

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Reading for Informational Text	<b>Anchor Standard:</b>	Key Ideas and Details	<b>Grade level:</b>	6
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### Standards Relating to Key Ideas & Details

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

6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

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

<i><b>Essential Questions</b></i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i><b>Big Idea Statements</b></i> <i>(What students need to discover)</i>
How do students use text to locate and support an answer?	Students can find supportive information in the text and can use it to validate their own ideas.
How do students use information from text to support an inference?	Based on what students read and what they know, students can infer (or predict) an answer.
How do students determine the central idea and supporting details of a text?	Referring to a text, students will summarize, in their own words, without expressing personal bias.
How do students put the text in their own words without stating their opinion?	Students can use segments of text and examine the text for key individuals, events or ideas.

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

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	<b>6.RI.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text</b>	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.
5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>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.</b>	7.RI.2 Determine two or more central ideas in a text. <ul style="list-style-type: none"> <li>a. Analyze their development over the course of the text.</li> <li>b. Provide an objective summary of the text.</li> </ul>
5.RI.3 Explain the relationships and/or interactions between two or more individuals, events, ideas, concepts, or steps in procedures in	<b>6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</b>	7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence

historical, scientific, or technical text.		ideas or events).
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<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual) The students will understand that:</b>	<b>Do (Procedural/ Application)</b>
<p><b>6.RI.1</b></p> <ul style="list-style-type: none"> <li>• Making inferences from the text</li> <li>• Cite evidence from text</li> </ul> <p><b>6.RI.2</b></p> <ul style="list-style-type: none"> <li>• Important information</li> <li>• Supporting details</li> </ul> <p><b>6.RI.3</b></p> <ul style="list-style-type: none"> <li>• Analyze text</li> <li>• Identify key individuals, events or ideas</li> </ul>	<p><b>6.RI.1</b></p> <p>The author will directly state meaning in the text.</p> <p>The author may expect readers to make inferences.</p> <p>A conclusion (inference) should be based on facts from the text.</p> <p><b>6.RI.2</b></p> <p>Details from the text support the central idea.</p> <p>A summary is supported by details or facts without personal opinions or judgements.</p> <p><b>6.RI.3</b></p> <p>Maps, pictures, charts, etc. enhance comprehension.</p>	<p><b>6.RI.1</b></p> <p>Analyze text for explicit understanding and to draw logical inferences.</p> <p>Cite examples from the text to support inferences.</p> <p><b>6.RI.2</b></p> <p>Identify and describe central idea using details from the text.</p> <p>Summarize the text using content.</p> <p>Distinguish between bias, fact and opinion/judgment.</p> <p><b>6.RI.3</b></p> <p>Examining a segment of text, students take its content and add prior knowledge to create new information in the form of inferences.</p> <p>Make connections between individuals, events, and ideas.</p> <p>Analyze how individuals, key events, and ideas are introduced and elaborated upon in a text.</p>

<b>Student Friendly Language</b>
<p><b>6.RI.1</b></p> <p>I can use the text in a piece of nonfiction to support my analysis of the information and to draw inferences.</p> <p><b>6.RI.2</b></p> <p>I can use details from the text to determine the central message of a piece of nonfiction.</p> <p>I can provide a summary of a piece of nonfiction without adding my opinions or judgments.</p> <p><b>6.RI.3</b></p> <p>I can analyze how people, events, or ideas are introduced, illustrated, and elaborated upon in a piece of nonfiction.</p>

## Key Vocabulary

### 6.RI.1

- Text
- Explicit
- Inference
- Textual evidence
- Generalization
- Relevant
- Concept

### 6.RI.2

- Bias
- Theme
- Idea
- Convey
- Details
- Summary
- Distinct
- Fact
- Opinion
- Judgment

### 6.RI.3

- Analyze
- Detail
- Elaborate
- Illustrate
- Explain
- Anecdotes

**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 create higher level questioning techniques utilizing Socratic Seminar in the classroom.  
We can find sources, such as newspapers, journals, school publications, etc., to help solidify our understanding.

## Resources

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

## Achievement Level Descriptors

### Key Ideas & Details:

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

6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Level 1	Level 2	Level 3	Level 4
<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Minimally determine central ideas of a text using few relevant details; and cite little textual evidence in order to support conclusions, including explicit details and inferences, drawn.</li> <li>• With significant support, minimally provide an objective summary of the text; use little textual evidence/details to justify analyses or judgments.</li> <li>• Minimally analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</li> </ul>	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Partially determine central ideas of a text using some relevant details; and cite some textual evidence in order to support conclusions, including explicit details and inferences, drawn.</li> <li>• With minimal support, partially provide an objective summary of the text; use adequate textual evidence/details to justify analyses or judgments.</li> <li>• Partially analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</li> </ul>	<p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Determine central ideas of a text using relevant details; and cite specific, sufficient, and relevant textual evidence in order to adequately support conclusions, including explicit details and inferences, drawn.</li> <li>• Provide an objective summary of the text distinct from personal opinions; use adequate textual evidence/details to justify analyses or judgments.</li> <li>• Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</li> </ul>	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> <li>• Determine central ideas of a text using relevant details; and cite thorough, specific, sufficient, and relevant textual evidence in order to thoroughly support conclusions, including explicit details and inferences, drawn.</li> <li>• Provide a thorough objective summary of the text distinct from personal opinions; use thorough textual evidence/details to justify analyses or judgments.</li> <li>• Analyze, thoroughly and in detail, how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</li> </ul>