

<b>Recognizes Craft and Structure of Texts—Grade 6</b> RL.06.04-RL.06.06 RI.06.04-RI.06.06	
Text Type: Literature or Informational	
Level 4.0 In addition to Level 3.0 performance, the student goes beyond what was taught:	Students should be able to thoroughly perform tasks with texts of unusually high complexity.
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
<b>Level 3.0</b>  <b>PROFICIENCY TARGET</b>	<b>Students should be able to adequately perform tasks with texts of moderate to high complexity.</b> <ul style="list-style-type: none"> <li>• <b>Determine meaning of words and phrases in a text (RL.06.04, RI.06.04)</b></li> <li>• <b>Analyze how specific word choice impacts meaning and tone (RL.06.04)</b></li> <li>• <b>Analyze how a particular portion of text contributes to the progression of the text (RL.06.05, RI.06.05)</b></li> <li>• <b>Explain the development of point of view and provide textual evidence to support (RL.06.06, RI.06.06)</b></li> </ul>
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	Students should be able to partially perform tasks with texts of moderate complexity.
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	Students should be able to minimally perform tasks with texts of low complexity. (May require teacher support for task)
Level 0.5	<b>With help</b> , a partial understanding of <b>some</b> of the 2.0 content and <b>none</b> of the 3.0 content.

<b>RECOGNIZES CRAFT AND STRUCTURE OF TEXTS</b>		
<b>RL.06.04-RL.06.06</b>		
<b>RI.06.04-RI.06.06</b>		
<b>Standard</b>	<b>Student action</b>	<b>Content Elements to Teach</b>
RL.06.04/ RI.06.04	Determine meaning of words and phrases in a text	<ul style="list-style-type: none"> <li>• Figurative language (metaphors/similes, idioms)</li> <li>• Connotative language</li> <li>• Denotative language</li> <li>• Context clues</li> <li>• Word relationships (antonyms, homographs)</li> <li>• Word structure (Greek/Latin roots, affixes)</li> <li>• Use of resources (dictionary, thesaurus)</li> <li>• Explicit vocabulary instruction: Basic (tier 1), general academic (tier 2), and domain specific vocabulary (tier 3)</li> </ul>
RL.06.04	Analyze how specific word choice impacts meaning and tone	<ul style="list-style-type: none"> <li>• Explicit details from the text</li> <li>• Mood</li> <li>• Tone</li> </ul>
RL.06.05/RI.06.05	Analyze how a particular portion of text contributes to the progression of the text	<ul style="list-style-type: none"> <li>• Sentences (L) (I)</li> <li>• Paragraph (L) (I)</li> <li>• Chapter (L) (I)</li> <li>• Section (I)</li> <li>• Scene (L)</li> <li>• Stanza (L)</li> <li>• Theme (L)</li> <li>• Setting (L)</li> <li>• Plot (L)</li> <li>• Idea development (I)</li> </ul>
RL.06.06/RI.06.06	Explain the development of point of view and provide textual evidence to support	<ul style="list-style-type: none"> <li>• Explicit details from the text</li> <li>• Difference between 1<sup>st</sup> and 3<sup>rd</sup> point of view</li> <li>• Pay attention to shifts in author's language</li> <li>• Fiction= Narrator's or Speaker's point of view through the character</li> <li>• Nonfiction = Author's perspective through language choices used (choose controversial issues)</li> </ul>

*Revised July 2013*