

Unpacking Indiana 6.RC.1

6.RC.1: Analyze what a text says explicitly as well as draw inferences from the text through citing text evidence.

“I Can” Statements

- I can understand what a text is saying and find important details.
- I can figure out things that aren't directly said by using clues from the text.
- I can show evidence from the text to support my ideas.

Learning Targets:

I can understand what a text is saying and find important details.

- I can identify the main ideas and details in a text.
- I can understand key vocabulary words.

I can figure out things that aren't directly said by using clues from the text.

- I can draw conclusions based on what I have read.
- I can predict possible outcomes based on what I have read.

I can show evidence from the text to support my ideas.

- I can identify and highlight specific quotes, details, and examples from a text that support my answers.
- I can explain how the quotes, details, and examples support my answers.
- I can write a response explaining my answer while using text evidence.

Enrichment:

7.RC.1: Analyze what a text says explicitly as well as draw inferences through citing **several** pieces of textual evidence.

Data Tracking: 6.RC.1

6.RC.1: Analyze what a text says explicitly as well as draw inferences from the text through citing text evidence.

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Pretest Score:

Goal:

Posttest Score:

Color Code

___% or < orange

___% to ___% yellow

___% or > green

Tracking my Learning

In order to reach my goal, I have completed the following:

Teacher Notes:

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Data Tracking: 6.RC.1

6.RC.1: Analyze what a text says explicitly as well as draw inferences from the text through citing text evidence.

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- I can draw conclusions based on what I have read.
- I can predict possible outcomes based on what I have read.

I can show evidence from the text to support my ideas.

- I can identify and highlight specific quotes, details, and examples from a text that support my answers.
- I can explain how the quotes, details, and examples support my answers.
- I can write a response explaining my answer while using text evidence.

Teacher Notes:

Tracking my Learning

In order to reach my goal, I have completed the following:

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Notes:

How can I get there?

Step 1: Find the obvious information in the text

- Read the text carefully and look for information that is clearly stated.
- Underline or highlight important details that you can understand right away.

Step 2: Look for clues and hints to guess more information

- Pay attention to words, phrases, or context in the text. These can give you clues about things that are not directly said.
- Think about what these clues might mean and what extra information you can guess.

Step 3: Make educated guesses and predictions

- Using the clues you found, make guesses and predictions about what might happen next or what the author is trying to tell you.
- Use what you already know and think logically to make these guesses.

Step 4: Support your guesses with proof from the text

- When you make a guess or inference, try to find specific proof in the text to support it. Look for sentences or examples that back up what you think.
- Use these pieces of evidence to show that your guess is reasonable.

Step 5: Think about and judge your guesses

- Take a step back and think about whether your guesses make sense and are logical. Evaluate the quality of your reasoning and the evidence you used.
- Ask yourself if there are other possible explanations and if your guesses are well-supported.

Standards: What do we want students to learn?

FOCUS:

TIMELINE:

Evidence: How will we know when each student has learned it?

Interventions: What will we do to help students master the skill?

Enrichment: What will we do for students who have already mastered the skill?

NOTES:

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FOCUS:

TIMELINE:

Evidence: How will we know when each student has learned it?

Interventions: What will we do to help students master the skill?

Enrichment: What will we do for students who have already mastered the skill?

NOTES:

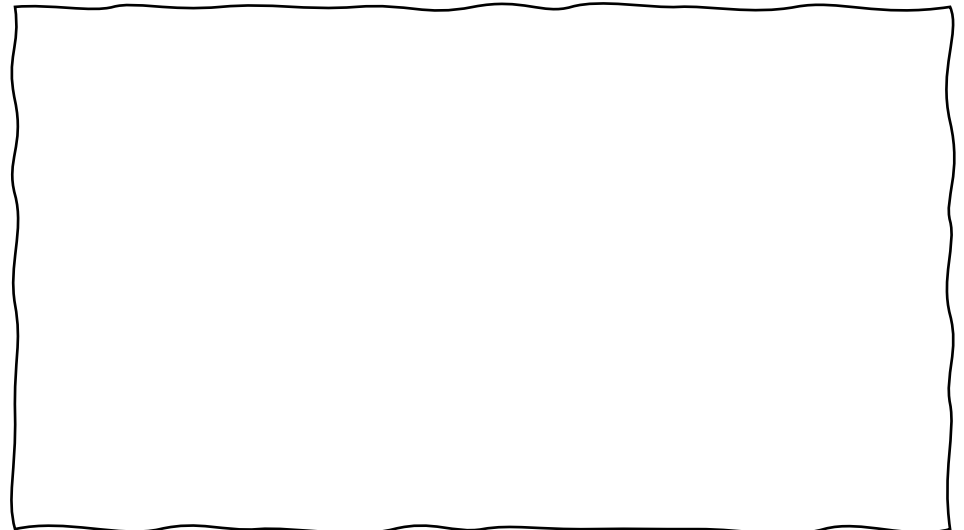
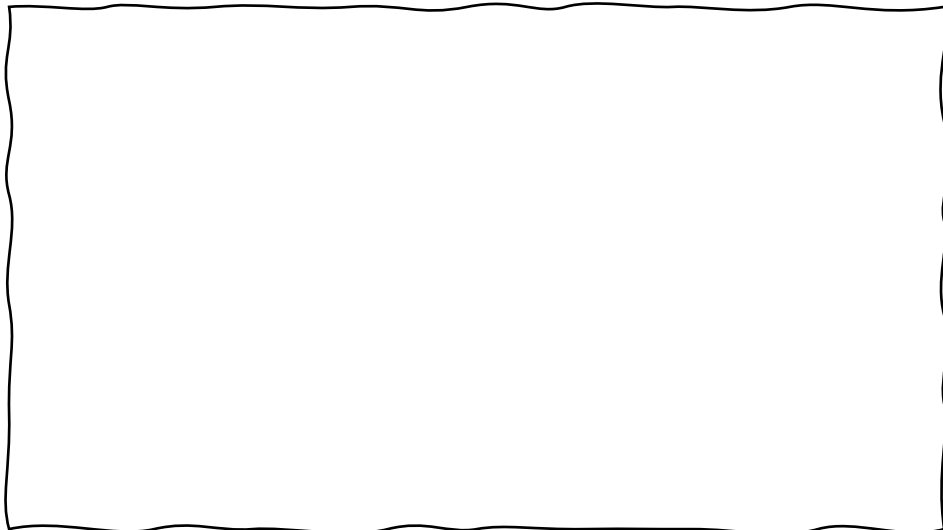
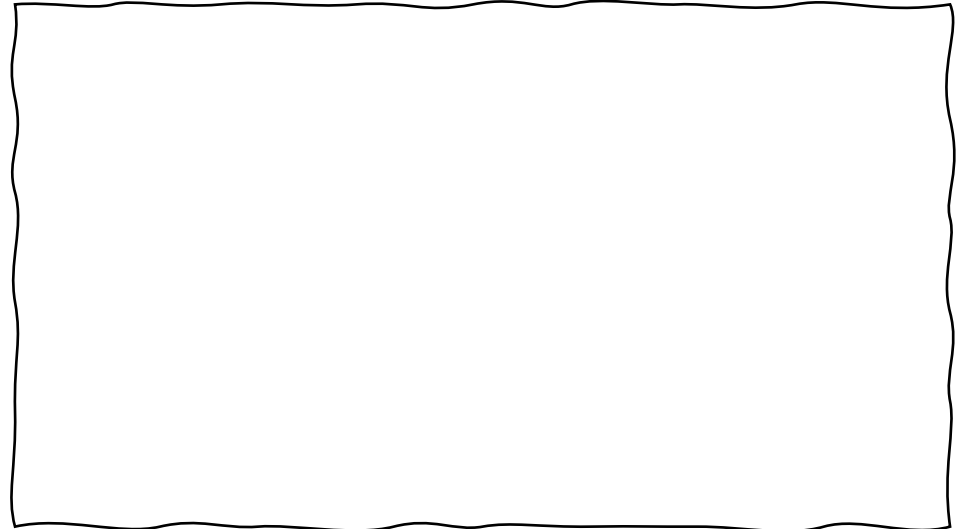
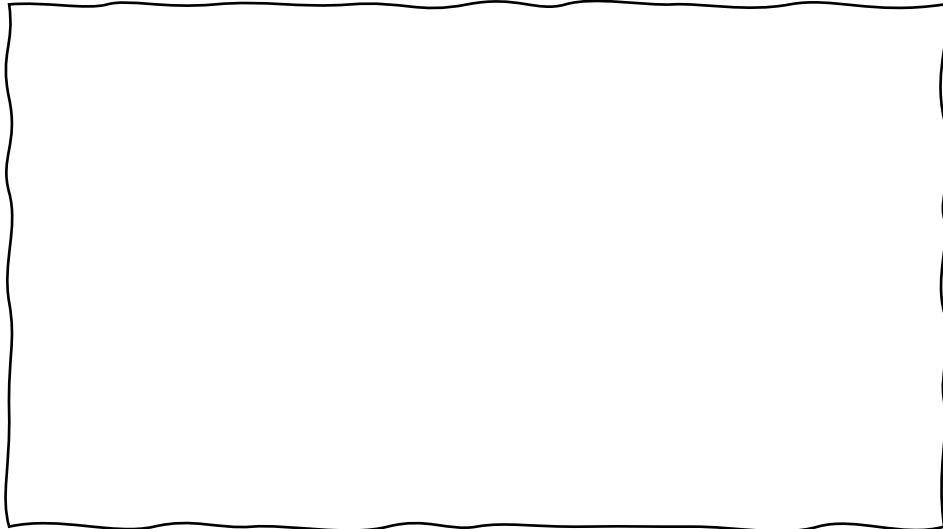
Name:

Standard: Analyze what a text says explicitly as well as draw inferences from the text through citing text evidence.

“I Can” Statements

- I can understand what a text is saying and find important details.
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- I can show evidence from the text to support my ideas.

Evidence of my learning



The Butterfly Garden

Olivia loved spending time in her grandmother's garden. The vibrant flowers, the sweet fragrance in the air, and the buzzing of bees created a magical atmosphere. One sunny afternoon, Olivia noticed a small, delicate butterfly fluttering near a cluster of colorful blossoms. Its wings were a mesmerizing blend of orange, yellow, and black.

Curiosity sparked within Olivia as she wondered about the butterfly's journey and purpose. She observed its graceful flight, noticing how it gracefully landed on each flower, sipping nectar with its long, slender proboscis. Olivia marveled at the butterfly's ability to extract nourishment from the flowers.

Inspired by the butterfly's elegance, Olivia decided to create her own butterfly garden. She spent days researching the types of plants and flowers that would attract butterflies. Armed with her newfound knowledge, she carefully selected and planted a variety of nectar-rich flowers, ensuring a steady supply of food for the delicate creatures.

As time passed, Olivia's garden bloomed with an array of colorful flowers. Butterflies of various sizes and hues danced among the petals, their presence bringing joy to Olivia's heart. She spent hours observing their behavior, noting how they communicated through fluttering wings and gentle movements.

Olivia's butterfly garden became a sanctuary for these magnificent creatures. She felt a deep sense of satisfaction knowing that her garden provided a safe haven and nourishment for the butterflies. Through her love and dedication, Olivia had created a paradise that not only brought beauty to her world but also supported the delicate balance of nature.

Name:

Date:

Assessment: Analyze what a text says explicitly as well as draw inferences from the text through citing text evidence.

Skill: I can understand what a text is saying and find important details.

What inspired Olivia to create her own butterfly garden?

- A) The colorful flowers in her grandmother's garden.
- B) The elegant flight of the butterfly.
- C) The buzzing sound of bees in the garden.
- D) The sweet fragrance in the air.

Skill: I can understand what a text is saying and find important details.

What did Olivia notice about the butterfly's wings?

- A) They were orange and black.
- B) They were orange, black, and yellow.
- C) They were black and yellow.
- D) They were black and white.

Skill: I can understand what a text is saying and find important details.

What did Olivia do after researching butterflies?

- A) She created her own butterfly garden.
- B) She observed the behavior of bees.
- C) She planted vegetables in her garden.
- D) She collected butterflies as pets.

Skill: I can figure out things that aren't directly said by using clues from the text.

Based on the story, what can you infer about Olivia's feelings towards butterflies?

- A) She was afraid of them.
- B) She was fascinated by them.
- C) She disliked their colors.
- D) She found them annoying.

Overall Score: + ____ / 9 _____%

I can understand what a text is saying and find important details.

Score: + ____ / 3 _____%

I can figure out things that aren't directly said by using clues from the text.

Score: + ____ / 3 _____%

I can use evidence from the text to support my ideas.

Score: + ____ / 3 _____%

Skill: I can figure out things that aren't directly said by using clues from the text.

What can you infer about Olivia's dedication to her butterfly garden?

- A) She only worked on it for a few minutes.
- B) She didn't care about the butterflies.
- C) She spent a lot of time and effort on it.
- D) She abandoned the project halfway.

Skill: I can figure out things that aren't directly said by using clues from the text.

What does the presence of butterflies bring to Olivia's garden?

- A) Joy and beauty.
- B) Noise and chaos.
- C) Harm to the flowers.
- D) Insects and pests.

Skill: I can show evidence from the text to support my ideas.

Which sentence from the story supports the idea that Olivia carefully selected flowers for her butterfly garden?

- A) "Olivia marveled at the butterfly's ability to extract nourishment from the flowers."
- B) "Armed with her newfound knowledge, she carefully selected and planted a variety of nectar-rich flowers."
- C) "Inspired by the butterfly's elegance, Olivia decided to create her own butterfly garden."
- D) "She spent hours observing their behavior, noting how they communicated through fluttering wings."

Skill: I can show evidence from the text to support my ideas.

Which detail from the story suggests that Olivia's garden provided nourishment for the butterflies?

- A) "Olivia loved spending time in her grandmother's garden."
- B) "ensuring a steady supply of food for the delicate creatures."
- C) "The vibrant flowers, the sweet fragrance in the air, and the buzzing of bees created a magical atmosphere."
- D) "Butterflies of various sizes and hues danced among the petals, their presence bringing joy to Olivia's heart."

Skill: I can show evidence from the text to support my ideas.

What evidence from the text supports the idea that Olivia's butterfly garden was a safe haven?

- A) "She observed its graceful flight, noticing how it gracefully landed on each flower."
- B) "The vibrant flowers, the sweet fragrance in the air, and the buzzing of bees created a magical atmosphere."
- C) "Olivia's butterfly garden became a sanctuary for these magnificent creatures."
- D) "She spent hours observing their behavior, noting how they communicated through fluttering wings."

The Astronomer

Jake was a young boy with a passion for astronomy. His room was adorned with posters of galaxies, constellations, and space shuttles. Every night, he would gaze up at the night sky, captivated by the twinkling stars and the mysteries they held.

One evening, Jake's parents surprised him with a telescope for his birthday. Overwhelmed with excitement, Jake eagerly set up his new telescope in the backyard. With each adjustment of the lenses, he discovered a whole new world above him.

As Jake spent hours observing the night sky, he learned to identify different constellations. His favorite was Orion, the mighty hunter. He marveled at the stars that formed Orion's belt and imagined embarking on his own cosmic adventures.

Driven by his curiosity, Jake began reading books and articles about the solar system. He became fascinated with planets and their unique features. From the scorching temperatures of Venus to the giant storms on Jupiter, he soaked up knowledge like a sponge.

Jake's enthusiasm for astronomy led him to join a local stargazing club. There, he met fellow enthusiasts who shared his passion. Together, they explored the wonders of the universe, attending star parties and observing celestial events like meteor showers and eclipses.

One day, Jake's dream came true when he had the opportunity to visit a planetarium. As he sat beneath the domed ceiling, mesmerized by the simulated night sky, he realized that his love for astronomy would never fade. Whether through his telescope, books, or shared experiences, Jake knew that the mysteries of the cosmos would always hold a special place in his heart.

Name:

Date:

Assessment: Analyze what a text says explicitly as well as draw inferences from the text through citing text evidence.

Skill: I can understand what a text is saying and find important details.

What was Jake's passion?

- A) Gardening
- B) Astronomy
- C) Painting
- D) Soccer

Skill: I can understand what a text is saying and find important details.

What did Jake's parents give him for his birthday?

- A) A telescope
- B) Art supplies
- C) A soccer ball
- D) Science experiments

Skill: I can understand what a text is saying and find important details.

What did Jake do with his new telescope?

- A) He set it up in his room.
- B) He gave it to a friend.
- C) He sold it.
- D) He set it up in the backyard.

Skill: I can figure out things that aren't directly said by using clues from the text.

Based on the story, what can you infer about Jake's interest in astronomy?

- A) He liked playing video games more.
- B) He only looked at the night sky occasionally.
- C) He enjoyed learning about planets and constellations.
- D) He was scared of the dark.

Overall Score: + ____ / 9 _____%

I can understand what a text is saying and find important details.

Score: + ____ / 3 _____%

I can figure out things that aren't directly said by using clues from the text.

Score: + ____ / 3 _____%

I can use evidence from the text to support my ideas.

Score: + ____ / 3 _____%

Skill: I can figure out things that aren't directly said by using clues from the text.

What can you infer about Jake's experience at the planetarium?

- A) He found it boring and uninteresting.
- B) He was overwhelmed by the large crowds.
- C) He realized his love for astronomy would never fade.
- D) He fell asleep during the presentation.

Skill: I can figure out things that aren't directly said by using clues from the text.

What does Jake's love for astronomy suggest about his personality?

- A) He is adventurous and curious.
- B) He prefers staying indoors.
- C) He dislikes reading books.
- D) He doesn't enjoy socializing.

Skill: I can show evidence from the text to support my ideas.

Which sentence from the story supports the idea that Jake learned to identify different constellations?

- A) "His room was adorned with posters of galaxies, constellations, and space shuttles."
- B) "Overwhelmed with excitement, Jake eagerly set up his new telescope in the backyard."
- C) "From the scorching temperatures of Venus to the giant storms on Jupiter, he soaked up knowledge like a sponge."
- D) "As Jake spent hours observing the night sky, he learned to identify different constellations."

Skill: I can show evidence from the text to support my ideas.

What evidence from the text supports the idea that Jake's love for astronomy led him to join a local stargazing club?

- A) "Jake's parents surprised him with a telescope for his birthday."
- B) "His room was adorned with posters of galaxies, constellations, and space shuttles."
- C) "He spent hours observing the night sky, he learned to identify different constellations."
- D) "Jake's enthusiasm for astronomy led him to join a local stargazing club."

Skill: I can show evidence from the text to support my ideas.

What details from the text suggest that Jake's visit to the planetarium was a dream come true?

- A) "Overwhelmed with excitement, Jake eagerly set up his new telescope in the backyard."
- B) "He marveled at the stars that formed Orion's belt and imagined embarking on his own cosmic adventures."
- C) "Driven by his curiosity, Jake began reading books and articles about the solar system."
- D) "One day, Jake's dream came true when he had the opportunity to visit a planetarium."

The Explorer

Benjamin loved spending his weekends exploring the local forest near his house. He would set out on adventures with his trusty backpack filled with essential items like a map, a compass, a water bottle, and snacks. The forest was a treasure trove of wonders, filled with towering trees, hidden streams, and elusive wildlife.

One sunny morning, as Benjamin ventured deeper into the forest, he stumbled upon an ancient-looking map half-buried under a pile of leaves. The faded markings hinted at a hidden treasure, and his excitement grew. Determined to uncover the secret, Benjamin carefully studied the map, deciphering its clues.

Following the map's instructions, Benjamin navigated through dense foliage, climbed over fallen logs, and crossed babbling brooks. Every step brought him closer to the unknown. His heart raced with anticipation, fueled by the thrill of the adventure.

Finally, after a long journey, Benjamin discovered a hidden clearing. Sunlight filtered through the trees, illuminating a small chest nestled among the roots of an ancient oak tree. With trembling hands, he opened the chest to find a collection of beautifully polished stones, each one glimmering with its unique colors and patterns.

Overwhelmed with awe, Benjamin realized that the true treasure lay not in the stones but in the experience itself. The forest had rewarded his curiosity and determination with a sense of wonder and a deeper connection to nature. From that day forward, Benjamin's love for exploring the great outdoors only grew stronger.

Name:

Date:

Assessment: Analyze what a text says explicitly as well as draw inferences from the text through citing text evidence.

Skill: I can understand what a text is saying and find important details.

What items did Benjamin carry in his backpack during his forest adventures?

- A) A notebook and pencils
- B) A camera and binoculars
- C) A map and compass
- D) A flashlight and a magnifying glass

Skill: I can understand what a text is saying and find important details.

How did Benjamin come across the ancient-looking map?

- A) He bought it from a store.
- B) He found it in his attic.
- C) He discovered it half-buried under leaves in the forest.
- D) He received it as a gift from a friend.

Skill: I can understand what a text is saying and find important details.

What was Benjamin's initial reaction when he found the map?

- A) He felt scared and wanted to leave the forest.
- B) He became curious and excited about the hidden treasure.
- C) He ignored it and continued exploring.
- D) He decided to show it to his friends.

Skill: I can figure out things that aren't directly said by using clues from the text.

What can you infer about Benjamin's character from his determination to decipher the map and find the treasure?

- A) He was lazy and didn't care about the adventure.
- B) He enjoyed solving puzzles and challenges.
- C) He didn't like the forest and wanted to leave quickly.
- D) He preferred staying at home and playing video games.

Overall Score: + ____ / 9 _____%

I can understand what a text is saying and find important details.

Score: + ____ / 3 _____%

I can figure out things that aren't directly said by using clues from the text.

Score: + ____ / 3 _____%

I can use evidence from the text to support my ideas.

Score: + ____ / 3 _____%

Skill: I can figure out things that aren't directly said by using clues from the text.

What can you infer about Benjamin's feelings when he discovered the hidden clearing?

- A) He felt disappointed and wanted to leave the forest.
- B) He was tired and wanted to rest.
- C) He felt excited and hopeful about finding the treasure.
- D) He felt scared and anxious about what he might encounter.

Skill: I can figure out things that aren't directly said by using clues from the text.

What does Benjamin's love for exploring the forest suggest about his personality?

- A) He prefers staying indoors and reading books.
- B) He doesn't care about nature and wildlife.
- C) He enjoys adventure and has a curious nature.
- D) He is scared of the unknown and avoids taking risks.

Skill: I can show evidence from the text to support my ideas.

Which detail from the story supports the idea that Benjamin had a deeper connection to nature after finding the treasure?

- A) "He stumbled upon an ancient-looking map half-buried under a pile of leaves."
- B) "Following the map's instructions, Benjamin navigated through dense foliage."
- C) "Sunlight filtered through the trees, illuminating a small chest nestled among the roots of an ancient oak tree."
- D) "Overwhelmed with awe, Benjamin realized that the true treasure lay not in the stones but in the experience itself."

Skill: I can show evidence from the text to support my ideas.

What evidence from the text supports the idea that Benjamin valued the adventure more than the actual treasure?

- A) "The forest had rewarded his curiosity and determination with a sense of wonder and a deeper connection to nature."
- B) "His heart raced with anticipation, fueled by the thrill of the adventure."
- C) "Finally, after a long journey, Benjamin discovered a hidden clearing."
- D) "He opened the chest to find a collection of beautifully polished stones."

Skill: I can show evidence from the text to support my ideas.

What details from the text suggest that Benjamin cherished the experience of exploring the forest?

- A) "The forest was a treasure trove of wonders, filled with towering trees, hidden streams, and elusive wildlife."
- B) "Every step brought him closer to the unknown."
- C) "Overwhelmed with awe, Benjamin realized that the true treasure lay not in the stones but in the experience itself."
- D) "With trembling hands, he opened the chest to find a collection of beautifully polished stones."

ANSWER KEY

Assessment: Analyze what a text says explicitly as well as draw inferences from the text through citing text evidence.

The Butterfly Garden

1. B
2. B
3. A
4. B
5. C
6. A
7. B
8. B
9. C

The Explorer

1. C
2. C
3. B
4. B
5. C
6. C
7. D
8. A
9. C

The Astronomer

1. B
2. A
3. D
4. C
5. C
6. A
7. D
8. D
9. D