SD State Standards Disaggregated English Language Arts

Strand:	Reading for Literature	Anchor Standard:	Key Ideas and Details	Grade level:	6

Standards Relating to Key Ideas & Details

6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.

6.RL.2 Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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.

Key Ideas and Details: Relevance and Essential Questions: What's the point?

| Essential Questions
(Drive Intellectual Curiosity-The Hook) | Big Idea Statements
(What students need to discover) |
|---|---|
| How do students use text to find an answer?

How do students use experiences and the text to discover an answer?

How do students determine the meaning of the story?

How do students put the text in their own words without stating their opinion?

How do the characters change within a story?

How does plot develop throughout a story? | Some answers may be found directly in the text.

Based on what students read and what they know, students can infer (or predict) an answer.

Elements of a story (plot, characters, setting, etc.) contribute and develop to the overall meaning of a story.

Summarizing a story in a student's own words without expressing how they feel about a topic.

Describe how plot and characters change throughout a story. |

Learning Progression: Key Ideas & Details (6.RL.1   6.RL.2   6.RL.3)

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 text says explicitly and when drawing inferences from the text.	**6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.**	7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

5.RL.2 Determine a theme of a story, drama, or poem and explain how it is supported by details in the text, including how characters in a story or drama respond to challenges or	**6.RL.2 Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or**	7.RL.2 Determine a theme or central idea(s) of a text.
		    a. Analyze its development over the course of the text.
		    b. Provide an objective summary

ELA Unpacked Standards 2018

how the speaker in a poem reflects upon a topic; summarize the text.	**judgments.**	of the text.
5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., 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 (e.g., how setting shapes the characters or plot).

Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural/ Application)**
6.RL.1 ● Making inferences from the text ● Important details in the text (central ideas and relevant supporting facts)	**6.RL.1** The author may directly state meaning in the text. The author may expect readers to infer meaning. A conclusion (inference) should be based on facts from the text.	**6.RL.1** Analyze text for stated and unstated meaning. Identify the important details of the text. Cite examples from the text to support inferences.
6.RL.2 ● Details in central idea ● Summary details	**6.RL.2** Details from the text support the theme or central idea. The summary is supported by details or facts without personal opinions or judgements.	**6.RL.2** Identify and describe central idea or theme using details from the text. Summarize the text using content. Distinguish between fact and bias (opinion/judgment)
6.RL.3 ● Compare and contrast character development ● Setting, text structure, and character traits ● Stages of plot (e.g., exposition, conflict, rising action, problem, climax, falling action, resolution)	**6.RL.3** Most stories follow a plot. Elements of a story (plot) occur in text. Characters change throughout the stages of plot.	**6.RL.3** Identify the stages of plot within a story. Describe the character's response/change as the plot develops. Connect the elements of a story from exposition to resolution.

Student Friendly Language
6.RL.1 I can recognize elements in a story and predict what will happen next. I can see characters develop during a story. **6.RL.2** I can use details from the text to determine the theme or message of the story. I can give a summary of the story without adding my opinions or judgments. **6RL.3** I can describe the sequence of events in a story or drama and tell how the characters change as the story moves

toward a conclusion.

Key Vocabulary

6.RL.1	6.RL.2	6.RL.3
● Inference ● Textual evidence ● Story analysis ● Cite ● Relevant	● Story elements (character development, setting, plot, theme) ● Summary ● Main idea/details ● Bias	● Sequence ● Resolution ● Exposition

Relevance and Applications: How might the skills in the standards be applied at home, on the job, or in a real-world, relevant context?

We need to learn this so we can put together pieces of information to make a decision about a future event.

We need to learn this so we can use prior knowledge combined with new information to make a decision.

We need to learn this to be able to read and comprehend any text to recognize the stated and unstated meaning in all types of text (e.g., emails, text messages, Internet sites, short stories, poetry, narratives, and social media).

We need to learn this so we can summarize a selection of text in such a way that one of my siblings or parents can understand the story.

We need to learn this because reading for a purpose or enjoyment comes from understanding the central idea of text from literature. We will need to use details and important information to summarize literature and make connections to real world situations (e.g., movie/book review, reading articles, and social networking).

We need to learn this because the elements of a story (e.g., plot and character traits) resemble the events that happen in our own lives; therefore, it's important to discover the similarities so we develop connections to the story and to our own life.

We need to learn this to 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 (e.g., movies/book review, newspaper reporters).

Resources

https://doe.sd.gov/octe/ELA-resources.aspx

Achievement Level Descriptors

Key Ideas & Details:

6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.

6.RL.2 Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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.

Level 1	Level 2	Level 3	Level 4
In grade-level texts, students should be able to	In grade-level texts, students should be able to	In grade-level texts, students should be able to	In grade-level and higher texts, students should be able to
• Minimally determine, with significant support, few central ideas, themes, and key events using few relevant details; and minimally cite relevant textual evidence in order to minimally support conclusions, including explicit details and inferences, drawn. • With significant support, minimally provide an objective summary; use minimal textual evidence to justify analyses or judgments made about literary effects. • Minimally describe how a particular story's or drama's plot unfolds in a series of episodes as the plot moves toward a resolution.	• Partially determine some central ideas, themes, and key events using some relevant details; and partially cite specific, sufficient, and relevant textual evidence in order to adequately support conclusions, including explicit details and inferences, drawn. • With minimal support, partially provide an objective summary distinct from personal opinions; use partial textual evidence to justify analyses or judgments made about literary effects. • Partially 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.	• Determine central ideas, themes, and key events using relevant details; and cite specific, sufficient, and relevant textual evidence in order to adequately support conclusions, including explicit details and inferences, drawn. • Provide an objective summary distinct from personal opinions; use adequate textual evidence to justify analyses or judgments made about literary effects. • 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.	• Determine thorough central ideas, themes, and key events using strong relevant details; and cite specific, sufficient, and relevant textual evidence in order to adequately support conclusions, including explicit details and inferences, drawn. • Provide a thorough objective summary distinct from personal opinions; use detailed textual evidence to justify analyses or judgments made about literary effects. • Thoroughly 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.