen in our own life; therefore, it's important to discover the similarities so we develop connections to the story and to our life.
Movies/book review, newspaper reporters--analyze real world situation on TV or in our lives to see the correlations of the stages of plot in stories and in real life.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	6.R.L.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.	7.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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Student Friendly Language:
<p>I can determine the figurative meanings of words and phrases.</p> <p>I can determine the connotative meanings of words and phrases.</p> <p>I can analyze the impact of word choice on meaning and tone in the text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Figurative meaning ● Connotative meaning ● The difference between connotative and denotative meanings. 	<p>Word choice has an impact on meaning and tone.</p>	<p>Use resources (dictionary, thesaurus) to find word meanings.</p> <p>Analyze word choice to determine meaning.</p> <p>Interpret connotative and figurative meaning.</p> <p>Manipulate word choice to impact meaning and tone.</p>

Key Vocabulary:			
<u>Figurative meaning</u>	<u>Connotative meaning</u>	<u>Denotative meaning</u>	Thesaurus
Antonym	Synonym	Determine	Analyze
Tone	Impact		
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 read at a critical level that allows them to comprehend and enjoy text in newspapers, magazines, and websites. Students also need to understand that words and phrases in written documents can impact how others perceive text. For example, the use of logos such as “You can go anywhere from here,” and “Be you, be us, be Northern” may affect the decisions of those choosing a college.</p>			

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	6.R.L.5 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.	7.RL.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Student Friendly Language:

I can examine a sentence, chapter, scene, or stanza and determine how it develops the text.
I can determine how a sentence, chapter, scene, or stanza impacts or affects theme, setting, or plot.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Structural element (sentence, chapter, scene, stanza) Text structure Theme Setting Plot Story elements 	<p>Different structural elements of text impact the theme, setting, or plot.</p> <p>Text design develops literary elements.</p>	Analyze/Distinguish how a particular piece of a text impacts and contributes to the overall theme, setting, and plot of the text.

Key Vocabulary:

Analyze
Determine
Stanza
Text structure
Setting
Theme
Plot
Scene
Chapter

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"?

Students can analyze the intent of the author's message and understand how the message impacts response. A scene or stanza in a written work can enhance the author's theme, setting, or plot. In today's world of instant personal communication, the importance of a message may be shown by the use of capital letters. For instance, a text in all capital letters may show the sender to be shouting, upset, or excited.

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.	6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.	7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Student Friendly Language:
<p>I can explain how an author develops point of view of the narrator in a text.</p> <p>I can explain how an author develops the point of view of a speaker (character) in a text.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> • Point of view • Narrator's point of view • Speaker's (character's) point of view 	<p>An author has purpose for writing.</p> <p>An author's point of view may be different than a reader's point of view.</p> <p>Multiple characters may have different points of view.</p> <p>All text has a point of view which the author uses to develop meaning.</p>	<p>Identify an author's point of view or purpose in a text.</p> <p>Explain how the author develops the narrator's or character's point of view.</p> <p>Explain or recognize how the author's purpose affects the interpretation of a reading selection.</p>

Key Vocabulary:										
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Develop</td> <td style="width: 50%;">Interpret</td> </tr> <tr> <td>Infer</td> <td>Convey</td> </tr> <tr> <td>Point of View</td> <td>Author's Purpose</td> </tr> <tr> <td>Reader's Purpose</td> <td>Narrator</td> </tr> <tr> <td>Speaker (character)</td> <td></td> </tr> </table>	Develop	Interpret	Infer	Convey	Point of View	Author's Purpose	Reader's Purpose	Narrator	Speaker (character)	
Develop	Interpret									
Infer	Convey									
Point of View	Author's Purpose									
Reader's Purpose	Narrator									
Speaker (character)										
<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>										
<p>Literature provides a lens through which readers look at the world. Point of view allows the reader to "see" and "hear" what's going on. Through point of view, authors can fix readers' attention on detail, opinion, or emotion.</p> <p>By understanding point of view, readers can avoid misinterpretation of technology and digital media, educational and employment opportunities, i.e. social networks, newspapers, magazines, emails, and texts.</p>										

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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	6.RL.7 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.	7.RL.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Student Friendly Language:
I can compare and contrast written text to its audio, visual, or live version form.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> Various forms of media (Ex. audio, video, live version) Various forms of text (Ex. story, drama, poem) Themes and topics 	<p>Sometimes the experience of reading is different from a live, video and/or audio version of a text.</p> <p>Experiencing the live, audio or video version of a text can enhance or detract from a text version.</p>	<p>Compare and contrast media forms opposed to text forms.</p> <p>Analyze and critique the similarities and differences between media and text forms.</p>

Key Vocabulary:
<p>Theme compare (similarities) contrast (differences) media forms textual form various</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>How a story is presented can impact how someone interprets the story. At times, someone may read a book, then see the movie version and need to decide which version was better, or explain the strengths/weaknesses of each version. If a person would be hired as a movie reviewer for a newspaper, it would be important to be able to compare and contrast the movie version to the book version. This same skill could come in handy when a person is deciding whether to buy a book, such as The Hunger Games, or to watch the movie instead. These skills would carry over into discussing the two formats with a friend or persuading them on which version is better.</p>

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Reading for Literature	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.RL.9 Compare and contrast stories in the same genre (mysteries and adventure stories) on their approaches to similar themes and topics.	6.RL.9 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.	7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Student Friendly Language:
<p>I can look for similarities and differences in texts of different forms or genres.</p> <p>I can explain how the text develops a theme or topic.</p> <p>I can compare and contrast different forms or genres of literature to learn about a topic or theme.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● compare and contrast ● genre ● topic ● theme 	<p>Similar themes and topics can be approached through different forms or genres.</p> <p>Themes and topics are not necessarily specific to one genre or form.</p> <p>Comparing and contrasting will develop an overall understanding of the relationships within a topic or theme across various genres.</p>	<p>Compare and contrast the approach to similar themes and topics texts in multiple forms or genres.</p> <p>Explain how the multiple texts develop a theme or topic.</p> <p>Analyze and evaluate approaches to similar themes and topics across different forms and genres.</p>

Key Teacher Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">theme</td> <td style="width: 50%;">approach</td> </tr> <tr> <td>compare</td> <td>contrast</td> </tr> <tr> <td>genre</td> <td>generalizations</td> </tr> </table>	theme	approach	compare	contrast	genre	generalizations
theme	approach					
compare	contrast					
genre	generalizations					

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>When going to the library, a person can choose a variety of genres based on his/her interests. For example, if a person likes to read stories about survival, there will be many options to select. A story about surviving an avalanche can be compared to surviving a boating accident, therefore enhancing a person’s knowledge base of survival. If a person wants to learn more about the Olympians he /she could read historical novels, poetry and/or short stories. Finally, two different stories about friendship in separate genres could help a person see the topic in different ways, which could help him/her apply this to his/her own life.</p>