GRADE 6: Literary Reading Standard 1

College and Career Readiness (CCR): 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.		
Grade 5: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	**Grade 6: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	**Grade 7:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Make implied inferences about author's decisions and literary elements in a text • Identify/cite appropriate text support for inferences about author's decisions and literary elements in a text • Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions while reading • Make critical or analytical judgments to make generalizations • Create self-motivated interpretations of text that are adapted during and after reading • Draw conclusions about characters and events in a text. • Analyze what text says explicitly as well as inferentially and cite textual evidence to support the analysis • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Characteristics of an analysis • Textual evidence/text support • Inference • Prediction • Author's decisions (e.g., word choice, point of view, literary elements, tone, style) • Critical/analytical judgments • Generalizations • Background knowledge • Explicitly stated information • Conclusion	Use questions and prompts such as: • Based on information in the literature, which is best for _____? How do you know? What is the textual evidence that supports your answer? • Why did ___ happen to _____? Give specific examples from the literature to support your answer. • As a result of ___, what will most likely happen next? Why? What evidence supports your inference?

6RL10: Range of Reading and Level of Text Complexity: By the end of 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. **[Lexile Range: 925-1185]**

Literature: Stories, Drama, & Poetry
Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels. Drama: Includes one-act and multi-act plays, both in written form and on film. Poetry: Includes the subgenres of narrative poems, lyrical poems, free verse, poems, sonnets, odes, ballads, and epics.

GRADE 6: Literary Reading Standard 2

College and Career Ready (CCR): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Grade 5: Determine a theme of a story, drama, or poem from details in the text; including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text	**Grade 6: 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**.	**Grade 7**: Determine a theme or central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
- Describe or graphically represent the relationship between central ideas and supporting details. - Determine a theme or central idea of literary text(s) - Explain how particular details reveal a theme or convey the central idea - Summarize a text capturing the most important parts - Distinguish between fact, opinion, and judgment - Summarize a text distinct from personal opinions or judgments - 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	- Literary texts - Facts - Opinions - judgment - summary - Central idea - Theme - supporting details	Use questions and prompts such as: - How does this graphic organizer help you understand the relationship between the central idea and details? - Which graphic organizer will help you best graphically represent the central idea(s) and details? Why? How? - Which of the following statements best reflects the theme of the story? What evidence from the text supports your choice? - What is the theme of the story? - How do the conflicts connect to the theme? - Summarize the text in your own words without personal opinions or judgment.

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GRADE 6: Literary Reading Standard 3

College and Career Ready (CCR): Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
Grade 5: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**Grade 6: 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.**	**Grade 7:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
- Identify and describe the story elements in a literary work - Identify and describe elements of drama in a literary work - Identify, describe, and explain how the plot unfolds - Identify changes in setting - Identify character types and roles. - Describe character's actions, traits, words, and motivations. - Explain how the characters interact to develop the story/drama - Describe and explain (tell, write, or graphically represent) how a particular story's or drama's plot unfolds in a series of episodes - Describe and explain how a character responds or changes as the plot moves toward a resolution - 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.	- Literary texts - Key ideas - Important/supporting key details - Story Elements - Plot (e.g., events, climax/turning point, resolution,) - Conflict (man vs. man, man vs. self, man vs. nature, etc.) - Characters and character roles (hero/villain, major/ minor, protagonist/ antagonist) - Setting (e.g., time, place) - Drama Elements - Scenes - Dialogue - Stage directions - Character traits, actions, feelings, words	Use questions and prompts such as: - Summarize the story or drama using key information. - Sequence the story or drama. - Describe how a character evolves with the plot. - Describe the plot of a story or drama. - How does the plot unfold? - Describe the problem. How was it resolved? - What can you infer about _____? (character, plot, resolution) - The character's reactions in paragraph ____, tell the reader that _____. - At what point in the story did the character begin to change?

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GRADE 6: Literary Reading Standard 4

College and Career Ready (CCR): 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.

Grade 5: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Grade 6: 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.	Grade 7: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Read and reread other sentences, paragraphs, and non-linguistic images (e.g., illustrations) in the text to identify context clues • Determine the appropriate definition of words that have more than one meaning • Differentiate between literal and non-literal meaning • Identify and interpret figurative language and literary devices • Explain how figurative language and literary devices enhance and extend meaning • Explain the impact of specific language choices by the author • Explain how authors use language choices to create an effect (e.g., mood and tone) • Analyze how specific language choices impact meaning and tone • 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	• Literary text • Word choice • Context clues • Literal/ Denotative meaning • Connotative meaning • Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, idiom) • Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) • Mood • Tone	Use questions and prompts such as: • What does the word/phrase _____ mean in this selection? • Without changing the meaning of the sentence, which word can best be used to replace the underlined part? • Which of the following synonyms is closest in the meaning to the word _____? • In this sentence, the word _____ means _____. • Is a feeling or emotion associated with the word usage? • How did the author use word choice to impact meaning and tone? • What word(s) could you use to replace _____ in order to shift the tone?

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GRADE 6: Literary Reading Standard 5

College and Career Ready (CCR): Analyze the structure of text, 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.		
Grade 5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	**Grade 6: 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.**	**Grade 7:** Analyze how a drama's or a poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Identify the genre of literary text • Identify text structures and features of literary text • Identify and explain the text's purpose and theme • Explain the significance of a particular sentence, chapter, scene, or stanza • Describe the relationship between text structure and development of ideas/meaning in text • 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	• Text structures related to literary text (e.g., chapter, scene, stanza) • Text features related to literary text (e.g., title, chapter titles, table of contents, pictures/illustrations, punctuation, bold print, font size, italics, quotation marks) • Structural elements of prose (e.g. sentence, paragraph, chapter) • Structural elements of poems (e.g., line, stanza, rhyme, verse, rhythm, meter) • Structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) • Synthesis between parts of text and whole text	• How is a particular piece of literary text organized? • How does a particular sentence, chapter, scene, or stanza fit into the overall structure of [literary text title]? • How would the meaning of the poem/drama change if it had been written as a _____? Explain why the author chose to write it this way. • How does the theme, setting, or plot develop? • Which structural elements help the development of the theme, setting, or plot? • How does _____ contribute to the development of theme, setting, or plot?

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Literature: Stories, Drama, & Poetry
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GRADE 6: Literary Reading Standard 6

College and Career Ready (CCR): Assess how point of view or purpose shapes the content and style of a text.		
Grade 5: Describe how a narrator's or speaker's point of view influences how events are described.	**Grade 6: Explain how an author develops the point of view of the narrator or speaker in a text.**	**Grade 7**: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Describe the author's overall purpose for writing a text • Explain point of view through narrator/speaker • Explain how author develops different points of view • Explain the differences between various points of view • Identify details used to develop point of view • Recognize author's strategies to develop point of view • Describe how point of view affects a literary text • Explain how chosen point of view helps the narrator or speaker develop the story to achieve the author's purpose • Understand and explain how the point of view is developed by the narrator or speaker • Explain how an author develops the point of view of the narrator or speaker in a text	• Elements of Literary text(s) • Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text • Point of view (e.g., first person, third person, limited, omniscient) • Author's view point • Strategies for developing narrative texts(e.g., point of view, character development, dialogue)	Use questions and prompts such as: • From whose point of view is the text written? • How does the author's word choice help develop the narrator or speaker's point of view? • How did the author help develop the character's point of view? • How does the author develop the narrator or speaker's point of view?

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GRADE 6: Literary Reading Standard 7

College and Career Ready (CCR): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.		
Grade 5: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	**Grade 6: 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.**	**Grade 7:** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Describe the visualization that occurs when reading a text and explain how this contributes to understanding the story • Describe the visualization that occurs when listening to an audio version of a text • Explain how visualization, when reading or listening to a text, is different from viewing a video or live version of a text • Compare and contrast author's choices in written text to the director's choices in audio, video or live versions of the text • 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.	• Compare • Contrast • Genre (e.g., story, drama, poem) • Versions of text (e.g., written, audio, video, live, print, digital) • Media techniques-Visual (e.g.,. color, lighting, props, costumes) • Media techniques-Oral (e.g., sound, voice inflection) • Narrative elements (e.g., character, setting, plot, tone, mood, theme/central idea)	Use questions and prompts such as: • How does reading a story compare to the audio or video version? • What do you see/hear when reading the text? • Explain your perception of what you hear and see. • How are author's choices in written text different from director's choices in audio, video or live versions of the same text? • Explain the differences between what you see and hear when reading to your perception of what you hear and watch in an audio, video or live version. • What was similar/different? How? Why?
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GRADE 6: Literary Reading Standard 9

College and Career Ready (CCR): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Grade 5: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**Grade 6: 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.**	**Grade 7**: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Progression to Mastery	**Key Concepts**	**Guiding Questions/Prompts**
• Identify the characteristics of various genres • Distinguish between a topic and theme • Identify and explain author's intention/purpose • Identify and explain author's perspective/view point • Identify, cite, and explain textual evidence (examples of author's choices) which reveal the author's intentions/purposes • Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics	• Compare • Contrast • Characteristics of various forms/genres (e.g., stories, poems, historical novels, fantasies) • Theme(s) • Topic(s) • Author's choices (e.g., audience, word choice, text structure, style, mood, tone) • Author's intention/purpose (e.g., to reveal a dilemma, to promote self-reflection, to draw attention to an issue or event, to predict the future, to understand the past) • Author's perspective/view point	Use questions and prompts such as: • How are _____ and _____ alike/similar? • How are _____ and _____ different? • What are the text forms/genres of each selection? • What is the topic or theme of each selection? • Although the topic/theme of these passages is similar, how does the presentation differ? Explain using textual evidence.

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Literary Text: Include subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, graphic novels, one- act and multi-act plays- both in written form and on film, subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics