



Rockford Public Schools

Quality Community – Quality Schools
Together Building a Tradition of Excellence

6th Grade: RI.6.1 - Citing Textual Evidence (Informational)

Priority Standard <i>What is the priority standard to be learned? Also, describe in student-friendly language.</i>	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Student-Friendly Language Find relevant evidence to support your conclusion.	
Prerequisite Skills <i>What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?</i>	Prerequisite Standard: RL.5.1 Quote evidence from a text when explaining what the text says explicitly and when drawing inferences from the text. Prerequisite Skills: • Reading comprehension • Draw inferences • Support inference with evidence from the text • Analyze the text	
Learning Targets <i>(List the associated daily learning targets in lesson-sized chunks)</i>	Explicit Comprehension of the Text	Inferences Supported by Text
	Understand which detail best supports what a passage clearly states. • I can determine what the author means. • I can draw conclusions. • I can determine the most important concepts. • I can determine what the author is trying to teach the reader.	Identify which details best support an inference. • I can recognize evidence that supports inferences drawn from the text. • I can make an inference after reading. • I can draw a conclusion.
Rigor Description <i>What does proficient student work look like? Provide an example and/or description. Include Depth of Knowledge vocabulary.</i>	DOK 2 Which sentence from the passage shows that... (distinguish) DOK 2 What can the reader infer from the passage? DOK 2 What can the reader infer based on the sentence... DOK 2 Click/highlight the sentence that best supports the idea... (distinguish) DOK 2 Which sentence from the passage shows... DOK 3 Which evidence from the text best supports this statement...? (differentiate) DOK 3 Which statement best describes how the author portrays... (differentiate)	
Common Summative and Formative Assessments	• Unit Skills Assessment for • Common Lit Data	
Intervention/ Extension <i>List interventions per target along with extension possibilities.</i>	• RAM Time small group sessions • Resources include: Scholastic Short Reads, Scholastic Magazines, Wayground, CommonLit supplements, repeated readings, and other literacy-focused activities	
When Taught? <i>List the anticipated month this standard will be taught</i>	Units 2, 4	