

Analysis of Literature

| Unit 2: Reading Information | |
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| Grade: 6 | |
| BIG IDEA: Making Claims | |
| Learning Goal: Student will be able to analyze strategies (examples, definitions, anecdotes) used by the writer to develop the central idea, including how specific sentences and paragraphs support that development. (RI.6.3, RI.6.5) | |
| Score E | Student has demonstrated the ability to do some of the following options with text at or above grade-level: <input type="checkbox"/> evaluate the effectiveness of the strategies used by the author to develop the central idea |
| Score M | Student has demonstrated the ability to do all of the following with grade-level text: <input type="checkbox"/> analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text <input type="checkbox"/> analyze strategies (examples, definitions, anecdotes) used by the writer to develop the central idea <input type="checkbox"/> analyze how specific sentences support the development of the central idea <input type="checkbox"/> analyze how specific paragraphs support the development of the central idea |
| Score P | Student has demonstrated the ability to do all of the following with grade-level text: <input type="checkbox"/> identify strategies (examples, definitions, anecdotes) used by the writer to develop the central idea <input type="checkbox"/> summarize the literal meaning of specific sentences and/or paragraphs |
| Score N | With help, a partial understanding of some of the simpler skills, details and processes. |

Unit 2: Reading Information**Grade: 6****BIG IDEA: Using Evidence****Learning Goal:** Student will be able to cite textual evidence in writing to support analysis of what the text says explicitly and implicitly. (RI.6.1)

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| Score E | Student has demonstrated the ability to do some of the following options with text at or above grade-level: <ul style="list-style-type: none"><input type="checkbox"/> make in-depth inferences and defend using relevant evidence from the text<input type="checkbox"/> determine the significance of figurative and connotative meanings of specific words and phrases in informational text |
| Score M | Student has demonstrated the ability to do all of the following with grade-level text: <ul style="list-style-type: none"><input type="checkbox"/> analyze in writing what the text says explicitly<input type="checkbox"/> analyze in writing what the text implies<input type="checkbox"/> supports analysis with <u>independently</u> chosen textual evidence |
| Score P | Student has demonstrated the ability to do all of the following with grade-level text: <ul style="list-style-type: none"><input type="checkbox"/> identify what the text says explicitly or implies but unable to synthesize information for analysis |
| Score N | With help, a partial understanding of some of the simpler skills, details and processes. |

Unit 2: Reading Information**Grade: 6****BIG IDEA:** Compare and Contrast (multiple texts)**Learning Goal:** Students will be able to compare and contrast how authors present information (a memoir written by and a biography on the same person) and interpret information presented in diverse formats (graphic representations) (RI.6.9)

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| Score E | Student has demonstrated the ability to do some of the following options with text at or above grade-level: <input type="checkbox"/> take a position on which author/medium best presents the information and support this position with relevant details |
| Score M | Student has demonstrated the ability to do all of the following with grade-level text: <input type="checkbox"/> compare and contrast how authors present information (a memoir written by and a biography on the same person) <input type="checkbox"/> interpret information presented in diverse formats (graphic representations) |
| Score P | Student has demonstrated the ability to do all of the following with grade-level text: <input type="checkbox"/> recognize how authors present information but may merely provide a summary of each text <input type="checkbox"/> summarize information presented in diverse formats |
| Score N | With help, a partial understanding of some of the simpler skills, details and processes. |

Summary of Informational Text

| Unit 2: Reading Information | |
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| Grade: 6 | |
| BIG IDEA: Identifying central idea and supporting details | |
| Learning Goal: Student will be able to determine the central idea, identify how it is supported by details, and provide an objective summary. (RI.6.2) | |
| Score E | Student has demonstrated the ability to do some of the following options with text at or above grade-level: <input type="checkbox"/> evaluate the effectiveness of specific supporting details used by the author to develop the central idea |
| Score M | Student has demonstrated the ability to do all of the following with grade-level text: <input type="checkbox"/> provide an objective summary <input type="checkbox"/> determine the central idea <input type="checkbox"/> determine supporting details |
| Score P | Student has demonstrated the ability to do all of the following with grade-level text: <input type="checkbox"/> provide a summary <input type="checkbox"/> determine the topic <input type="checkbox"/> details may be minimal or irrelevant |
| Score N | With help, a partial understanding of some of the simpler skills, details and processes. |

Author's Craft/Style

| Unit 2 : Reading Information | |
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| Grade: 6 | |
| BIG IDEA: Author's Craft/Style- Denotation, Figurative Language, Connotation, Tone | |
| Learning Goal: 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. (RI.6.4.) | |
| Score E | Student has demonstrated the ability to do some of the following options with text at or above grade-level: <ul style="list-style-type: none"><input type="checkbox"/> determine the significance of figurative and connotative meanings of specific words and phrases in informational text |
| Score M | Student has demonstrated the ability to do all of the following with grade-level text: <ul style="list-style-type: none"><input type="checkbox"/> determines the denotative meanings of unknown words and phrases through the use of context clues<input type="checkbox"/> determines the connotative meanings of words and phrases<input type="checkbox"/> determine the meaning of figurative language present in text<input type="checkbox"/> analyze the impact of specific word choice on meaning and tone |
| Score P | Student has demonstrated the ability to do all of the following with grade-level text: <ul style="list-style-type: none"><input type="checkbox"/> defines denotation<input type="checkbox"/> defines connotation<input type="checkbox"/> identify figurative language<input type="checkbox"/> defines tone<input type="checkbox"/> identify tone |
| Score N | With help, a partial understanding of some of the simpler skills, details and processes. |