

Reading Informational Text (Level 6)	
Key Ideas and Details	
<i>Student Goal:</i>	<i>What it looks like:</i>
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>Students at this level should be able to quote <u>accurately (grammatically and in context)</u>, from <u>a text when</u>, explaining <u>ing</u> what the text is about and when drawing conclusions. Students must identify two or more main ideas and find the most important details that strengthen these main ideas. They should also be able to summarize the text in their own words. At this level, students describe the connections between two or more people, events, ideas, or concepts in a historical, scientific, or “how to” text, <u>by using the text to</u> support their findings.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell me the reasons why you think...? Show where you linked your thinking to the text. • Can you find at least two of the main ideas of this text and key details that support them? • Summarize the main points of the text. • Can you tell me how these ideas, people, and events are the same? Can you tell me how they are different? Show me in the text. • Think about these historical events. Tell how they are connected. • <u>What is the main cause of the problem or conflict in the text, and the resulting outcomes or effects?</u>
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
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.	
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>learning level topic or subject area</i> .	<p>Student at Level 6 continue to find the meaning of general vocabulary words specific to learning level topics or subjects. Students must explain how the events, ideas, or concepts fit into the overall structure of a text by finding the similarities and differences in two or more texts. Students are required to discuss the similarities and differences unique to the various perspectives presented in the text. They will give descriptions about how the information is presented for each perspective.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What do you do when you come to words or phrases you do not know? (glossary, use context) • What features in the text help you find important information about what you are reading? • How is the information presented/organized in this text? • What does the author want the reader to understand about this text? • What is similar and different about how the information is presented in these texts?
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. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
Integration of Knowledge and Ideas	
7. 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.	<p>Students at this level can use media efficiently to answer questions and to solve problems. Students continue to give explanations about how an author uses proof to support a point in the text. In addition they must prove each point with evidence from the text. Students will combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you find the information in this text that supports your thinking?
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	

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<p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> • What does this diagram/image tell you about this topic? • Can you find the part the author uses as evidence to support his/her claims? • Can you find the reasons the author gives for his/her thinking? • What is the same about the points presented in these texts? What is different? • How can you group together (gather) facts and pieces of evidence from these texts to support your thinking about this topic?
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. At Level 6, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Level 5 text complexity band proficiently.</p>	<p>Students are required to read informational text in the Level 6 text complexity band proficiently with scaffolding as needed.</p> <p>“The Reading goals place equal emphasis on the sophistication of what students read and the skill with which they read. Goal 10 defines a level-by-level “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p> <p>Students should encounter appropriately complex texts at each level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.</p> <p>Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>