

# Reading Toolkit: Grade 6 Objective 2.A.4.f

Standard 2.0 Comprehension of Informational Text

Topic A. Comprehension of Informational Text

Indicator 4. Determine and analyze important ideas and messages in informational texts

Objective f. Explain relationships between and among ideas

Assessment Limits:

Comparison/contrast

Comparison/contrast

Cause/effect

Cause/effect

Sequence/chronology

Sequence/chronology

Relationships between and among ideas in one or more texts

Relationships between and among ideas in one or more texts

Relationships between and among ideas and prior knowledge in one or more texts

Relationships between and among ideas and prior knowledge in one or more texts

## Table of Contents

### Objective 2.A.4.f Tools

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- Lesson Seeds
- Public Release Item #1 - Brief Constructed Response (BCR)
  - Annotated Student Responses

### Indicator 2.A.4 Tools

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- Clarification

### Scoring Rubric

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- Rubric - Brief Constructed Response

### Handouts

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- Making a Mobile

## Lesson Seeds

### Reading Grade 6 Objective 2.A.4.f

#### Activities

- Provide students with two informational passages. As they read each passage, students should write key ideas on post-it notes. Use a different color post-it note for each passage. When students have read both passages, have them arrange/group the post-its according to the shared ideas in both passages. Have students verbalize the shared ideas between the passages.
- Students will read an informational passage. The teacher will identify two different relationships that exist within the passage. They may be cause/effect, comparison/contrast, or sequence. Have students determine what, if any, relationship exists between the two identified ideas. If a relationship exists, have students create an appropriate graphic organizer that shows both relationships. This procedure can be done with students in small groups, each group reading a different passage.
- Have students read 2 informational passages in which the message is the same. Identify the message for students. Students should return to the texts and on a divided chart record for each passage the details and the examples each author used to support his/her message. When both are complete have students compare and contrast the information from both passages and determine which passage they thought was the most effective. This procedure can also be done with main idea.
- First model the following procedure with students. Review with students the organization and purpose of multiple graphic organizers. Present students with an informational passage. Students should read the passage and select the best organizer to convey the relationship among ideas in the text. Complete the organizer and present the information to the entire class.

## Clarification

### Reading Grade 6 Indicator 2.A.4

To show proficiency of the skills stated in this indicator, a reader will express an understanding of the key points or thoughts in the text, which are **the important ideas and messages**. These are sometimes directly stated in the text, but for more complex texts, a reader will determine the implied, important ideas and messages by synthesizing ideas across the text(s).

In order to understand important ideas or messages in a text, a reader should **determine the author's apparent purpose for writing**. The author's purpose, either implied or directly stated, is the main reason for the text. Most authors write to inform, persuade, or to express personal ideas relative to his or her selected topic. Authors write for different audiences; an author's intended audience should be apparent through the author's choice of topic, diction, organization, and graphic aids. Knowing these features and the intended audience for a text helps a reader determine a purpose for reading, which will enhance a reader's understanding of the text as a whole.

Once a reader understands an author's or text's purpose, he or she can speculate as to **how someone might use the text**. To do so, a reader explores the application of the text to personal or content-specific use. A critical reader applies the text for personal or content specific use and to determine issues and ideas within a text or across texts and their personal and societal implications.

The ability to **distinguish between facts and opinions** is a prerequisite reading skill for **identifying and explaining an author's argument, viewpoint, or perspective**. A fact can be defined as something that can be proven true while an opinion is a belief or feeling about a subject. Authors use a combination of facts and opinions in their writing, most often using facts to support their opinions. Once a reader can identify an author's opinion on a topic, the main idea or message can be more clearly understood. An author's opinion with the evidence, details, and examples used to support the opinion become the **author's argument, viewpoint, or perspective**.

When **stating and supporting main ideas and messages**, a reader must first identify the main idea of the text. To do so, a reader must identify the topic or subject of the text, which is often evident in the title or first paragraph(s) of an informational text. Then, after reading an entire text, a reader must identify the main point that the author/text makes about the topic or subject. The author's message is the same thing as the main idea; however, a message is usually present in more complex, subjective text. A message is often more author-centered, whereas a main idea is more text-centered. If the main idea or message is not directly stated in the text, a reader must use the details and information in the text to infer the main idea or message. A reader supports the main idea or message by using details from the text that relate to it and that help him/her understand the main idea. This process can be done for the entire text or for a small portion of text.

**Summarizing or paraphrasing a text or a portion of a text** is an essential skill for a reader when comprehending informational text. A reader is better able to determine the important ideas and messages in text if he/she is able to summarize it. To do so, a reader must state the main idea in his/her own words and then select only details from the text that contribute to the identified main idea. Paraphrasing, when a reader restates an idea in his or her own words, is a key step to summarizing a text. This can be done for a small portion of text, such as a paragraph, as well as for a chapter or the entire text.

Authors use details and examples in their writing to clarify, highlight, or enhance their ideas. A critical reader will be able to identify **information not related, or peripheral, to the main idea of a text**. Doing so will help a reader disregard redundant as well as extraneous information when summarizing the text or identifying the main idea or message. Especially for complex text, a reader may analyze the effect this extraneous information has on the main idea or message and make decisions or draw conclusions about why an author used that information. This skill is useful as readers develop their own opinions and ideas relative to a text.

When a reader compares and contrasts textual ideas, elements, and features within and across texts, he/she is **identifying relationships between and among ideas**. Authors also organize their ideas to show a sequence of ideas or to show cause and effect. Once a reader identifies a relationship that exists among ideas in a text, he/she can think more analytically about that relationship. A critical reader will also make **connections to prior knowledge**, which are the beliefs or background a reader brings to a text.

In order to **draw conclusions about and make generalizations from informational text**, a reader should first be able to state the main idea as well as to summarize a text. When a reader draws conclusions, he/she uses information from the text—such as the text patterns or text features—that can be either stated or implied. A reader makes a judgment or a decision that is new to him or her since it is not directly stated in the text. A conclusion or generalization is dependent on the information in a text but is external to it.

An ability **to connect text to prior knowledge or experience** helps a reader identify personally with a text. A reader identifies similarities between what is being described, explained, or narrated and what he or she has experienced, heard or read about. A critical reader forms opinions about the content within a text during and after reading and is then able to develop his or her own ideas about information from a text.

As readers have more experiences with these skills and with increasingly complex texts, their cognitive abilities will increase as well. Experienced readers will be able not only to determine a main idea or message, but also to develop skills at **analyzing, interpreting, and evaluating a main idea or message** by making connections to ideas and messages expressed in other texts or to their personal experiences.

Public Release Item #1 Brief Constructed Response (BCR) Item  
with Annotated Student Responses

Question

Read "Making a Mobile" and answer the following question. Explain how the mobiles made by Alexander Calder are similar to the mobiles described in "Making a Mobile." Use information from both passages in your explanation. Write your answer in your answer book.

Annotated Student Responses

The mobiles made by Alexander Calder and the mobiles made in "Making a Mobile," are similar because, they both have the same things trying to be accomplished, to be pretty and to move in the wind. Both of the passages say that they were hung so that they could catch a breeze and move and both passages told you there were pretty shapes hanging from the mobile. Therefore Alexander Calder's mobile and the mobile in "Making a Mobile," are similar.

Score for Sample Student Response #1: Rubric Score 3

Annotation, Using the Rubric: This response demonstrates an understanding of the complexities of the text. The student effectively uses text-relevant information to explain that the purpose of both types of mobiles is the same: "they both have the same things trying to be accomplished, to be pretty and to move in the wind." The student further clarifies this information; "Both of the passages say that they were hung so that they could catch a breeze and ...told you there were pretty shapes hanging from the mobiles."

They are the same thing because they do the same thing. For example, they both move with the wind. It says so straight from the "Alexander Calder" passage. And in the "making a mobile" passage it says to put it somewhere where it can catch a breeze.

Score for Sample Student Response #2: Rubric Score 2

Annotation, Using the Rubric: This response demonstrates a general understanding of the text. The student uses text-relevant information to explain how the two mobiles "do the same thing." For example, they both move with the wind."

They are similar because both of the mobiles are able to move without even the slightest touch.

Score for Sample Student Response #3: Rubric Score 1

Annotation, Using the Rubric: This response demonstrates a minimal understanding of the text. The student identifies a similarity between the types of mobiles, by using a minimal amount of text information: "...mobiles are able to move without even the slightest touch."

The mobiles made by Alexander Calder are similar because it is the same.

Score for Sample Student Response #4: Rubric Score 0

Annotation, Using the Rubric: This response is irrelevant to the question.

## Handouts

## Making a Mobile

By Evie Reece

The key to making a mobile is balance. Think of a seesaw, which is balanced when people of similar weight sit on each end.

You will need glue, string, a sewing needle, transparent thread or fishing line, two drinking straws, and about five shapes cut from cardboard or paper.

## STEPS

1. Tie an eight-inch piece of string to the center of one straw, and secure it with a drop of glue. When it dries, you'll need the straw to hang from something. One way to do this is to place a broomstick or dowel across two chairs and tie the string to it.
2. With the needle, pierce each cardboard shape to make a hole for hanging. To hang the first shape, thread the fishing line through the hole, and knot it. Then tie the other end of the line to the straw.
3. Tie a second shape to the straw. Slide the knot along the straw to balance the two shapes so that the straw remains level. When the shapes are balanced, secure the knots to the straw with a small amount of glue.
4. Cut the second straw a little shorter than the first, and hang it from the middle of the first straw with a short piece of string.
5. Then add two or three shapes to the second straw, making sure to keep the entire mobile balanced. You can use a wide variety of hanging pieces. Painted uncooked pasta, small seashells, and pinecones all work well.
6. Hang your mobile where it can catch a breeze.



## Rubric - Brief Constructed Response (BCR)

### Score 3

The response demonstrates an understanding of the complexities of the text.

- Addresses the demands of the question
- Effectively uses text-relevant<sup>1</sup> information to clarify or extend understanding

### Score 2

The response demonstrates a general understanding of the text.

- Partially addresses the demands of the question
- Uses text-relevant<sup>1</sup> information to show understanding

### Score 1

The response demonstrates a minimal understanding of the text.

- Minimally addresses the demands of the question
- Uses minimal information to show some understanding of the text in relation to the question

### Score 0

The response is completely incorrect, irrelevant to the question, or missing.<sup>2</sup>

### Notes:

<sup>1</sup> Text-relevant: This information may or may not be an exact copy (quote) of the text but is clearly related to the text and often shows an analysis and/or interpretation of important ideas. Students may incorporate information to show connections to relevant prior experience as appropriate.

<sup>2</sup> An exact copy (quote) or paraphrase of the question that provides no new relevant information will receive a score of "0".

Rubric Document Date: June 2003