

## 6<sup>TH</sup> GRADE LITERATURE STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u>  <u>Key Ideas and Details R.1:</u> 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>Standard Text:</b>  <b>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</b></p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• cite textual evidence to support their analysis of figurative language in a poem.</li> <li>• identify details from the text that support an inference or main idea of the text.</li> <li>• explain how a detail from the text supports an inference and/or the main idea of the text.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RL.1.1, RL.2.1, RL.3.1, RL.4.1, RL.5.1</p> <p><b>Vertical Alignment to Future Grades:</b>            RL.7.1, RL.8.1, RL.9-10.1, RL.11-12.1</p>	<p><b>Clarification Statement:</b> Students use evidence from the text to support their analyses of what the text directly and indirectly states.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analysis</b> – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.</li> <li>• <b>explicit, explicitly</b> – stated clearly and directly, leaving no room for confusion or interpretation</li> <li>• <b>inference</b> – a conclusion derived from logical reasoning following an investigation of available evidence</li> <li>• <b>text</b> – any media that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>• <b>textual evidence</b> – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u>  <u>Key Ideas and Details R.2</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
<p><b>Standard Text:</b>            RL.6.2 Determine a theme or 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>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• identify a central idea of a text.</li> <li>• analyze the theme of a text and describe how a character’s action help to develop it.</li> <li>• identify the topic sentence for a summary of a text.</li> <li>• analyze the development of a theme over the course of a text.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RL.1.2, RL.2.2, RL.3.2, RL.4.2, RL.5.2</p> <p><b>Vertical Alignment to Future Grades:</b>            RL.7.2, RL.8.2, RL.9-10.2, RL.11-12.2</p>	<p><b>Clarification Statement:</b> Students determine a theme of a literary text and consider how it is developed through certain details in the text. Using the theme and key details, students summarize the text without personal feelings or judgments.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>summary/summarize</b> – brief statement of the main points of a larger work or text; the act of providing such a statement or account</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>• <b>theme</b> – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u>  <u>Key Ideas and Details R.3</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text</p>	
<p><b>Standard Text:</b>          RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• explain how chapters fit together to contribute to structure.</li> <li>• determine how events of a plot contribute to a story.</li> <li>• describe how a character changes over the course of a story.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>          RL.1.3, RL.2.3, RL.3.3, RL.4.3, RL.5.3</p> <p><b>Vertical Alignment to Future Grades:</b>          RL.7.3, RL.8.3, RL.9-10.3, RL.11-12.3</p>	<p><b>Clarification Statement:</b> Students explain how a story or drama's plot is developed by a series of events. Students also explain how the characters react or develop as the plot comes to a conclusion.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</li> <li>• <b>drama</b> – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</li> <li>• <b>plot</b> – the sequence of events in a story, play, movie, etc.</li> <li>• <b>respond</b> – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u>          New Mexico State Standards</p>	
<p><b>Standard Text:</b>          A Grade 6 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• analyze a pattern of events in a story and discuss what that tells the reader about the setting and characters in that story.</li> <li>• identify how a story's structure differs from other stories and describe the impact of the author's choice.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>          5.A</p> <p><b>Vertical Alignment to Future Grades:</b>          7.A, 8.A, 9-10.1, 11-12.1</p>	<p><b>Clarification Statement:</b> Students will analyze cultural works of literature, examining how they draw on themes, patterns of events or character types. Students will be able to identify and discuss the differing structures of these texts as well as analyze their contribution to New Mexico society today and in the past.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>character types</b> – a common types of person, animal or figure represented in a literary work.</li> <li>• <b>cultural</b> – related to the beliefs, customs, values, and activities of a particular group of people at a particular time</li> <li>• <b>oral tradition</b> – a form of human communication wherein knowledge, art, ideas and cultural material is received, preserved and transmitted through speech from one generation to another</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>patterns of events</b> – a series of actions that together show how things normally happen or are done</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u> New Mexico State Standards</p>	
<p><b>Standard Text:</b> B. Grade 6 students will analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• identify in a text where an author is showing specific beliefs or attitudes.</li> <li>• analyze what specific traditions described in a text tell the reader about the environment in which they are practiced.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b></p> <p><b>Vertical Alignment to Future Grades:</b> 7.B, 8.B</p>	<p><b>Clarification Statement:</b> Students will read works of Hispanic and Native American text and analyze how the work shows the heritage, tradition, attitudes and beliefs of the author. They will be able to identify how these works apply to New Mexico society today and in the past.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>attitude</b> – a settled way of thinking or feeling about someone or something</li> <li>• <b>belief</b> – a firmly held opinion or conviction</li> <li>• <b>heritage</b> – practices or characteristics that are passed down through the years, from one generation to the next</li> <li>• <b>tradition</b> – a longstanding custom or practice</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u> New Mexico State Standards</p>	
<p><b>Standard Text:</b> C. Grade 6 students will compare a cultural value as portrayed in literature with a personal belief or value</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• identify how a cultural value is shown through a piece of literature</li> <li>• reflect on and describe their own personal values/beliefs</li> <li>• compare how their personal values/beliefs are similar to and different from a cultural value in a story through writing and discussion</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> 5.B</p> <p><b>Vertical Alignment to Future Grades:</b> 7.C, 8.C</p>	<p><b>Clarification Statement:</b> Students will analyze how a piece of literature shows a cultural value. Students will self-examine and determine if they share this same value(s) personally and be able to identify how their values/beliefs differ from and adhere to those shown in a story.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>cultural value</b> – one of a set of core principles and ideals upon which an entire community exists</li> <li>• <b>personal value</b> – a broad desirable goal that motivates people's actions and serves as a guiding principle in their lives</li> </ul>

<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Key Ideas and Details</i>
<b>Standard Alignment:</b>	RL. 6.1, 6.2, 6.3 NM State Standard C
<b>Task:</b>	<p>After reading <i>Counting on Grace</i> by Elizabeth Winthrop and <i>Iqbal</i> by Francesco D'Adamo, students must respond to the following prompt:</p> <p>Part 1: Imagine that Grace from <i>Counting on Grace</i> and the narrator of <i>Iqbal</i> met each other. Based on what you learned of each character, write out the conversation they might have had with each other about child labor. As you write the dialogue of the conversation, be sure that you make it clear: 1) whether they agree or disagree on the use of child labor, and 2) the arguments each one would use for or against it, 3) where they might find common ground. Use details and events from the texts to guide your response so the characters remain similar to those that the original authors created and are distinct from your own personal opinions/judgments.</p> <p>An exemplar student response would include some/all of the following:</p> <ul style="list-style-type: none"> <li>• Grace would say that she may be leaning toward stopping the use of child labor but also sees how it might be necessary in some cases, while the narrator of <i>Iqbal</i> would argue to abolish the practice. <ul style="list-style-type: none"> <li>○ Evidence includes Grace's point that the incomes help families. But she also points out acts that are dangerous to children, thus the conflict in her thoughts.</li> <li>○ Evidence includes actions taken by the children in <i>Iqbal</i> to stop the practice (learning to read so they can understand the flier, organizing a fight to allow Iqbal to escape and notify authorities)</li> </ul> </li> <li>• Grace would state her belief that inspectors/authorities won't make a difference (she mentions the children hide when inspectors arrive), but the narrator of <i>Iqbal</i> would explain that authorities will make a difference and stages a fight so that Iqbal can escape and notify them.</li> <li>• Both characters would agree that education suffers. Grace believes Miss Lesley when she mentions the importance of an education. The children in <i>Iqbal</i> have to teach each other to read without any formal schooling or supplies.</li> </ul> <p>Part 2: What cultural values of Grace and Iqbal are made clear through these texts? Do you agree with their cultural values or do you have different personal values? Explain using specific details about where your personal values do or do not match with the cultural values of both Grace and Iqbal. <i>Counting on Grace</i> by Elizabeth Winthrop and <i>Iqbal</i> by Francesco D'Adamo are worthy of students' time to read and also meets the expectations for text complexity at Grade 6. The Lexile levels are 460 and 870 respectively and the overall qualitative complexity place them both in Grade 6 band.</p>
<b>DOK and Blooms</b>	Level 3, Analyzing
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students will cite textual evidence as they create their conversations to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• Students will write a conversation that is based on a reading of the text distinct from personal opinions or judgments.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will follow how the idea of child labor is introduced, illustrated, and elaborated in a text in order to create authentic conversations between the characters.</li> <li>• Students will identify cultural values are shown through a text and compare their personal values to them.</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may pose questions that are unrelated to the major events presented in the text.</li> <li>• Students may respond to questions presented with personal experience/ details from their own lives.</li> </ul>

## 6<sup>TH</sup> GRADE LITERATURE STANDARDS BREAKDOWN: CRAFT AND STRUCTURE

<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u> <u>Craft and Structure R.4</u> 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>Standard Text:</b> <b>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</b></p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• recognize what figurative language symbolizes.</li> <li>• identify different kinds of figurative language.</li> <li>• analyze how figurative language affects the tone of a poem.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RL.1.4, RL.2.4, RL.3.4, RL.4.4, RL.5.4</p> <p><b>Vertical Alignment to Future Grades:</b> RL.7.4, RL.8.4, RL.9-10.4, RL.11-12.4</p>	<p><b>Clarification Statement:</b> Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how a word chosen by the author influences the meaning and tone of the text.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>phrase(s)</b> –a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>• <b>tone</b> – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u> <u>Craft and Structure R.5</u> Analyze the structure of texts, 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>Standard Text:</b> RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• explain how paragraphs build on one another in a text.</li> <li>• understand how lines of a poem contribute to structure.</li> <li>• explain how the stanza contributes to the overall theme.</li> </ul>

<p><b>Vertical Alignment to Previous Grades:</b> RL.1.5, RL.2.5, RL.3.5, RL.4.5, RL.5.5</p> <p><b>Vertical Alignment to Future Grades:</b> RL.7.5, RL.8.5, RL.9-10.5, RL.11-12.5</p>	<p><b>Clarification Statement:</b> Students examine how a specific sentence, chapter, stanza, scene, or section fits as part of the whole text and adds to the development of the text’s theme, setting, or plot.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>• <b>chapter</b> – the main division within a book</li> <li>• <b>examine</b> – to inspect or scrutinize carefully <u>plot</u>: the sequence of events in a story, play, movie, etc.</li> <li>• <b>setting</b> – the time and place of the action in a book, play, story, etc.</li> <li>• <b>stanza</b> – the primary organizing structure in poetry and verse that forms the basic recurring measure, generally separating one main idea, point, or event from another, similar to paragraphs in prose writing</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>• <b>theme</b> – the underlying meaning that a literary text directly or indirectly explains, develops, and/or explores</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u> <u>Craft and Structure R.6</u> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p><b>Standard Text:</b> RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• explain how an author develops point of view.</li> <li>• understand how an author chooses structure to develop a text.</li> <li>• highlight key sentences or words that support the author’s point of view and discuss how the author developed the point of view.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RL.1.6, RL.2.6, RL.3.6, RL.4.6, RL.5.6</p> <p><b>Vertical Alignment to Future Grades:</b> RL.7.6, RL.8.6, RL.9-10.6, RL.11-12.6</p>	<p><b>Clarification Statement:</b> Students describe how an author constructs the point of view of the speaker or narrator in a text.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>point of view</b> – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>

<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Craft and Structure</i>
<b>Standard Alignment:</b>	RL.6.6
<b>Task:</b>	<p>After reading “The Curse of the Poisoned Pretzel” by Paul Haven students must respond to the prompt:</p> <p>In this story, the reader is strongly encouraged to believe that Skidmore is guilty of poisoning his brother Manchester. Explain several ways that the author develops this point of view without actually stating that Skidmore is guilty. Be sure to use evidence from the text to support your response.</p> <p>A well supported response will include some or all of the following ideas:</p> <ul style="list-style-type: none"> <li>• The author states outright that Skidmore hated Manchester (paragraphs 5 and 7)</li> <li>• Skidmore felt insulted by his brother’s gum business and jealous of his success (para. 7)</li> <li>• Skidmore chooses to look creepy—he wears a black overcoat and too-big hats (para. 6)</li> <li>• He hides his eyes, suggesting he cannot be trusted (para. 6)</li> <li>• Author uses sinister language for Skidmore. “His eyes were hidden in shadow” (para. 6); he “crept up to his brother and pulled something out from beneath his jacket” (para 8)</li> <li>• The curse is real; the Sluggers have lost for 107 years in a row, which suggests that somebody is being punished for something!</li> </ul> <p>This text is worthy of students’ time to read/view and also meet the expectations for text complexity at Grade 6. The structure and vocabulary used, combined with the single level of meaning and lack of need for prior knowledge make this text readily accessible for grade 6 students.</p>
<b>DOK and Blooms</b>	Level 3, Analyzing
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students will analyze how the author develops a point of view.</li> <li>• Students will use evidence from the text to help develop and support their ideas.</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may give their personal opinion of Skidmore’s guilt instead of focusing on how the author develops a point of view.</li> <li>• Students may think they have to find outright evidence proving Skidmore’s guilt versus seeking evidence for the author’s point of view on Skidmore’s guilt.</li> </ul>

## 6<sup>TH</sup> GRADE LITERATURE STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS

<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u>  <u>Integration of Knowledge and Ideas R.7</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
<p><b>Standard Text:</b>            RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• compare how authors present information on the same topic.</li> <li>• identify how two authors present information differently.</li> <li>• write short summaries about the similarities and differences between two versions of a story (i.e. a written text and a recorded or live audio version).</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RL.1.7, RL.2.7, RL.3.7, RL.4.7, RL.5.7</p> <p><b>Vertical Alignment to Future Grades:</b>            RL.7.7, RL.8.7, RL.9-10.7, RL.11-12.7</p>	<p><b>Clarification Statement:</b> Students note similarities and differences about their experiences reading a story, play, or poem versus listening to or watching the same text in a recorded or live adaptation. Students explain the differences between what they can visualize and hear when reading as opposed to what they sense while listening or watching.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>compare</b> – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar</li> <li>• <b>contrast</b> – refers to the highlighting of the ways in which two or more objects, people, etc. are different or dissimilar</li> <li>• <b>drama</b> – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</li> <li>• <b>poem</b> – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u>  <u>Integration of Knowledge and Ideas R.9</u> 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>Standard Text:</b>            RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• use two-column notes (i.e. a T chart) to compare and contrast the texts' approaches to similar themes and topics</li> <li>• identify the differences between two texts that address the same theme or topic.</li> <li>• discuss how one writer approaches a topic or theme with a different perspective from another writer.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RL.1.9, RL.2.9, RL.3.9, RL.4.9, RL.5.9</p>	<p><b>Clarification Statement:</b> Students analyze texts in different formats or genres by explaining the similarities and differences in how each</p>



<p><b>Vertical Alignment to Future Grades:</b> RL.7.9, RL.8.9, RL 9-10.9, RL 11-12.9</p>	<p>text addresses similar themes and topics. Formats include stories, poems, novels, etc. Genres include historical fiction, fantasy, mystery, etc.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>approaches</b> – the particular decisions an author makes when deciding how to present a topic</li> <li>• <b>compare</b> – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar</li> <li>• <b>contrast</b> – refers to the highlighting of the ways in which two or more objects, people, etc. are different or dissimilar</li> <li>• <b>genre</b> – a category or type of literature or art characterized by similarities in form, style, and subject</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>• <b>theme</b> – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores</li> <li>• <b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
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<b>INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</b>	
<b>Strand:</b>	<i>Integration of Knowledge and Ideas</i>
<b>Standard Alignment:</b>	RL.6.7
<b>Task:</b>	<p>After reading “Twelfth Song of Thunder” The Mountain Chant: A Navajo Ceremony and listening to it read aloud students must answer:</p> <p>In a short essay, compare and contrast the experience of reading the poem to listening to it read aloud. What do you “see” and “hear” when reading the text to what they perceive when they listen or watch? Include specific phrases in your written response.</p> <p>A strong student response may include some or all of the following ideas:</p> <ul style="list-style-type: none"> <li>• Specific phrases and what they visualized/heard when reading them (“the voice of thunder”, “the voice of the grasshopper”, “the voices that beautifies the land”)</li> <li>• Specific changes from when they read to when they listened (i.e. “the speaker emphasized different words which made me think of that phrase is a new way”)</li> <li>• Identify similarities between reading and listening (i.e. “in both I saw the thunder as something powerful”)</li> </ul> <p>These texts are worthy of students’ time to read/view and also meet the expectations for text complexity at Grade 6. The texts display complex structure appropriate for a 6<sup>th</sup> grader.</p>
<b>DOK and Blooms</b>	Level 3, Analyzing
<b>Possible language</b>	<ul style="list-style-type: none"> <li>• Students will compare and contrast the experience of listening to/reading a text.</li> <li>• Students will identify the change in their own ideas after experiencing a text in two ways.</li> </ul>

<b>objectives aligned to this task:</b>	
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may struggle to articulate differences and may need answer stems to help their thinking.</li> <li>• Students may struggle with the figurative language in the poem and need time to work through possible meanings.</li> </ul>

<b>6<sup>TH</sup> GRADE LITERATURE STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY</b>	
<p><b>Anchor Standard/ Domain Name:</b> <u>Reading: Literature</u>  <u>Range of Reading and Level of Text Complexity R.10</u> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p><b>Standard Text:</b>  <b>RL.6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>Students who can demonstrate understanding can:</b></p> <ul style="list-style-type: none"> <li>• use a reading strategy or keep a given purpose in mind, such as finding responses to discussion questions, to help them monitor their comprehension.</li> <li>• record personal connections to the text, connections to other texts and connections to history or current events in a graphic organizer while reading.</li> <li>• discuss their connections with partners or in small groups.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RL.1.10, RL.2.10, RL.3.10, RL.4.10, RL.5.10</p> <p><b>Vertical Alignment to Future Grades:</b>            RL.7.10, RL.8.10, RL.9-10.10, RL.11-12.10</p>	<p><b>Clarification Statement:</b> By the end of grade 6, students competently read and understand literature within the 6-8 text complexity band (Lexile: 925-1185). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>independently</b> – on one’s own, without aid from another (such as a teacher)</li> <li>• <b>proficient/proficiently</b> – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</li> <li>• <b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</li> <li>• <b>text complexity band</b> – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12) determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself).</li> </ul>