



## Delaware English Language Arts Standards Learning Progressions

### GRADE 6: Informational Reading Standard 1

<p><b>College and Career Readiness (CCR):</b> 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.</p>		
<p><b>Grade 5:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p>	<p><b>Grade 6: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p>	<p><b>Grade 7:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p><b>Progression to Mastery</b></p>	<p><b>Key Concepts</b></p>	<p><b>Guiding Questions/Prompts</b></p>
<ul style="list-style-type: none"> <li>• Use the combination of explicitly stated information, background knowledge, and connections from the text to answer questions</li> <li>• Make strongly implied inferences about content, concrete ideas and author’s decisions in a text</li> <li>• Identify/cite appropriate text support for inferences about content, concrete ideas and author’s decisions in a text</li> <li>• Make critical or analytical judgments to make generalizations</li> <li>• Analyze what text says explicitly as well as inferentially and cite textual evidence to support that analysis</li> <li>• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Close reading</li> <li>• Textual evidence/text support</li> <li>• Content/concrete idea</li> <li>• Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)</li> <li>• Critical/analytical judgments</li> <li>• Generalizations</li> <li>• Background knowledge</li> <li>• Direct quotations and appropriate references to text (paraphrasing)</li> <li>• Text features and structures</li> </ul>	<p>Using questions and prompt such as:</p> <ul style="list-style-type: none"> <li>• What happens in the text? Cite evidence as to what the text says explicitly to support your answer.</li> <li>• Choose evidence from the text to support your inference.</li> <li>• Which piece of evidence best supports your answer?</li> <li>• Based on information in the text, which is best for ___? What is the textual evidence that supports your answer?</li> <li>• Which step is more important in ___? What textual evidence supports your answer?</li> <li>• As a result of ___, what will most likely happen? Why? What evidence supports your inference?</li> </ul>
<p><b>6RI10: Range of Reading and Level of Text Complexity:</b> By the end of year, read and comprehend literary nonfiction texts, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [Lexile Range: 925-1185]</p>		
<p><b><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u></b>            Literary Nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audiences.</p>		



## Delaware English Language Arts Standards Learning Progressions

### GRADE 6: Informational Reading Standard 2

<p><b>College and Career Ready (CCR):</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		
<p><b>Grade 5:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p><b>Grade 6:</b> 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><b>Grade 7:</b> 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.</p>
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> <li>• Determine the central idea of text</li> <li>• Understand the difference between central ideas and key details in a text</li> <li>• Explain informational text features and/or structure(s) that help suggest central idea</li> <li>• Describe or graphically represent the relationship between central idea and key details</li> <li>• Explain how the author supported the central idea with key details</li> <li>• Identify characteristics of an effective summary (e.g., objective vs. subjective) for literary nonfiction texts</li> <li>• Summarize the central ideas in a literary nonfiction text, including the most important parts of the piece</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Central Idea</li> <li>• Key details</li> <li>• Literary Nonfiction/Technical Texts</li> <li>• Text based questions</li> <li>• Close reading</li> <li>• Annotating text</li> <li>• Paraphrasing</li> <li>• Summarizing</li> </ul>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What does the text suggest?</li> <li>• What is the central idea?</li> <li>• What distinct details convey the central idea of this piece?</li> <li>• What type of organizer will best graphically represent the relationship between the central idea and key details?</li> <li>• How can you best summarize the text?</li> <li>• How can you objectively write your summary (so that it is free of personal judgment or opinion statements)?</li> </ul>
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## Delaware English Language Arts Standards Learning Progressions

### GRADE 6: Informational Reading Standard 3

<p><b>College and Career Ready (CCR):</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		
<p><b>Grade 5:</b> 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.</p>	<p><b>Grade 6: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</b></p>	<p><b>Grade 7:</b> 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).</p>
<p><b>Progression to Mastery</b></p>	<p><b>Key Concepts</b></p>	<p><b>Guiding Questions/Prompts</b></p>
<ul style="list-style-type: none"> <li>• Identify how the author introduces a key individual, event, procedure, ideas, or concept in informational and technical texts</li> <li>• Cite specific information from the text that supports observations about an individual, event, or idea.</li> <li>• Explain the development of an individual, event, idea, or concept in a historical, scientific, or technical text based on specific information in the text.</li> <li>• Use text details to analyze how an author develops an individual/ event/idea (e.g., how author introduces, illustrates, elaborates information)</li> <li>• Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</li> </ul>	<ul style="list-style-type: none"> <li>• Key ideas/concepts, individuals, events, steps/procedures in informational texts.</li> <li>• Cite evidence</li> <li>• Development strategies for informational texts (e.g., introduction/presentation of ideas, illustration, elaboration through example, anecdote, etc.)</li> <li>• Transition/linking words that assist explanations and analysis (e.g., because, then, as a consequence, in contrast) for informational texts</li> <li>• Key features of content-specific texts (e.g., science, technical and historical texts) based on text features (e.g., events, steps, procedures)</li> <li>• Text structure in informational texts (e.g., time, sequence, cause/effect, steps)</li> </ul>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• How does the author introduce key individual, events, procedures, ideas, or concepts in the text(s)? Why is this important?</li> <li>• What information supports observation about individuals, events, or ideas in the text(s)?</li> <li>• What organizer would graphically represent the development of individuals, events, ideas, or concepts in the text(s)?</li> <li>• How did the individual/events/idea develop/change over the course of the text?</li> <li>• Where does the author provide an example or anecdote to support the development of an individual/ event/idea?</li> </ul>
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## Delaware English Language Arts Standards Learning Progressions

### GRADE 6: Informational Reading Standard 4

<p><b>College and Career Ready (CCR):</b> 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><b>Grade 5:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p><b>Grade 6: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</b></p>	<p><b>Grade 7:</b> 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.</p>
<p><b>Progression to Mastery</b></p>	<p><b>Key Concepts</b></p>	<p><b>Guiding Questions/Prompts</b></p>
<ul style="list-style-type: none"> <li>• Determine the meaning of unknown words by identifying known parts (root words, Latin and Greek suffixes and prefixes)</li> <li>• Read and reread sentences, paragraphs, and non-linguistic images in the text to identify context clues</li> <li>• Use context clues to help unlock the meaning of unknown words/phrases</li> <li>• Determine the appropriate definition of words that have more than one meaning</li> <li>• Differentiate between literal and non-literal meaning</li> <li>• Identify and interpret figurative language</li> <li>• Identify and interpret technical language</li> <li>• Explain how figurative language enhances and extends meaning</li> <li>• Explain the impact of specific language choices by the author</li> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text</li> <li>• Word choice</li> <li>• Context clues (synonyms, antonyms)</li> <li>• Literal/ Denotative meaning</li> <li>• Connotative meaning</li> <li>• Technical meaning</li> <li>• Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, idioms)</li> <li>• Tone</li> </ul>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What does the word/phrase _____ mean in this selection?</li> <li>• Without changing the meaning of the sentence, which word can best be used to replace the underlined part?</li> <li>• Which of the following synonyms is closest in the meaning to the word _____?</li> <li>• In this sentence, the word _____ means _____. (shades of meaning)</li> <li>• What is the technical meaning of the word?</li> <li>• Use a dictionary, glossary, and/or digital reference tool to confirm the meaning of unknown words.</li> </ul>
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## Delaware English Language Arts Standards Learning Progressions

### GRADE 6: Informational Reading Standard 5

<p><b>College and Career Ready (CCR):</b> Analyze the structure of text, 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><b>Grade 5:</b> 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.</p>	<p><b>Grade 6:</b> 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><b>Grade 7:</b> 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.</p>
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> <li>• Describe the connections between text features and the text’s purpose and theme</li> <li>• Make connections between author’s choice of text structure and the text’s purpose and central idea</li> <li>• Explain how structure and/or features enhance text’s purpose and central idea</li> <li>• Describe the relationship between text organization and development of ideas</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Various text structures (e.g., sentences, paragraph, chapter, section)</li> <li>• Various patterns of organization (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, simple cause/effect, conflict/resolution)</li> <li>• Various text features (e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices)</li> <li>• Difference between text structure and text feature</li> <li>• Relationships between parts of text and whole text (as indicated by text features and structures)</li> </ul>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What is the main idea of the section? Chapter? Paragraph?</li> <li>• Which sentence does not contribute to the development of an idea(s)?</li> <li>• How do ideas develop?</li> <li>• What words help the development of ideas?</li> <li>• How does a component (sentence, paragraph, chapter, or section) contribute to the development of the ideas in a text?</li> <li>• How does the sentence/ paragraph/chapter/section fit into the overall structure of a _____?</li> <li>• How do the text features/text structures assist the reader in understanding the development of ideas?</li> </ul>
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## Delaware English Language Arts Standards Learning Progressions

### GRADE 6: Informational Reading Standard 6

<p><b>College and Career Ready (CCR):</b> Assess how point of view or purpose shapes the content and style of a text.</p>		
<p><b>Grade 5:</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p><b>Grade 6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</b></p>	<p><b>Grade 7:</b> 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.</p>
<p><b>Progression to Mastery</b></p>	<p><b>Key Concepts</b></p>	<p><b>Guiding Questions/Prompts</b></p>
<ul style="list-style-type: none"> <li>• Identify the author's point of view or purpose in a text</li> <li>• Describe how the author's choices reflect his/her attitude, point of view, focus, or bias</li> <li>• Describe how the author's choices shape the content</li> <li>• Explain how the purpose or point of view is conveyed in a text</li> <li>• Determine an author's point of view or purpose in a text and explain how it is conveyed in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text (literary nonfiction and expository/technical texts)</li> <li>• Point of view (e.g., first person, third person)</li> <li>• Author's viewpoint/focus/attitude/bias</li> <li>• Author's perspective (background)</li> </ul>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• What is the author's purpose? How do you know?</li> <li>• What is the author's point of view? How do you know?</li> <li>• How do the author's choices help develop point of view? Purpose?</li> <li>• Use the text to support how the view point/purpose is conveyed by the author</li> </ul>
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## Delaware English Language Arts Standards Learning Progressions

### GRADE 6: Informational Reading Standard 7

<p><b>College and Career Ready (CCR):</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>		
<p><b>Grade 5:</b> 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>	<p><b>Grade 6: 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.</b></p>	<p><b>Grade 7:</b> 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).</p>
<p><b>Progression to Mastery</b></p>	<p><b>Key Concepts</b></p>	<p><b>Guiding Questions/Prompts</b></p>
<ul style="list-style-type: none"> <li>• Distinguish between relevant vs. interesting or irrelevant information</li> <li>• Distinguish between reliable vs. unreliable resources</li> <li>• Deconstruct questions/problems to identify needed information</li> <li>• Access media sources to solve a problem or answer a question</li> <li>• Evaluate which information gathered can solve a problem or answer a question</li> <li>• Synthesize the information gathered and determine appropriate media format to convey the information</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Media formats (e.g., visual, oral, quantitative)</li> <li>• Text and media topic/message/issue</li> <li>• Relevant vs. irrelevant information</li> <li>• Reliable vs. unreliable resources</li> <li>• Print or digital sources/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on web pages, audio, video)</li> </ul>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• Use different media or formats to find the answer to ____.</li> <li>• Summarize information from different formats.</li> <li>• What common understanding can be supported from multiple sources?</li> <li>• Which format (visual, oral, quantitative) best relays the message?</li> <li>• How do you know if the information is reliable? Relevant?</li> <li>• How would you solve the problem of ____?</li> <li>• Which search engine/website would be the best to use in order to locate the answer to the question?</li> </ul>
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## Delaware English Language Arts Standards Learning Progressions

### GRADE 6: Informational Reading Standard 8

<p><b>College and Career Ready (CCR):</b> 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><b>Grade 5:</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p><b>Grade 6: 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.</b></p>	<p><b>Grade 7:</b> 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.</p>
<p style="text-align: center;"><b>Progression to Mastery</b></p>	<p style="text-align: center;"><b>Key Concepts</b></p>	<p style="text-align: center;"><b>Guiding Questions/Prompts</b></p>
<ul style="list-style-type: none"> <li>• Identify the author’s argument and specific claims</li> <li>• Trace and explain arguments and claims</li> <li>• Explain how an author uses reasons and evidence to support particular arguments and specific claims in a text, identifying which reasons and evidence support which point(s)</li> <li>• Evaluate arguments and claims by determining the degree to which they are/are not supported by reasons and evidence</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Author’s argument/specific claims</li> <li>• Main/key ideas</li> <li>• Supporting details</li> <li>• Relevant vs. irrelevant details</li> <li>• Reasons/examples/evidence</li> <li>• Criteria for evaluating argument and claim</li> <li>• Persuasive techniques (e.g., emotional words, repetition, name calling)</li> </ul>	<p>Guiding Questions and Prompts:</p> <ul style="list-style-type: none"> <li>• What is the argument presented in the text?</li> <li>• How is the argument developed and supported?</li> <li>• What criteria should be applied when evaluating the argument and claims?</li> <li>• Did the author effectively support the claim? Explain your answer.</li> </ul>
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### GRADE 6: Informational Reading Standard 9

<p><b>College and Career Ready (CCR):</b> 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><b>Grade 5:</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>Grade 6: 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).</b></p>	<p><b>Grade 7:</b> 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.</p>
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> <li>• Compare &amp; contrast differing presentations of the same event</li> <li>• Synthesize information</li> <li>• Manage and organize selected information (e.g., graphic organizers, electronic notes)</li> <li>• Integrate information in a purposeful way</li> <li>• 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).</li> </ul>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Compare/contrast</li> <li>• Important points/main ideas</li> <li>• Most important vs. least important points</li> <li>• Key/supporting details</li> <li>• Purpose for gathering information</li> <li>• Point of view</li> <li>• Perspective</li> </ul>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> <li>• Compare _____ presentation of _____ to _____ presentation of _____.</li> <li>• How do the works of _____ differ from the works of _____?</li> <li>• Explain the similarities and differences of _____ and _____.</li> <li>• What is common in both texts?</li> <li>• How do the texts differ?</li> <li>• Which of the authors' approaches are strongest? Why?</li> </ul>
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