

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grade 6

RI. 6. 1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Understanding
 -Reading comprehension
 -Draw inferences
 -Cite specific textual examples and details to support inferences and text meaning
 -Analyze the text

Academic Vocabulary/Language

- analyze/analysis
- cite
- drawn
- explicit
- inference
- textual evidence

CCR Anchor: 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.

***Extended Understanding**
 -**MLA Formatting for in-text citations and works cited pages**

ULTIMATE LEARNING TARGET TYPE: REASONING

BROAD LEARNING TARGET:

The student can cite textual evidence from the text to support an analysis of what the text says and inferences it makes.

Underpinning Knowledge Learning Targets:

- The student can recognize textual evidence.**
- The student can recognize inferences.**

Underpinning Reasoning Learning Targets:

- The student can analyze text to cite textual evidence that is explicitly stated.**
- The student can analyze text to cite textual evidence that is inferred.**

Underpinning Product Learning Targets:

- *The student can use correct MLA format for in-text citations.**
- *The student can use correct MLA format for works cited pages.**

Career Connections

<http://www.ccssoh.us/ELA6-12.aspx> (Click on Career Connections for English Language Arts)

Question Ideas

Use two examples of textual evidence to show why the author wrote this piece.

Cite a piece of textual evidence to support the main point made by the author?

Analyze the passage; what can you conclude? How does the textual evidence support your conclusion?

When you analyze the text, what inference can you make? Use the text to prove the inference.

Use two pieces of text to prove _____.

What evidence can be found in the text to show _____.

Analyze the passage; what is implied? Cite a piece of textual evidence to support the implication.

Common Core Appendices Support

Appendix B Grades 6-8 Text Exemplars: A suggested informational text that is complex and rich which can be used for textual citation tasks is John Steinbeck's *Travels with Charley: In Search of America*.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Modeling/Peer Modeling

The teacher uses highlighters of different colors to show an article's main idea and supporting arguments. Then, students do a different article, sharing their highlighted responses with an "elbow partner." This will allow students to check their detail identification and inference recognition.

Standardized Test Sample Question Stems

Which statement describes Bridger's importance as an explorer?

- A. Bridger spent many years hiking and traveling the Rocky Mountains.
- B. By the time he reached his fifties, Bridger was an experienced explorer.
- C. Bridger was the first European American to discover much of the west.
- D. Bridger had many talents besides exploring: blacksmithing, trapping, and storytelling.

RI.5.1 (Prior Grade Standard)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.7.1 (Future Grade Standard)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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<p>RI. 6. 2</p>	<p>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.</p>	<p><u>Essential Understanding</u> -Reading comprehension -Recognize and analyze a central idea -Support central idea with details from the text -Analyze the text -Summarize the text -Recognize and distinguish between fact and opinion or judgment</p> <p><u>*Extended Understanding</u> -Synthesize the central idea in multiple texts</p>	<p><u>Academic Vocabulary/Language</u></p> <ul style="list-style-type: none"> -analyze -central idea -convey -details -determine -distinct -fact -judgment -opinion -particular -summarize/summary
<p>CCR Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>			

<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can determine the central idea of a text and explain how it is conveyed through details.</p> <p>The student can summarize a text and leave out personal opinion.</p>
<p>Career Connections http://www.csoh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can define and understand central idea.</p> <p>The student can define and understand summary.</p> <p>The student can identify supporting details of central idea in a text.</p> <p><u>Underpinning Reasoning Learning Targets:</u></p> <p>The student can distinguish between textual facts and opinions.</p>

Question Ideas

What central idea is revealed in the article?

Which of the following best captures the main idea?

What textual evidence supports the central idea?

What is the topic of the passage?

When you analyze the text, what details do you find that support the central idea?

How does the textual evidence support ___ as the central idea?

What is the central idea of this article? List two pieces of evidence to support your answer.

Summarize the text without putting in your own opinion or judgment.

Common Core Appendices Support

Appendix A Text Complexity: In the three-part model (Qualitative, Quantitative, Reader & Task) for measuring text complexity, central idea falls under the Levels of Meaning or Purpose section of Qualitative Measures. Purposes for informational texts exist on a continuum of text complexity: Explicitly Stated Purpose to Implicit Purpose, May Be Hidden or Obscure.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Marzano, Robert J. & Debra Pickering. ASCD, Alexandria, VA, 2001, and *A Handbook for Classroom Instruction that Works* by Marzano, Robert J. Marzano, Jennifer S. Norford, Diane Paynter, Debra Pickering, Barbara B. Gadd. ASCD, Alexandria, VA, 2000. Chapter 2. This chapter provides excellent professional resources that provide background knowledge as well as models and strategies for summarizing, note taking, and other approaches.

This professional site from NCTE, IRA, and Verizon/Thinkfinity provides a variety of interactive graphic organizers that can be sorted by grade level to help with summarizing, identifying main idea and details, and inference. Find it at <http://www.readwritethink.org>.

Standardized Test Sample Question Stems

What is the central idea of the passage?

RI.5.2 (Prior Grade Standard)

Determine two or more main ideas and how they are supported by key details; summarize the text.

RI.7.2 (Future Grade Standard)

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.

Ohio's Learning Standards-Clear Learning Targets

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<p>RI. 6. 3</p>	<p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>Essential Understanding -Identify details, anecdotes and examples that concern individuals, events, or ideas -Sequence the progression of an individual, event, or idea in an informational text -Describe how individuals, events, or ideas respond and/or change throughout an informational text</p> <p>*Extended Understanding -Analyze interactions between individuals, events, or ideas in an informational text</p>	<p>Academic Vocabulary/Language -analyze -anecdotes - characters/characterization -detail -develop -elaborate -event -illustrate -interact</p>
<p>CCR Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>			
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can analyze how an individual, event, or idea is introduced and progresses throughout an informational text.</p>		
<p>Career Connections http://www.ccssoh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Knowledge Learning Targets:</u> The student can identify key individuals, events, or ideas in an informational text. The student can identify details, examples, anecdotes, etc. that concern the introduction and elaboration of key individuals, events, or ideas in an informational text.</p>		

Question Ideas

How would you sequence the progression of the _____ event in the nonfiction article?

How did an individual evolve with the elaboration of the passage?

How does the key idea unfold?

Explain why it was important for the author to introduce the individual/event/idea in paragraph__ of the text?

Describe three details the author uses to show how the key event evolves.

When and how did the _____ character/individual change?

Where does the author provide an example or anecdote to support the development of the key idea?

At what point should the author have introduced the key idea? How would that have made the article better?

How did the events in the beginning of the article lead to its conclusion?

How did the individual's childhood experiences lead him/her to become _____?

Common Core Appendices Support

Appendix B Sample Performance Task: Students analyze in detail how the early years of Harriet Tubman (as related by author Ann Petry) contributed to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman's life.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Previewing Text

The teacher will preview nonfiction to motivate and support students as they see the structure of text, vocabulary, and main ideas of the reading to have a better idea of informational text. Step 1: Model previewing of nonfiction text. Step 2: Students preview text.

Standardized Test Sample Question Stems

How does the author introduce Jim Bridger in the passage?

- A. by mentioning the tales he often told
- B. by mentioning a few of the places that he discovered
- C. by describing his first career as a blacksmith's apprentice
- D. by describing the details of his first trip exploring the country

RI.5.3 (Prior Grade Standard)

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.

RI.7.3 (Future Grade Standard)

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).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grade 6

<p>RI. 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>Essential Understanding -Interpret words and phrases -Identify and analyze figurative language -Identify and analyze technical language -Understand how word choice (diction), figurative language, and technical language impact meaning</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -analyze -connotation/connotative -denotation -determine -diction -figurative language <p>(See your adopted textbook's glossary for grade-level appropriate figurative language devices as they are too numerous to list here.)</p> <ul style="list-style-type: none"> -phrases -technical
<p>CCR Anchor: 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.</p>	<p>*Extended Understanding -Identify and analyze above-grade-level figurative language and tier-three vocabulary</p>	
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can determine figurative, literal, connotative, and technical meanings of words and phrases based on how they are used in a text. The student can analyze the impact of specific word choice (diction) on meaning.</p>	
<p>Career Connections http://www.csoh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Knowledge Learning Targets:</u> The student can identify words and phrases that have connotative, figurative, and technical meaning used in a text.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can interpret the meaning of words and phrases including connotative, figurative, and technical meaning. The student can determine, clarify, or verify the meaning of connotative, figurative, and technical words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, and/or consulting reference materials.</p>	

Question Ideas

What does the word/phrase ___ mean in this selection? Is there a feeling or emotion associated with the word ____?
Without changing the meaning of the sentence, which word/phrase can best be used to replace the underlined part?
Which of the following synonyms is closest in meaning to the word ___?
Which words in the passage are tier-three words? What is the meaning of each of these technical terms?
How did the author use word choice (diction) to impact meaning?
How did the author use word choice (diction) to create a cohesive article?
What word(s) could you use to replace ___ in order to rewrite the passage for an audience of third-graders?
What kind of figurative language is being used in paragraph 5? How does it affect the meaning of the passage?

Common Core Appendices Support

Appendix A Text Complexity: In the three-part model (Qualitative, Quantitative, Reader & Task) for measuring text complexity, figurative language and word meanings fall under the Language Conventionality and Clarity section of Qualitative Measures. Word meanings for informational texts can exist on four continuums of text complexity: Literal to Figurative/Ironic, Clear to Ambiguous/Purposefully Misleading, Contemporary/Familiar to Archaic/Otherwise Unfamiliar, and Conversational to General Academic and Domain-Specific.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Circle Board

The teacher takes a significant word from an essay/article and puts it in a circle on the board, giving room for students to draw off of that word different images, emotions, or feelings (connotations) as well as definitions (denotations). The class then discusses how the word fits the author's purpose of the article. This will show students the variety of words available and how word choice is deliberate.

Standardized Test Sample Question Stems

What is the meaning of the word extravagant as it is used in this sentence from the passage?

"Bridger's stories were funny, extravagant, and often unbelievable." (paragraph 6)

- A. reckless
- B. wasteful
- C. generous
- D. larger than life

RI.5.4 (Prior Grade Standard)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.7.4 (Future Grade Standard)

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.

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English Language Arts-Reading Informational Text, Grade 6

<p>RI. 6.5 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.</p>	<p>Essential Understanding -Identify and understand text structures and their parts -Identify and understand types of sentences -Identify and understand syntactical structures -Understand how ideas develop in an informational text -Understand and analyze how sentence, paragraph, section, and text structures contribute to the development of ideas</p> <p>*Extended Understanding -Close reading</p>	<p>Academic Vocabulary/Language -analyze -chapter -paragraph -particular -section -sentence (telegraphic, short, medium, long, simple, complex, compound, compound-complex, cumulative, periodic, etc.) -syntax (parallelism, chiasmus, zeugma, repetitive structure, phrases, clause, inverted/natural structure . . .) -text structure (chronological, comparison, cause/effect, problem/solution, etc.)</p>
<p>CCR Anchor: Analyze the structure of texts, 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.</p>		

<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u> The student can 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.</p> <p><u>Underpinning Knowledge Learning Targets:</u> The student can identify the structure of a text. The student can identify types of sentences, paragraphs, chapters, or sections in a text. The student can identify and understand how ideas develop in a text.</p> <p><u>Underpinning Reasoning Learning Targets:</u> The student can determine the purpose of particular sentences, paragraphs, chapters, or sections in overall text structure.</p>
<p>Career Connections http://www.ccssoh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	

Question Ideas

How do the ideas in the text develop?

How does the structure of the article help with the development of the main idea?

Analyze the use of text features (graphics, headers, captions, etc.). Do they add to or detract from the ideas being conveyed?

How does the sentence, paragraph, chapter, or section fit into the overall structure of _____?

Why did the author choose to use a cause/effect structure? Would another text structure have been more effective at developing the ideas in the text?

Analyze the text structure and explain why the author chose to write it this way.

How would leaving out this sentence, paragraph, chapter, or section change the development of ideas in the text?

What types of sentences does the author use? How do they help with idea development?

Describe the syntax of the article. How does the author's syntactical choices affect the overall text structure?

Common Core Appendices Support

Appendix B Sample Performance Task: Students describe how Russell Freedman in his book *Freedom Walkers: The Story of the Montgomery Bus Boycott* integrates and presents information both sequentially and causally to explain how the civil rights movement began. [RH.6–8.5]

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Modeling

Students are given teacher-selected paragraphs to read. In a class discussion, they look at the individual sentences, what they mean, their significance, etc. They then put them together as a paragraph and discuss their ordering, importance, and effect on each other (part to whole, whole to part). This shows students the importance of the individual effect of sentences on the paragraph and, then further, on the entire article.

Standardized Test Sample Question Stems

- How does the **Predicting Waves** section contribute to the development of key ideas of the passage?

- A. It describes why waves have a particular shape. B. It explains why certain areas have bigger waves.
C. It suggests that forecasting waves is a simple process. D. It emphasizes the connection between wind and waves.

RI.5.5 (Prior Grade Standard)

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.

RI.7.5 (Future Grade Standard)

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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grade 6

<p>RI. 6. 6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>Essential Understanding -Identify the point of view -Identify the author's purpose -Understand and explain how the point of view or purpose is conveyed in a text *Extended Understanding -Close reading -Compare/contrast texts with opposing points of view/purposes on the same topic.</p>	<p>Academic Vocabulary/Language -analyze -author's purpose (to inform, entertain, persuade, etc.) -convey -determine -point of view (first, second, third, objective, subjective, omniscient, limited omniscient, etc.)</p>
<p>CCR Anchor: Assess how point of view or purpose shapes the content and style of a text.</p>		
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can determine the author's point of view or purpose in a text.</p> <p>The student can explain how the author conveys the point of view or purpose in a text.</p>	
<p>Career Connections http://www.ccsch.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can identify varied points of view and purposes in informational texts.</p> <p>The student can identify details in a text that convey point of view.</p> <p>The student can recognize and understand strategies authors use to convey points of view and purpose in an informational text (repetition, structure, etc.)</p>	

Question Ideas

What is the author's point of view?

What is the author's purpose?

What is the point of view is being used in the text? How does the author convey his point of view?

How is the objective point of view conveyed?

How is the subjective point of view conveyed?

How is the (first person, third person, omniscient, etc.) point of view conveyed by the author?

What details from the text help convey the author's point of view?

How would _____ change if the author's purpose were changed from informing to entertaining?

What details and structures are used to convey the author's point of view or purpose?

Common Core Appendices Support

Appendix B Sample Performance Tasks: Students evaluate Jim Murphy's *The Great Fire* to identify which aspects of the text (e.g., loaded language and the inclusion of particular facts) reveal his purpose; presenting Chicago as a city that was "ready to burn." [RH.6–8.6]

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Compare/Contrast

Have students read articles from different sources but on the same topic (i.e., from a newsmagazine and a gossip magazine). Have students compare/contrast the points of view of different authors, how they structure each argument, and how their word choice is significant. This will help students to realize that the bias of the authors is important as it can color their views of the issue involved. The word choice used by the media also is important. This exercise can work well with primary sources from history: two people who fought in the same war's diaries, people who are storm chasers and those who lived through a storm, 9/11, current events, etc.

Standardized Test Sample Question Stems

11. Why does the author use the word "peetrified" instead of "petrified" in this sentence?

"He would tell stories of glass mountains, "peetrified" birds singing "peetrified" songs, and talk about days when Pike's Peak was just a hole in the ground." (paragraph 6)

RI.5.6 (Prior Grade Standard)

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.7.6 (Future Grade Standard)

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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grade 6

<p>RI. 6. 7</p>	<p>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.</p>	<p>Essential Understanding -Identify and integrate information on the same topic/issue presented in diverse formats -Understand a topic/issue by integrating information on the same topic/issue presented in diverse formats -Reading, viewing, and listening comprehension</p> <p>*Extended Understanding -Synthesize varied information</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -coherent -compare/contrast -diverse -format -issue -integrate -media -quantitative -summarize -synthesize -topic
<p>CCR Anchor: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>			
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can integrate information from different media, formats, and texts to develop a coherent understanding of a topic or issue.</p> <p><u>Underpinning Knowledge Learning Targets:</u></p>		
<p>Career Connections http://www.ccsok.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p>The student can identify and summarize information on the same topic or issue presented in different media, formats, and texts.</p>		

Question Ideas

What information on _____ topic/issue is presented in each of the sources?

Experience each source of information on the topic. Explain what is added to your knowledge of the topic from each source.

Summarize each of the sources of information on the issue of _____.

What are the similarities and differences between the information presented in the text and the video? Write a summary of both the text and the video that integrates the information presented by both sources on the topic.

List three ideas that you have integrated concerning _____ after having read the article, watched the Prezi, and listened to the lecture.

After researching _____ (informational texts and media), write a report that describes _____ (topic or issue).

After reading/experiencing three digital/print sources on _____, write an essay that integrates your findings and is supported by textual citations.

Common Core Appendices Support

Appendix B Sample Performance Task: Students integrate the quantitative or technical information expressed in the text of David Macaulay's *Cathedral: The Story of Its Construction* with the information conveyed by the diagrams and models Macaulay provides, developing a deeper understanding of Gothic architecture. [RST.6–8.7]

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Graphic Organizer Students examine several texts on the same topic (e.g., magazine article, advertisement, video news story) and report observations about similarities and differences in such elements as tone, point of view, and theme. Reporting might take the form of a Venn diagram, T-chart or student-generated graphic organizer.

Standardized Test Sample Question Stems

Which information from the article does the author intend to support by including the photograph?

RI.5.7 (Prior Grade Standard)

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.

RI.7.7 (Future Grade Standard)

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).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grade 6

<p>RI. 6. 8</p>	<p>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.</p>	<p>Essential Understanding -Define and identify an argument -Define and identify a claim -Trace and evaluate arguments and claims -Identify reasons and evidence in a text that support claims -Distinguish claims supported by reasons and evidence from claims that are not *Extended Understanding -Determine if reasoning is sound</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -argument -claim -data -delineate -distinguish -evaluate -evidence -reasons -specific -trace -warrant
<p>CCR Anchor: 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.</p>			
<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can trace the argument and specific claims made in a text.</p> <p>The student can distinguish between supported and unsupported claims.</p> <p>The student can evaluate an argument by distinguishing which claims are supported and which ones are not.</p>		
<p>Career Connections http://www.ccssoh.us/ELA6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can define argument and claim.</p> <p>The student can identify an argument and claims made in a text.</p> <p>The student can identify reasons and evidence in a text.</p>		

Question Ideas

What is the main argument made in the essay?

What claims support the argument in the article?

What data, evidence, or reasoning is presented to support claim #1? To support claim #2? To support claim #3?

Trace one of the claims made in the argument: List the claim made, the reasons given, and the evidence provided in support of the claim.

Are the data, evidence, and reasoning given to support claim # 1 better or worse than those given to support claim #2? Support your answer with text.

After watching the commercial, identify the claim, reason, data, and warrant. Also identify the counterclaim if one was given.

After reading the first draft of your argument, decide which claims were sufficiently supported and which ones were not.

Common Core Appendices Support

Appendix B Sample Performance Task: Students trace the line of argument in Winston Churchill’s “Blood, Toil, Tears, and Sweat” address to Parliament and evaluate his specific claims and opinions in the text, distinguishing which claims are supported by facts, reasons, and evidence, and which are not.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Modeling and Peer Review As a class, look at the main arguments for a text, identifying which ones are better supported and which are not through class discussion, posters, post-it notes, or highlighting. Then, give new articles, identify the main arguments as a class and give each to different groups. Have each group use the text to find the supporting arguments. Compare each group’s results and have the class determine the strength/weaknesses of each one.

RI.5.8 (Prior Grade Standard)

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.7.8 (Future Grade Standard)

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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grade 6

<p>RI. 6.9</p>	<p>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).</p>	<p>Essential Understanding -Reading comprehension -Identify, compare, and contrast the same event presented by two different authors</p> <p>*Extended Understanding -Close reading</p>	<p>Academic Vocabulary/Language</p> <ul style="list-style-type: none"> -analyze -approach -compare -contrast -informational genres (nonfiction, biography, memoir, etc.) -informational text forms (encyclopedia, newspaper, academic journal, etc.) -presentation
<p>CCR Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>			

<p>ULTIMATE LEARNING TARGET TYPE: REASONING</p>	<p><u>BROAD LEARNING TARGETS:</u></p> <p>The student can compare and contrast two authors' presentations of the same event(s).</p> <p><u>Underpinning Knowledge Learning Targets:</u></p> <p>The student can identify the same event(s) in two or more genres/forms written by different authors.</p> <p>The student can identify an author's presentation of events.</p>		
<p>Career Connections http://www.ccsok.us/EL A6-12.aspx (Click on Career Connections for English Language Arts)</p>	<p><u>Underpinning Reasoning Learning Targets:</u></p> <p>The student can determine similarities and differences in two authors' presentations of the same event(s).</p>		

Question Ideas

What event do both texts have in common?

How do the two texts differ in the treatment of that event?

How are the two texts similar in the treatment of that theme?

Compare the first-person account to the historical text concerning the liberation of Auschwitz.

After reading both texts, outline each author's presentation of _____.

What events can be found in both texts? Do both texts approach the events the same?

How does the author's approach to the event in the biography differ from the second author's approach to the same event in the narrative?

How do the two authors' presentations of _____ differ from the historical account to the memoir?

Common Core Appendices Support

Appendix B Sample Performance Task: Students construct a holistic picture of the history of Manhattan by comparing and contrasting the information gained from Donald Mackay's *The Building of Manhattan* with the multimedia sources available on the "Manhattan on the Web" portal hosted by the New York Public Library (<http://legacy.www.nypl.org/branch/manhattan/index2.cfm?Trg=1&d1=865>). [RST.6–8.9]

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

The teacher introduces this concept by staging an event with the class that is memorable. For example, at the beginning of class, an unknown student darts into the classroom, takes something from the teacher's desk, and then darts out. Students are asked to recall what happened individually and note details. Since all students were witnessing the same event but remembering different details, this may lead to a discussion about point of view.

RI.5.9 (Prior Grade Standard)

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.7.9 (Future Grade Standard)

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.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts-Reading Informational Text, Grade 6

RI. 6. 10

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.

CCR Anchor: Read and comprehend complex literary and informational texts independently and proficiently.

Essential Understanding

- Demonstrate comprehension of grade-level literary nonfiction
- Demonstrate comprehension of above grade-level literary nonfiction with scaffolding
- Identify/evaluate text complexity

***Extended Understanding**

- Demonstrate comprehension of above grade-level literary text without scaffolding

Academic

Vocabulary/Language

- comprehension
- decoding
- fluency
- informational text
- Lexile
- literary nonfiction
- nonfiction
- proficient
- text complexity
- scaffolding

ULTIMATE LEARNING TARGET TYPE: REASONING

BROAD LEARNING TARGETS:

The student can independently read and comprehend complex literary nonfiction and informational texts at the sixth grade level.

The student can read and comprehend literary nonfiction and informational texts at the seventh and eighth grade levels, with scaffolding as needed.

Underpinning Knowledge Learning Targets:

The student can identify grade-level texts.

The student can identify texts on their reading level (i.e. Lexile level).

The student can monitor his/her own comprehension.

Career Connections

<http://www.csoh.us/ELA6-12.aspx> (Click on Career Connections for English Language Arts)

Question Ideas

How should you choose which literary nonfiction texts to read?

What strategies should you use to comprehend a complex text?

What procedures/scaffolding can you use to help read and comprehend a text at the high end of the 6-8 text complexity band or at a level above your Lexile score?

What is your Lexile level? What is the Lexile level of this text? What reading comprehension strategies will you use to be sure you can read and comprehend this text?

Apply the four steps of text complexity to determine if this is an appropriate text for you. Use the Text Complexity Analysis Sheet or Text Complexity Bookmark to assist you.

How do you monitor your own comprehension as you read?

What steps are involved in close reading of a text?

Common Core Appendices Support

Appendix A Text Complexity (pages 2-16 address all aspects of text complexity)

Why Text Complexity Matters Surprisingly, what chiefly distinguished the performance of those students who had earned the benchmark score [on the ACT] or better from those who had not was **not** their relative ability in making inferences while reading or answering questions related to particular cognitive processes, such as determining main ideas or determining the meaning of words and phrases in context. Instead, **the clearest differentiator was students' ability to answer questions associated with complex texts.**

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Instruction Manual

Have students go through instruction manuals to analyze and determine how the parts are structured. Then have students write their own instruction manuals. This will help students be aware of the importance of headings, subheadings, organization, and structure.

Stump the Teacher

Students and teachers read a selection independently. The students ask the teacher questions for a set amount of time. Then the teacher asks students questions for a set amount of time.

RI.5.10 (Prior Grade Standard)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

RI.7.10 (Future Grade Standard)

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.