# Grade 6 Playlists for Reading: Informational Text
# Integration of Knowledge and Ideas

This resource bundle aligns with the Integration of Knowledge and Ideas standards of the Common Core State Standards for Grade 6 Reading: Informational Text. We have included three of our playlists—content-rich tools that use trusted textual, audio, visual, and multimedia resources to supplement high-quality instruction in specific elements of the Common Core—to guide students through each of the relevant standards for the informational text reading strands of English Language Arts.

Each playlist is designed for 30–45 minutes of instructional time and is followed by a rigorous self-check for students. Alternatively you could assign individual student playlists as homework or remedial/extension activities.

The Common Core State Standards for English Language Arts are not intended to be taught in sequential order, and neither are these playlists. Instead, you should feel free to dip in and out of these resources as your instructional needs dictate.

The accompanying Student Editions include additional passages on which students can practice their reading skills, including the ability to analyze craft and structure. Stepped-out examples and hyperlinks to videos, graphic organizers, and other activities further support instruction.

Thank you for trusting Wisewire to help your students become better readers and lifelong learners! Visit us online for even more resources and to access our free to use computer-based assessment platform.

# Teaching Notes: Integrating Different Media and Formats

The goal of RI.6.7 is for students to learn how to 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. The following information contains ideas that teachers can incorporate into their classrooms as well as an additional resource to peruse and integrate into instruction as appropriate.

The majority of this playlist discusses how authors use visual and quantitative media to support text. It also explains how these types of media are sometimes more useful to the reader's understanding than text. However, it should be impressed upon students that in some cases, text may be needed to support visual or quantitative media, such as captions to describe an image or a chart. Use the following activities to have students write captions.

## Activities

1.  Have students look closely at the photograph in Example 1. While this photograph of Bridge Mountain does support the text's description of sedimentation, it does not stand on its own. The reader will need a brief explanation of why the mountain's rock is in layers. Instruct the students to write a one- to two-sentence caption that uses the information in the Example 1 text to integrate both forms of information (verbal and visual).

2.  Have students examine the chart in Example 4. Although it clearly identifies the number of visitors to Zion National Park, it could use a small amount of text to further interpret the data. Instruct the students to write a one- to two-sentence caption.

## Practice! Sample Response

This graph integrates quantitative and visual formats by giving a visual representation of how the numbers of visitors to Zion National Park varied from month to month throughout the year. Since the bars form a crest that is highest in the summer months, the reader can immediately see that most visitors came to the park in the summer months.

## Additional Resources

Consider these additional resources when teaching RI.6.7:

- **"Integrating Knowledge & Ideas Across Multiple Sources of Information":** This video shows a teacher guiding students through the skills needed to integrate information across multiple sources. The lesson starts with observations and questions based on photographs of Abraham Lincoln from the Civil War:
  https://www.youtube.com/watch?v=B_pWsHOKU6M

- **"Common Core Standards—Resource Page":** This PDF provides more information on the standard and offers resources from around the Web:
  http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/ELA/6th/Reading_Informational_Text/RI_6_7/

## Exploring the Standard

### A Closer Look: Visual and Quantitative Media

In a literary work, an author can often give a detailed description of what a person or place looks like. The description can create the opportunity for the author to use figurative language and other literary devices. But in a text that is strictly informational, figurative language and literary devices may not appeal to the reader or meet the text's purpose—especially when quantitative data needs to be explained, described, or illustrated. Clear, direct language and simple images work best in informational texts.

### Watch!

This video explains how integration of information will help the reader better understand a topic:

- https://www.youtube.com/watch?v=yC63sEQxWos

The following examples show different kinds of media related to the topic of the text. Think about how the media and text work together and whether one is more helpful than the other.

## Example 1

Read the following excerpt from a National Park Service activity guide, "Changing Landscapes: Fifth Grade Pre- and Post-Visit Activity Guide." Try to picture what is being described in the text. Then, look at the photograph that accompanies it.

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### Background

[1]Zion National Park is located along the edge of a region called the Colorado Plateau. Uplift, tilting, and the erosion of rock layers formed a feature called the Grand Staircase, a series of colorful cliffs stretching between Bryce Canyon, Zion, and the Grand Canyon.

[2]Zion has spectacular geology. The arid climate and sparse vegetation expose bare rock and reveal the park's geologic history. Evidence of deposition (sedimentation), lithification, uplift, weathering, erosion, tectonics, and volcanic activity make the park a showcase for changing landscapes.

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# Grade 6 Playlist: Integrating Different Media and Formats

*Aligns with CCSS.ELA-LITERACY.RI.6.7:*

- 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.

## Welcome

Eloise is working on a 4-H project about how to protect soil from nutrient loss and erosion during the cold winter months. Her project includes a paper that discusses the types of crops that can be grown to cover and protect the soil. "Ryegrass is hardy to zone 6," she writes in her paper. "It should be planted half an inch below the soil. It is very shade tolerant and withstands traffic well. Barley is hardy to zone 7. It should be planted two inches below the soil. It is moderately shade tolerant and withstands traffic well." Eloise looks at what she has written. It is already starting to sound repetitive and boring, and she needs to provide information for fifteen more plants. Is there a better way to organize this information so that the reader will be able to understand it better?

A text can incorporate information in the form of visual and quantitative media. Eloise can better communicate her information by using illustrations, photographs, charts, graphs, or other media.

## Objective

In this playlist, students will learn how to:

- 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.

## Review

### Key Terms

- To **integrate** information is to bring it together and explain how it is connected.

- A **medium** is something used to communicate a message. Media (plural) include newspapers, radio, television, and other means of communicating messages. Media can be presented in other **formats**, such as illustrations and numerical data, as well as words.

  - **Visual** media is viewed rather than read. Illustrations, drawings, and photographs are examples of visual media.

  - **Quantitative** media involves numerical data and expresses quantity. Examples of quantitative media are charts, tables, and graphs.

# Grade 6 Playlist: Tracing and Evaluating an Argument

*Aligns with CCSS.ELA-LITERACY.RI.6.8:*

- 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.

## Welcome

Nancy is reading an article about the solar system in a science magazine. The article includes many facts that Nancy did not know before, such as, "The Sun is the largest object in the solar system. It contains over 99 percent of the entire solar system's mass." While Nancy already knew that the Sun was larger than any of the planets, she never would have thought it was *that* much larger. She also read in the article, "The Earth is the only planet that is capable of harboring life because it is the only planet whose atmosphere contains oxygen." Nancy knew that animals need oxygen to breathe, so this statement definitely makes sense. And she read, "The solar system was formed when a massive molecular cloud collapsed billions of years ago." Now, this is interesting, but it leaves Nancy wondering how scientists learned this. What evidence supports this claim?

As a reader, Nancy can evaluate, or think about, the argument in the article to determine the author's claims and whether or not these claims are supported and accurate. Nancy can also judge the importance of evidence and reasons in supporting a claim. She can distinguish claims that are properly supported from those that are not.

## Objectives

In this playlist, students will learn how to:

- trace and evaluate an argument and specific claims in a text.

- distinguish claims that are supported by reasons and evidence from claims that are not.

## Review

### Key Terms

- In an **argument**, an author states a position on a subject and explains why the reader should share that position. The author makes **claims**, or statements that he or she wants the reader to believe. An author's claims must be:

  ◦ **credible**, meaning that they can be easily believed and trusted.

  ◦ free from **bias**, which is a point of view based entirely on opinion rather than on facts.

- Authors use **evidence** to support their claims so that readers are more likely to believe them. Evidence can take many forms: statistics, expert opinions, and quotes from documents and studies, for example.

- When reading an author's argument, the reader first **traces** the argument to determine the claims the author makes and the evidence that supports those claims. Then, after the claims and evidence are determined, the reader **evaluates** the argument, determining whether or not it is strong enough to convince the reader to agree with the author's position.

## Exploring the Standard

### A Closer Look: Tracing and Evaluating an Argument

An author can make many claims in a text, but most texts have one main argument that these claims support. These three steps show how to trace an argument:

1. Identify what is being argued.

2. Determine which claims support the argument.

3. Determine which evidence supports these claims.

### Hint!

If a text is several paragraphs long, the author may include one claim in each paragraph. Readers should know that the sentences in a text that do not state the author's argument or make claims usually provide support for the argument or claims.

A reader can evaluate an argument by looking carefully at the evidence that supports both the claims and the overall argument. The evidence that supports a claim or argument should come from a credible source that is not biased. The most credible sources are academic journals, university websites, and materials published by institutions such as hospitals, museums, and government agencies. Newspapers and news magazines are usually credible sources, but in some cases, articles can include bias. Blogs and other personal websites are not as reliable, for the most part, unless they are owned and written by people who are experts in the subjects they write about. In these cases, the information contained in blogs and personal websites is usually trustworthy. When writing a text, the author wants his or her own text to be credible also. Using evidence from sources that are not credible can hurt an author's credibility and weaken his or her argument.

### Watch!

This video further discusses claims, reasons, and evidence and how each is used in an argument:

- https://www.youtube.com/watch?v=3571UcZlFyc

Read the following example, which is a newspaper editorial asking whether or not students should be allowed to bring their cell phones to class. While reading, follow the three steps: identify the argument, determine the author's claims, and determine the evidence and reasons that support those claims. Are any claims not supported by evidence and reasons?