

Grade 6 Playlists for Reading: Informational Text

Key Ideas and Details

This resource bundle aligns with the Key Ideas and Details standards of the Common Core State Standards for Grade 6 Reading: Informational Text. We have included four 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.

Standard Coverage Notes:

- Standard RI.6.2 is covered across two playlists: one focuses on objective summaries and the other focuses on how the central idea is conveyed through details.

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

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Teaching Notes: Citing Textual Evidence

The goal of RI.6.1 is for students to learn how a text can present facts both explicitly and implicitly through inference. The module uses a famous speech by President Ronald Reagan at the Brandenburg Gate of the Berlin Wall to distinguish between these types of facts. The following information contains ideas that teachers can incorporate into their classrooms as well as additional resources to peruse and integrate into instruction as appropriate.

Activity

1. Select a text that includes a number of details (both explicit and implicit). Make sure it is a topic that the students will understand at least reasonably well. This is important because understanding the implied details may require an understanding of the context.
2. Have students read the texts and create lists of implied and explicit details. It is also productive to have students work in small groups or pairs to do this.
3. Have the students (or groups) craft a short analysis of the implied details. The analysis should draw connections between the explicit and implicit details.

Writing Prompt

Provide students with a longer text (or two) that uses different text structures throughout. Have students identify the different sections and explain in a short essay the following:

- How do the features in these sections show the particular text structure?
- How do the different text structures work together to support a particular point or argument?

Additional Resources

Consider these additional resources when teaching RI.6.1:

- **Full Text of Reagan’s Address at the Brandenburg Gate:**
<http://millercenter.org/president/speeches/speech-3415>
- **“‘Tear Down This Wall’: How Top Advisers Opposed Reagan’s Challenge to Gorbachev—But Lost”:**
<http://www.archives.gov/publications/prologue/2007/summer/berlin.html>



Now read the following excerpt:

President Ronald Reagan, Speech at the Brandenburg Gate, June 12, 1987

¹Behind me stands a wall that encircles the free sectors of this city, part of a vast system of barriers that divides the entire continent of Europe. From the Baltic, south, those barriers cut across Germany in a gash of barbed wire, concrete, dog runs, and guard towers. Farther south, there may be no visible, no obvious wall. But there remain armed guards and checkpoints all the same—still a restriction on the right to travel, still an instrument to impose upon ordinary men and women the will of a totalitarian state. Yet it is here in Berlin where the wall emerges most clearly; here, cutting across your city, where the news photo and the television screen have imprinted this brutal division of a continent upon the mind of the world. Standing before the Brandenburg Gate, every man is a German, separated from his fellow men. Every man is a Berliner, forced to look upon a scar...

²In West Germany and here in Berlin, there took place an economic miracle, the *Wirtschaftswunder*. Adenauer, Erhard, Reuter, and other leaders understood the practical importance of liberty—that just as truth can flourish only when the journalist is given freedom of speech, so prosperity can come about only when the farmer and businessman enjoy economic freedom. The German leaders reduced tariffs, expanded free trade, lowered taxes. From 1950 to 1960 alone, the standard of living in West Germany and Berlin doubled.

³Where four decades ago there was rubble, today in West Berlin there is the greatest industrial output of any city in Germany—busy office blocks, fine homes and apartments, proud avenues, and the spreading lawns of parkland. Where a city's culture seemed to have been destroyed, today there are two great universities, orchestras and an opera, countless theaters, and museums. Where there was want, today there's abundance—food, clothing, automobiles—the wonderful goods of the *Ku'damm*. From devastation, from utter ruin, you Berliners have, in freedom, rebuilt a city that once again ranks as one of the greatest on Earth. The Soviets may have had other plans. But, my friends, there were a few things the Soviets didn't count on—*Berliner Herz*, *Berliner Humor*, *ja*, und *Berliner Schnauze*. [*Berliner heart*, *Berliner humor*, *yes*, and a *Berliner Schnauze*.]

⁴In the 1950s, Khrushchev predicted: "We will bury you." But in the West today, we see a free world that has achieved a level of prosperity and well-being unprecedented in all human history. In the Communist world, we see failure, technological backwardness, declining standards of health, even want of the most basic kind—too little food. Even today, the Soviet Union still cannot feed itself. After these four decades, then, there stands before the entire world one great and inescapable conclusion: Freedom leads to prosperity. Freedom replaces the ancient hatreds among the nations with comity and peace. Freedom is the victor.

⁵And now the Soviets themselves may, in a limited way, be coming to understand the importance of freedom. We hear much from Moscow about a new policy of reform and openness. Some political prisoners have been released. Certain foreign news broadcasts are no longer being jammed. Some economic enterprises have been permitted to operate with greater freedom from state control.



Grade 6 Mini-Module: Citing Textual Evidence

Aligns with *CCSS.ELA-LITERACY.RI.6.1*:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Welcome

All texts include both explicit and implicit details. Finding and understanding these details is an important part of understanding a text. This module will look at explicit and implicit details in an excerpt from President Ronald Reagan's Address from the Brandenburg Gate.

Objectives

In this module, students will learn how to:

- cite explicit information in a text.
- cite inferences from a text.

Exploring the Standard

A Closer Look: Explicit vs. Implicit

Information in a text can be either *explicit* or *implicit*. Explicit information is explained directly in the text. Implicit information is provided through inference. Consider the following sentence:

South Koreans are proud to declare to visiting tourists that the Republic of Korea has four distinct seasons.

The explicit information in this sentence is:

- South Koreans are proud of their country's climate.
- The Republic of Korea has four distinct seasons.
- Tourists travel to the Republic of Korea.

The implicit information in this sentence is:

- The Republic of Korea has a summer, fall, spring, and winter.
- Not all countries have four seasons.
- The official name for South Korea is the Republic of Korea.



Grade 6 Playlist: Provide an Objective Summary

Aligns with *CCSS.ELA-LITERACY.RI.6.2*:

- 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.

Welcome

A good objective summary identifies the important details of a text and weeds out the less important details. Knowing which details are key requires a comprehensive understanding the central idea of the text and how details are marshaled to support it. This playlist will use an excerpt about the Japanese attack on Pearl Harbor in 1941 to practice writing an objective summary.

Objectives

In this playlist, students will learn how to:

- determine the central idea of a text and its important details in order to write a summary of the text.
- identify opinions and judgements in a summary.
- draft an objective summary.

Review

Key Term

- An **objective summary** does not include the opinions of the writer about the topic or the text.

Exploring the Standard

Knowing how to write a summary that is free of bias is an important skill to develop. When objectively summarizing a text, readers should keep in mind that a summary of a text includes the central idea and key details from the text that support the central idea. The summary leaves out any personal opinions.

Therefore, when writing a summary of a text, readers should do the following:

- Determine the central idea. Readers cannot figure out which details to include in a summary without first determining the central idea.
- Determine that the selected details clearly support the central idea. While looking at each detail, readers can ask: *Would the main idea be clear in a summary of a text if this detail is left out?*
- Make sure that the summary does not include a reader's opinions, such as personal thoughts regarding who is right and who is wrong.



A Closer Look: Determining the Central Idea and Important Details

The text relays information about Japan's 1941 attack on the U.S. Navy at Pearl Harbor, which succeeded in bringing the United States into World War II.

Read the following excerpt from "Foreword," from *Investigation of the Pearl Harbor Attack* by Alben W. Barkley, and consider what the central idea is and what the most important details are.

¹On Sunday morning, December 7, 1941, the United States and Japan were at peace. Japanese ambassadors were in Washington in conversation with our diplomatic officials looking to a general settlement of differences in the Pacific.

²At 7:55 a.m. (Hawaiian time) over 300 Japanese planes launched from 6 aircraft carriers attacked the island of Oahu and the American Pacific Fleet at Pearl Harbor in the Territory of Hawaii. Within a period of less than 2 hours our military and naval forces suffered a total of 3,435 casualties in personnel and the loss of or severe damage to: 188 planes of all types, 8 battleships, 3 light cruisers, and 4 miscellaneous vessels.

³The attack was well planned and skillfully executed. The Japanese raiders withdrew from the attack and were recovered by the carriers without the latter being detected, having suffered losses of less than 100 in personnel, 29 planes, and 5 midget submarines which had been dispatched from mother craft that coordinated their attack with that of the planes.

⁴One hour after Japanese air and naval forces had struck the Territory of Hawaii the emissaries of Japan delivered to the Secretary of State a reply to a recent American note, a reply containing no suggestion of attack by Japan upon the United States. With the benefit of information now available it is known that the Japanese military had planned for many weeks the unprovoked and ambitious act of December 7.

⁵The Pyrrhic victory of having executed the attack with surprise, cunning, and deceit belongs to the war lords of Japan whose dreams of conquest were buried in the ashes of Hiroshima and Nagasaki. History will properly place responsibility for Pearl Harbor upon the military clique dominating the people of Japan at the time. Indeed, this responsibility Premier Tojo himself has already assumed.

Reading through the text, readers can determine that its central idea is that Japan led an unplanned attack on Pearl Harbor. Here is a list of details of varying importance that help to support this idea:

- Japan and the U.S. were officially at peace moments before the attack.
- Japanese and U.S. diplomats were working on a settlement together.
- At 7:55 a.m., over 300 Japanese planes launched from six aircraft carriers attacked the American Pacific Fleet at Pearl Harbor.
- In less than two hours, the U.S. suffered 3,435 casualties, the loss of 188 planes of all types, eight battleships, three light cruisers, and four miscellaneous vessels.
- The attack was well planned and skillfully executed.

