Cognitive Level of Complexity

**Level 1**
- Intensive Reading
- NGSS Reading Comprehension
  - LA.6.1.7.4: The student will identify cause-and-effect relationships in text.
- LA.6.2.2.1: The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words).

**Language Standards**

**Vocabulary Acquisition & Use**
- LACC.6.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**Reading Informational Text Standards**

**Key Ideas & Details**
- **LACC.6.RI.1.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **LACC.6.RI.2.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **LACC.6.RI.2.6:** Determine an author’s point of view and purpose in a text and explain how it is conveyed in the text.
- **LACC.6.RI.3.7:** Integrate information presented in different media or formats (e.g., visually, semantically, structurally) as well as in words to develop a coherent understanding of a topic or issue.
- **LACC.6.RI.3.8:** 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.
- **LACC.6.RI.3.9:** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography of the same person).
- **LACC.6.RI.4.10:** 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.

**Craft & Structure**
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LACC.6.RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LACC.6.RL.3.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading & Text Complexity

**WRITING STANDARDS**

Research to Build and Present Knowledge

LACC.6.W.3.7: Conduct short research projects to answer a question, drawing on several sources and refoocusing the inquiry when appropriate.

LACC.6.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

b. Apply grade 6 Reading standards to literary nonfiction (e.g., “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”).

LACC.6.W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Instructional Practices: Teaching from well written, grade-level instructional materials enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose.

Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.

LACC.6.RL.4.10: Range of Writing

The course includes, but is not limited to, the following:

- determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas;
- interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone;
- analyzing 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;
- integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words;
- delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence;
- analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take;
- writing in response to reading, emulating authors’ structures, word choices, styles, etc.

Achievement on standardized tests assessing reading skills is a reflection of students’ confidence and competence in reading. Therefore, instruction throughout the school year should ensure students possess the ability to read and comprehend difficult texts and perform challenging tasks associated with those texts. Time spent engaging students in practice tests should be limited, given most students’ vast experiences with standardized tests and the relatively small role that knowledge of test format plays in student test performance.

It is necessary to implement a combination of research-based programs and strategies that have been proven successful in accelerating the development of literacy skills in older readers. The following practices should be incorporated in the course:

1. Scaffolding of close reading is provided but does not preempt or replace text.
2. Systematic instruction in vocabulary is provided.
3. Explicit instruction in applying grammatical structures and conventions is provided.
4. Student independence is cultivated.

**Cognitive Level of Complexity**

LEVEL 1

- Important facts and concepts are understood.

LEVEL 2

- Concepts are extended to include functional relationships.

LEVEL 3

- Complex concepts are understood.

LEVEL 4

- Higher-order thinking skills are demonstrated extensively.

*BOX INDICATES A PRIORITY STANDARD*