

Instructional Learning Series

Grade 6—Read Informational Texts Playlist

The Digital Library Instructional Learning Series links Smarter Balanced Digital Library resources with content from Interim Assessment Blocks. The Digital Library resources on this list are intended to supplement a teacher’s core curriculum and may not address every standard assessed by the Grade 6—Read Informational Texts Interim Assessment Block. For each resource on this list, a brief description is provided along with the Common Core State Standards (CCSS) of focus and estimated instructional time. Many of the formative assessment practices featured in these resources can be used across grades and content areas.

Learning Goals

Students understand how to:

- support their claims by citing textual evidence.
- use a variety of resources and strategies to determine the intended and connotative meanings of unknown words.
- determine an author’s purpose or point of view by analyzing text structure and the impact of language use.
- analyze in detail how events or ideas are introduced, illustrated and elaborated in a text.
- determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context.
- distinguish among the connotations of words with similar denotations.

Success Criteria

Students can:

- determine a central idea in a text using supporting evidence.
- make an inference about an informational text or texts and identify evidence within the text or texts that support that inference.
- identify text evidence to support a given inference or conclusion based on the text.
- analyze how information is presented within a text.
- determine how information reveals the author’s point of view or purpose within a text.
- analyze the impact of word choice on reader interpretation of meaning.

Title	Resource Overview
<p>Close Reading Strategy: Read Like a Detective </p> <p>CCSS of focus: RI.6.1</p> <p>Estimated Instructional Time: 60 min.</p>	<p>This resource includes a lesson plan and student materials intended to support students through gradual release and formative assessment strategies. Students locate evidence within the text to support a teacher-generated inference. In the lesson, students are asked to determine if there is sufficient evidence to support the inference and are</p>

	<p>expected to use the evidence they have gathered to write a constructed response.</p>
<p>What's the Point? – Media Bias and Argument Writing </p> <p>CCSS of focus: RI.6.1, RI.6.2, RI.6.3, RI.6.6, RI.6.8</p> <p>Estimated Instructional Time: 240 min. (four 60-minute lessons)</p>	<p>This resource includes a multi-day lesson plan, student materials, and a rubric. The lesson uses current events to acquaint students with the purpose and techniques used in editorial cartoons to promote various points of view. This resource provides students the opportunity to share personal opinions on a current topic of choice in argument writing using bias techniques explored through editorial cartoons.</p>
<p>ELA Literacy: Unit Plan for 'Steve Jobs' Commencement Address at Stanford </p> <p>CCSS of focus: RI.6.1, RI.6.2, RI.6.3, RI.6.7, RI.6.8, RI.6.9</p> <p>Estimated Instructional Time: 480 min (eight 60-minute lessons)</p>	<p>This resource includes eight detailed lesson plans, a culminating writing task, a cold-read assessment, and an extension task. The unit engages students in a study on the fleeting nature of failure and the relationship between hard work and success. Using a speech by Steve Jobs, the work engages students in an analysis of the ways word choice, evidence, and organization reflect an author's purpose.</p>
<p>Determining Bias through a Text's Evidence </p> <p>CCSS of focus: RI.6.1, RI.6.2, RI.6.5, RI.6.6</p> <p>Estimated Instructional Time: 60 min.</p>	<p>This resource includes a lesson plan and a graphic organizer intended to support students in determining bias in a non-fiction text. This lesson helps students understand that a text can seem objective, but upon analyzing the evidence they may be able to see that a writer has used evidence that shows the topic in a more positive or negative light.</p>
<p>Can Animals Think? </p> <p>CCSS of focus: RI.6.1, RI.6.3, RI.6.6</p> <p>Estimated Instructional Time: 540 min. (three 180-minute performance tasks)</p>	<p>This resource includes lesson plans, three performance tasks, rubrics, instructional supports, and specific supports for English language learners. It is comprised of three tasks through which students (1) gather evidence based on textual analysis, (2) summarize central ideas, and (3) write an argument focused on explaining ways the author addresses the question, "Can animals think?"</p>
<p>Teaching with Primary Sources: The Solar System and the Universe </p> <p>CCSS of focus: RH.6-8.2, RST.6-8.4</p> <p>Estimated Instructional Time: 90 min.</p>	<p>This resource includes materials developed by the Library of Congress and provides a teacher's guide to assist in the development of lessons examining the representation of the universe and solar system over five centuries. The texts provide historical information for students to gain background knowledge as well as tools for teachers to help engage students in the analysis of a wide range of primary source documents.</p>

<p>Shades of Meaning: Vocabulary Denotation and Connotation </p> <p>CCSS of focus: L.6.5</p> <p>Estimated Instructional Time: 60 min.</p>	<p>This resource includes a lesson plan and student materials intended to determine shades of meanings in groups of words. Students learn about word nuances, denotation and connotation, and how word choice affects writing.</p>
<p>Determining Connotative Meanings of Words (Grade 6) </p> <p>CCSS of focus: L.6.5.c</p> <p>Estimated Instructional Time: 60 min.</p>	<p>This resource includes a lesson plan with sample texts and word lists intended to distinguish among the connotations of words with similar denotations.</p>

Questions: [CAASPP](#) | caaspp@cde.ca.gov | [916-445-8765](tel:916-445-8765)

Last Modified: Monday, September 26, 2016