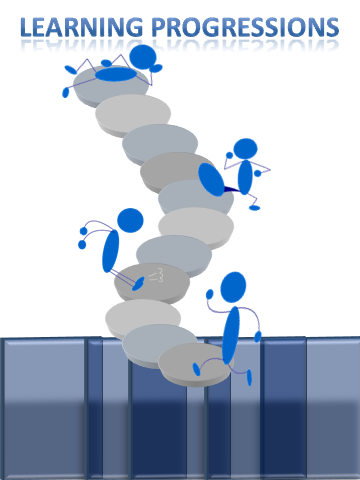
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**Office of School Performance**



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| The development of the Hillsboro School District K – 6 CCSS Learning Progressions was facilitated by Susan Richmond literacy TOSA at HSD’s Office of School Performance guided by Karin Hess’ Depth of Knowledge Reading Matrix (*National* *Center for Assessment).* <http://www.nciea.org/>  The DOK matrix draws from two widely accepted measures to describe cognitive rigor: Bloom's (revised) Taxonomy of Educational Objectives and Webb’s Depth-of-Knowledge Levels. The Cognitive Rigor Matrix has been developed to integrate these two models as a strategy for analyzing instruction, for influencing teacher lesson planning, and for designing assessment items and tasks.  *Content and assessment experts who offered advice, counsel, and feedback include:*  Steve Larson Assistant Superintendent  Dayle Spitzer Executive Director of Elementary Schools  Travis ReimanExecutive Director of English Learner Programs & Professional Development  http://clipart.edigg.com/1362998641/People_Clipart/Stickmen_Clipart/Stickmen005.gifHolly Peterson Literacy Specialist TOSA, Office of School Performance  Candace Strohm Administrative Assistant  Kathy Wilson Administrative Assistant  Nancy Grundy Administrative Assistant  The actual Learning Progressions writers were K – 6 teachers and coaches within the Hillsboro School District.  Their expertise, time and commitment made this work possible: | **Contributors to the Development of this Document** |

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| **Common Core State Standards Reading Literature**  **Learning Progressions** |
| **If** we know the DOK level of each standard, we can work backwards and create the small sequential steps called ***learning progressions,*** the predicted set of skills needed to be able to complete the required task demand of each standard. |
| ***Understanding the reading literature DOK pattern*** ***allows us to align the Learning Progressions of each standard for developmentally cognitive instruction.*** |
| Royalty Free RF Clipart Illustration Of A 3d Blanco Man Climbing Up A Red Carpet Staircase by Jiri Mouckahttp://l.thumbs.canstockphoto.com/canstock3354940.jpg**Th**e Cognitive Rigor DOK Matrix *(Hess, Jones, Carlock, Walkup 2009)* has been decoded into a learning progressions chart *(Richmond 2013).* |
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**Quarter 1**

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| **RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | * How does the author help the reader visualize \_\_\_\_? * How does the author show that this character is \_\_\_\_\_\_? * What evidence from the text supports \_\_\_\_\_\_ (point of view, character development, and plot)? * Why was \_\_\_ able to \_\_\_? How do you know? What is the textual evidence? * How did \_\_\_\_ change \_\_\_\_? How do you know? What is the textual evidence? * Why did \_\_\_\_\_? How do you know? What is the textual evidence? * How is \_\_\_ different than \_\_\_\_\_? How do you know? What is the textual evidence? | | | | Teacher Hints:  ***Citing is now called “citing textual evidence.” Until now “quoting accurately or referring to key details” has been used.***  This standard has two goals:  1. Cite textual evidence to support an analysis of what the text says (explicitly).  2. Cite textual evidence to support inferences.  [Predict and Infer Graphic Organizer](http://www.havefunteaching.com/worksheets/graphic-organizers/predicting-outcomes/predict-and-infer-graphic-organizer.pdf)  [Inference Organizer](http://havefunteaching.com/worksheets/reading/inferences/inferences-worksheet-7.pdf)  [Narrative Pyramid Graphic Organizer Reflect on Key Ideas and Details](http://www.readwritethink.org/files/resources/printouts/narrative-pyramid.pdf)  [Video: Citing Textual Evidence (reading and writing)](https://www.teachingchannel.org/videos/teaching-about-textual-evidence)  [Awesome Literary Graphic Organizes](http://www.lapresenter.com/10READERizers.pdf) | | | |
| **Grade 6** | | **Path to DOK - 1** | | | **Path to DOK - 2** | | | | |
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| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cf** | **DOK 2 - Ch** | | **DOK 2 -Cl** | **DOK 2 - Cn** | **Standard** |
| **Path to DOK 2**  **Reading Literature CCSS**  **Learning Progressions** | | Recalls facts or examples explicit in text (previously read and discussed in  class). | Define – Understanding meaning of Standard Academic Language: analysis, textual evidence, “drawn from,” inferences, explicitly and cite. | **Answers who, what, where, when or how questions citing text as evidence (previously read and discussed in class).** | Concept Development Students understand that analysis means looking at text evidence to draw a conclusion or inference. | | **Make basic (explicit) inferences drawn from the text.** | **Locate information to support analysis of explicit-implicit inferences.** | **RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well |
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| **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. | | * What is the theme of \_\_\_\_\_ (text title)? What details in the story/poem/drama help the reader determine this theme? * How does the author of \_\_\_\_\_ (text title) help the reader understand the theme of the story? What details from the story support your answer? * How does the author use \_\_\_\_ to develop the theme of the story? * Summarize the story/drama/poem without including personal opinions or judgments. | | | | | Teacher Hints:  ***Previous grades theme was called central message – here it is central idea***.  This standard has two goals:  1. Determine a theme using details in the text.  2. Provide a summary of the text.  [Interactive Mystery Cube for Finding Main Idea and Details](http://www.readwritethink.org/files/resources/interactives/cube_creator/)  [Determine a Theme Graphic Organizer](http://www.scholastic.com/teachers/sites/default/files/images/blogs/81/6a00e54faaf86b88330147e2a03c58970b)  [List of Themes](http://woub.org/etseo/readwritetell/pdfs/7.Theme_ThemesList.pdf)  [Video: Teaching Theme Analysis in Layers](https://www.teachingchannel.org/videos/teaching-themes)  [Theme Map for Writing - Can be Used for Reading](http://woub.org/etseo/readwritetell/pdfs/5-7.7Theme_StoryPlanningMatrix.pdf) | | | | | |
| **Grade 6** | | **Path to DOK - 1** | | | | **Path to DOK - 2** | | | | | | |
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| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cd** | **DOK 1 - Cf** | **DOK 2 - Ch** | | **DOK 2 - Ci** | **DOK 2 - Cj** | **DOK 2 – Cl** | **DOK 2 - Cm** | **Standard** |
| **Path to DOK 2**  **Reading Literature CCSS**  **Learning Progressions** | | Recall particular details about a theme or central idea read and discussed in class. | Define (understand meaning of...) Standard Academic Language: theme, central idea, details, summary, personal opinions and judgments, “distinct from,” unbiased | Identify literary elements in a text connected to theme or central idea (key details, text plot and development, etc...) | **Answers questions about particular details in a previously read text.** | Concept Development  Understands that details that are unbiased convey the central idea or theme of a text. | | Identifies that “non-examples” consist of details that are personal opinions or judgments. | **Provide a summary of the text distinct from personal opinions or judgments.** | Identify the central idea or theme of a text. | **Locates relevant (devoid of personal opinion) information about a central idea using particular details.** | **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. |
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| **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. | | * What are the main events in the story/drama? How does each of these main events contribute to the development of the plot? * How did \_\_\_\_ respond to \_\_\_\_? How did their response contribute to its resolution? What specific details from the story/drama support your answer? * How does the main character change throughout the story/drama? What specific details from the story/drama support your answer? | | | | | Teacher Hints:  ***First time for “resolution” to be addressed, previous grades events were used to define plot.***  ***Characters should be dynamic and change during the story***.  [Character Map](http://www.readwritethink.org/files/resources/printouts/CharacterMap.pdf)  [Conflict Map](http://www.readwritethink.org/files/resources/printouts/Conflict%20Map.pdf)  [Plot Line Graphic Organizer](http://woub.org/etseo/readwritetell/pdfs/2.Plot_BlankPlotLine.pdf)  [Plot Events Organizer](http://woub.org/etseo/readwritetell/pdfs/2.Plot_PlotSymbolPlanMatrix.pdf)  [Story Man Game to Develop Plot](http://www.storytreeonline.com/StoryMan.html)  [List of Character Traits](http://www.readwritethink.org/files/resources/lesson_images/lesson175/traits.pdf)  [Identifying Character Traits](http://www.readwritethink.org/files/resources/lesson_images/lesson175/RWT186-2.pdf) | | | | |
| **Grade 6** | | **Path to DOK - 1** | | | | **Path to DOK - 2** | | | | | |
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| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cd** | **DOK 1 - Cf** | **DOK 1 – Ch**  **Concept Development** | | **DOK 2 - Cj** | **DOK 2 - Cl** | | **DOK 2 - Cn** |
| **Path to DOK 3, 4**  **Reading Literature CCSS**  **Learning Progressions** | | Recall the plot, character responses, specific episodes and resolution of a story or drama previously read and discussed in class. | Define (understanding meaning of...) Standard Academic Language: drama, plot, unfold, series, episodes, response, resolution, “character change.” | Identifies literary elements of a story read and discussed in class including: the plot, sequence of episodes, plot development (unfolding) and resolution, | **Answers questions about how characters respond or change to episodes or events in a story.** | Understands that there are events that cause a plot to unfold. | Understands that characters respond or change to events as a plot moves toward resolution. | Summarizes key events in a story or drama. | Make basic inferences or predictions about how a story or drama will unfold. | Make basic inference or logical predictions about how a character will respond to a plot. | **Locates information to support which parts in a story indicate a character’s response or change.** |
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| **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. | | This standard has two goals:  1. Describe plot – give examples.  2. Describe how characters respond or change and why. | | | | | [**http://www.storyplace.org/sp/storyplace.asp**](http://www.storyplace.org/sp/storyplace.asp) **on line Spanish stories** | | | | |
| **Grade 6** | | **Path to DOK - 3** | | | | | | **Path to DOK - 4** | | | |
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| **DOK Guide 🡺** | | **DOK 2 - ANr** | **DOK 3 - Cv** | **DOK 3 - APx** | **DOK 3 - ANA** | **DOK 3 - EVC** | | **DOK 3 - SYH** | **DOK 4 - EVS** | **DOK 4 SYU** | **Standard** |
| **Path to DOK 3, 4**  **Reading Literature CCSS**  **Learning Progressions** | | Identify use of literary devices in plot development (rising action – episodes – resolution). | Identifies specific examples in a text of literary devices that indicate a change in plot development. | **Identifies the key points (action, episodes, resolution, etc...) that indicate plot change or development (new text).** | Analyze (organize facts, examples or details graphically) the interrelationship between character change and plot resolution. | Cite evidence to evaluate the logic or reasoning of plot development. | | Synthesize information within a series of episodes to prove a theory or conclusion of why a plot unfolded as it did and what may have happened differently. | **Justify how a character responds or changes as the plot moves toward a resolution.** | **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. | |
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| **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 | | Delaware Question Stems  <http://www.doe.k12.de.us/aab/files/ELA/_Linking_Document.pdf>  What is the meaning of \_\_\_\_\_\_ in paragraph 2?  • Which words help the reader understand the meaning of \_\_\_\_\_ in paragraph 5?  • What is meant by the phrase, “As solid as the ground we stand on,” in paragraph 3?  • What is meant by the phrase, “You are the sun in my sky,” in paragraph 1?  • What is the effect of using the word \_\_\_\_\_ in paragraph 4?  • What is the tone of the story? What word choices from the story support your answer?  • How does the use of the phrase “barged in” rather than “entered the room” change the tone of the scene the author is creating?  • How does the use of the word “scrawny” rather than “skinny” impact the image the author is creating of the character?  • What does the author’s word choice reveal about his/her attitude towards his topic? Use examples from the text to support your answer. | | | | | | Teacher Hints: Use context clues to determine the meaning of words and phrases.  Goals for this standard:  **Determine the meaning of:**   * **Figurative words and phrases** * **Connotative words and phrases** * **Analyze impact of word choice or meaning** * **Analyze impact of word choice on tone**   **Resources**  [**Digital Flashcards for Vocabulary**](http://www.6thgradetales.com/2012/11/applying-vocabulary-with-digital.html)  [**Integrating Technology with Figurative Language**](http://www.6thgradetales.com/2013/01/integrating-tech-figurative-language.html)  [**Eyes on Idioms**](http://www.readwritethink.org/files/resources/interactives/idioms/)  [**Unveiling Idioms: A Game of Concentration**](http://www.readwritethink.org/parent-afterschool-resources/activities-projects/unveiling-idioms-game-concentration-30615.html)  [**Metaphor Practice Sheets**](http://www.k12reader.com/subject/figurative-language-worksheets/metaphor-worksheets/)  [**Personification Practice Sheets**](http://www.k12reader.com/subject/figurative-language-worksheets/personification/)  [**Denotative and Connotative Meanings**](http://learnzillion.com/lessons/1971-determine-the-meaning-of-words-by-comparing-denotative-and-connotative-meanings) | | | | |
| **Grade 6** | | **Path to DOK - 1** | | | | **Path to DOK - 2** | | | | Path to DOK - 3 | | |
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| **DOK Guide 🡺** | | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**e | **DOK 1 - AP**g | | | **DOK 2 -Ch** | **DOK 2 - AP**n | **DOK – 3 Cw** | **DOK 3 - ANA** | **Standard** |
| **Path to DOK 2,3**  **Informational Text**  **Learning Progressions** | | Recall the definitions of specific figurative, connotative and technical meaning words and phrases as discussed in class. | Understands and uses Academic Standard Language: figurative, connotative, technical analyze, impact, meaning and tone. | Select appropriate figurative, connotative or technical words or phrases when the intended meaning is clearly evident. | L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. | | **L.6.5c Distinguish among the connotations (associations) of words with similar definitions.** | **Concept Development:**  Student understands that the choices of words used affect the meaning and tone of a text. | **Use context to determine the meaning (L.6.4a) of figurative, technical or connotative meaning of words and phrases. L.6.5a Interpret figures of speech (e.g., personification) in context.** | Describe how word choices affect the readers’ interpretation of a text. | **Analyze the impact of figurative word or phrases on meaning and tone.** | **RI6.4** 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 |
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| **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. | | * How does chapter \_\_\_ contribute to the rising action of the novel? Use information from the novel to support your analysis. * How does the author use scene \_\_\_ to begin to develop the theme of the play? Use information from the scene to support your analysis. * How does the description in the\_\_\_\_\_ stanza establish the setting of the poem? Use information from the poem to support your analysis. • Analyze how chapter \_\_\_\_contributes to the development of the theme/setting/plot of the book. Use information from the text to support your analysis. * Analyze how scene \_\_\_\_contributes to the overall structure of the drama. Use information from the text to support your analysis. | | | | | Teacher Hints:  ***Poems with plots are narrative poems.***  This standard has three goals:  1. Analyze how a sentence or chapter contributes to the development of theme, setting or plot.  2. Analyze how a scene contributes to the development of theme, setting or plot.  3. Analyze how a stanza contributes to the development of theme, setting or plot.  [Teacher Information Elements of Poetry](http://learn.lexiconic.net/elementsofpoetry.htm)  [Three Elements of Setting Development](http://www.readwritethink.org/files/resources/lesson_images/lesson107/SettingHandout.pdf)  [Record the Settings in a Story Bookmark](http://www.readwritethink.org/files/resources/lesson_images/lesson961/Bookmark.pdf) | | | | | | |
| **Grade 6** | | **Path to DOK - 1** | | | | **Path to DOK - 2** | | | | **Path to DOK - 3** | | | |
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| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cd** | **DOK 1 - Cf** | **DOK 2 - Ch** | | **DOK 2 - Cm** | **DOK 2 - APo** | **DOK 2 - ANr** | | **DOK 2 - ANs** | **DOK 3 - Cu** |
| **Path to DOK 2,4**  **Reading Literature CCSS**  **Learning Progressions** | | Retell a sequence of events within a stanza, chapter, or scene in a text previously read and discussed in class. | Define (understand the meaning of...) Standard Academic Language: stanza, scene, setting, contributes, setting, theme, plot, development analyze, particular, overall, structure | Identify in a text previously read and discussed in class the: theme, setting, and plot | Answer questions in reference to a particular sentence, chapter, scene or stanza (of a text previously read and discussed in class). | Concept Development  Student understands that sentences, chapters, scenes and stanzas are part of an overall text structure (within a theme, setting or plot). | | **Locates specific information within a particular sentence, chapter, scene or stanza by understanding the structure of the text.** | Obtain information within a particular sentence, scene, chapter and stanza for a specific purpose (text not discussed in class). | Analyze (organize graphically) information about the theme, setting and plot of a text. | | Analyze the organizational structures of sentences, chapters, scenes and stanzas within a text. | **Connect or follow the development of a theme, setting or plot within a sentence, chapter, scene or stanza.** |
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| **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. | |  | | | |  | | | | |
| **Grade 6** | | **Path to DOK – 3** | | | | | **Path to DOK - 4** | | | |
| **Continued From Previous Page** | | | | | | **End Goal** | | ***In order to Move to DOK - 4***  ***use multiple texts (TAG)*** |
| **DOK Guide 🡺** | | **DOK 2 - APx** | **DOK 2 - ANz** | **DOK 2 - ANA** | **DOK 2 - EVE** | **DOK 3 - SYH** | | **DOK 4 - ANO** | **Standard** | **DOK 4 - SYV** |
| **Path to DOK 3,4**  **Reading Literature CCSS**  **Learning Progressions** | | Explain how a sentence, chapter, scene or stanza contributes to the development of a theme, setting or plot in text not read or discussed in class. | **Analyze how a chapter contributes to the rising action of a novel – how a scene contributes to the development of a drama and stanza to poetry.** | Analyze how an author uses a particular scene to develop the theme, setting or plot (i.e. chapter, stanza, etc..) | Interpret how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. | **Synthesize information from a stanza, chapter, scene or sentence from one source or text to summarize or explain the development of a theme, setting or plot.** | | **RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot in a long text. | | Synthesize information across multiple sources into an overall connected structure using sentences, stanzas, chapters or scenes to show the development of a specific theme, setting or plot. |
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| **RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text. | | * Explain how \_\_\_\_\_ develops the point of view of the narrator in \_\_\_\_\_\_ (text title). Use examples from the story in your explanation. * What is the most likely reason why the author decided to tell the story from \_\_\_\_ point of view? Is it effective? Why or why not? Use examples from the story in your explanation. * How does telling the story from \_\_\_\_ point of view influence the story? Use examples from the story in your answer.   ***First Person****: The narrator tells the story from his/her perspective using I, me, we, etc..*  ***Third Person Limited Point of View****: The narrator tells the story using third person pronouns but limits herself to what one character can sense (much like first person limitation).*  ***Third Person Omniscient Point of View****: The narrator uses third person pronouns (he/she/they, etc...) and is “all knowing” not limited by time or space.* | | | | | | | | | Teacher Hints:  ***Focus on 3rd person narrator in one lesson and 1st person speaker in another.***  This standard has one goal:  1. Explain how an author develops the point of view of the narrator or speaker.  [Point of View Graphic Organizer](http://www.somers.k12.ny.us/intranet/skills/organizing/pointview/ptofview.pdf)  [First and Third Person Point of View Worksheet](http://www.studyzone.org/testprep/ela4/o/pointofview4p.cfm)  [Point of View Practice Worksheet](http://www.ereadingworksheets.com/point-of-view-worksheets/point-of-view-worksheet.pdf)  [Point of View Practice Worksheet 2](http://www.ereadingworksheets.com/point-of-view-worksheets/point-of-view-worksheet-2.pdf)  [Point of View Practice Worksheet 3](http://www.ereadingworksheets.com/point-of-view-worksheets/point-of-view-worksheet-3.pdf)  [Point of View Practice Worksheet 4](http://www.ereadingworksheets.com/point-of-view-worksheets/point-of-view-worksheet-4.pdf)  [3 Circle Venn Diagram](http://www.readwritethink.org/files/resources/printouts/Venn3Circles.pdf)  [2 Circle Venn Diagram](http://www.readwritethink.org/files/resources/printouts/Venn2Circles.pdf) | | | | | | |
| **Grade 6** | | **Path to DOK - 1** | | | | **Path to DOK - 2** | | | | **Path to DOK - 3** | | | | | | | **DOK-4** |
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| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cd** | **DOK 1 - Cf** | | **DOK 2 - Ch** | **DOK 2 - Ck** | **DOK 2 - ANq** | | | **DOK 3 - Cw** | **DOK 3 - APx** | **DOK 3 - ANA** | **DOK 3 - EVC** | **Standard** | **DOK 4 - ANP** |
| **Path to DOK 3,4**  **Reading Literature CCSS**  **Learning Progressions** | | Recall a point of view within a text. | Define (understand, meaning of...) Standard Academic Language: point of view, narrator, 1st person, speaker, author, 3rd person, development. | Identify or describe the characters in a story from the narrator or speakers point of view (previously read-discussed in class.). | Describe or identify a specific point of view in a text. | | Concept Development  Student understands which point of view the story is being told in (1st or 3rd). | Explain how an author uses point of view in a text as a literary device. | Identify examples (list or categorize) how points of view are used as literary devices (to show emotion, opinion, influence, etc…). | | | Answers questions that require Describing ways an author uses points of view to influence readers | Show an understanding of how point of view is developed by an author by following text structure in a new text. | Analyze how telling the story from a specific point of view influences the reader’s interpretation of a text. | Cite evidence to show how the author’s point of view is developed in a text for a specific purpose. | RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. | Gather, analyze and organize how authors from many sources use point of view to gain readers attention. |
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**Quarter 2**

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| **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. | | | * Which did you prefer, listening to the audiotape version of “\_\_\_\_\_” or reading the poem? Why? * Which did you prefer, watching the filmed version of *\_\_\_\_\_* or reading the book? Why? * How is listening to an audiotape of “\_\_\_\_” by \_\_\_\_ alike and different from reading the poem? Use specific examples from both versions in your answer. * How is watching the filmed version of *\_\_\_\_\_* alike and different from reading the book? Use specific examples from both versions in your answer. * How is watching a performance of \_\_\_\_ (title of a play) alike and different from reading the play? Use specific examples in your explanation. | | | | | | Teacher Hints:  This standard has one goal:  1. Compare and contrast the experience of reading a story to its audio or visual version or presentation.  [Analyzing Literature](http://www2.ferrum.edu/thanlon/StudyQ/Litguide.htm)  [Drama Elements Worksheet](http://edsitement.neh.gov/sites/edsitement.neh.gov/files/worksheets/A%20Raisin%20in%20the%20Sun-%20Dramatic%20Elements%20Chart.pdf)  [Drama Graphic Organizer](http://eolit.hrw.com/hlla/litelem/drama.pdf)  [20 Poems and Activities for CCSS](http://www.cesa4.k12.wi.us/programs/inst/title1tipoftheweek/20poems.pdf) | | | | | |
| **Grade 6** | | **Path to DOK - 1** | | | | | **DOK - 2** | **Path to DOK - 3** | | | | **Path to DOK-4** | | |
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| **DOK Guide 🡺** | | **DOK 1 - Ka** | | **DOK 1 - Kc** | **DOK 1 - Cd** | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - ANp** | | **DOK 3 - Cu** | **DOK 3 - ANA** | **DOK 4 - SYH** | **DOK 3 - EVS** | **Standard** |
| **Path to DOK 2,4**  **Reading Literature CCSS**  **Learning Progressions** | | Retells specific differences between reading and hearing a story.  Retells specific differences between reading or hearing and viewing a story. | | Define (understand meaning of..) Academic Standard Language terms: viewing, audio, video, and live version.  Use the word “perceive” accurately in speaking about an experience. | Identifies literary elements as presented in reading, hearing or viewing a story, drama or poem. | **Students can explain what they “see” and what they “hear” when reading a text. Do they see and hear the same thing when listening or watching a story, drama or poem?** | Concept Development  Students recognize that stories (dramas and/or poems) are presented differently in read texts, audio and live or viewed versions. | Compare (or organize) and use specific examples how reading a text is different from an audio version.  (Continue with reading vs live  audio vs live, etc...) | | **Connect specific characteristics of text, audio, visual or live versions of a story to examples seen or heard.** | Analyze perceptual changes made in a “read” version compared to an audio or live version of the same story. How did it change their perceptions of the story? | **Synthesize the experiences of reading, listening or viewing the same version of a text in order to make a recommendation of the benefits of each.** | **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. | |
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| **RL.6.9** Compare and contrast text 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. | | | | Delaware Questions Stems:   * How are \_\_\_\_\_\_ (text title) and \_\_\_\_\_\_\_ (text title) alike and different in their approach to the theme of friendship and loyalty? Which text is more effective in relaying this theme? Why? Use examples from both texts to support your answer. (Texts should be two texts from different genres or forms—a story and a poem; historical novel and fantasy story.) * How are \_\_\_\_\_\_ (text title) and \_\_\_\_\_\_\_(text title) alike and different in their approach to the topic of competition? Which text is more interesting? Why? Use examples from both texts to support your answer. (Texts should be two texts from different genres or forms—a story and a poem; historical novel and fantasy story.) | | | | | | | Teacher Hints: Use graphic organizers for grade 6 texts  Goals:   * Compare and contrast texts in different genres.   Resources  [U-Tube Video Standard 9](https://www.youtube.com/watch?v=2kaDEKvHhBs&feature=plcp)  [On-Line Venn Diagram](http://www.readwritethink.org/files/resources/interactives/venn_diagrams/)  [compare and contrast internet lessons](http://www.internet4classrooms.com/grade_level_help/logic_compare_contrast_language_arts_sixth_6th_grade.htm)  [Lesson: What make a Poem an Epic?](http://edsitement.neh.gov/lesson-plan/story-epic-proportions-what-makes-poem-epic)  [A World of Myths](http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/A_World_of_Myths)  [Fractured Fairy Tales in Traditional Literature: Lesson Plan](http://betterlesson.com/lesson/7373/using-fractured-fairy-tales-to-study-archetypes)  [Literature Lesson Plans](http://www.discoveryeducation.com/search/page/-/-/-/-/index.cfm?Ntx=mode+matchallpartial&Ntk=all-prelogin&Ne=4294967203&Nr=OR(OR(d_Index_Type:Pre-login),OR(d_Domain:www.fit4theclassroom.com))&N=4294967203+33&Ntt=literature) | | | | | |
| **Grade 6** | | **Path to DOK - 1** | | | | | **Path to DOK - 2** | | | **Path to DOK-3** | | | | **Path to DOK-4** | | |
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| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | | **DOK 1 - Cd** | **DOK - 2Ch** | | **DOK 2 - Ck** | **DOK 2 - APn** | **DOK 2 - ANp** | | **DOK 2 - ANr** | **DOK 3 - Cu** | **DOK 3 - SYH** | **DOK 4 - SYU** | **Standard** |
| **Path to DOK 4**  **Reading Literature CCSS**  **Learning Progressions** | | Locates historical novels, poems, and stories of different genre. | Understands and uses Academic Vocabulary: genre, historical novels, approaches, theme, compare, contrast, fantasy, and topics. | | **Identifies different literary elements within different genres.** | Concept Development  Understands that different genres approach topics differently. | | Makes generalization about how different genre approach themes and topics. | **Applies understanding of how different genre approach themes and topics in a next context.** | Compares similarities in genre approaches to themes and topic (not contrasting). | | **Analyzes (compares and contrasts) how different text structures in different genres contribute to their approaches in similar themes and topics.** | Connects specific ideas of how two or more genre are the same or different using examples from the text. | Synthesizes within one text (at a time) of each studied genre (i.e., a graphic showing approaches to themes and topics). | **Synthesizes information across multiple sources or texts for the purpose of comparing approaches to similar themes or topics.** | **RL.6.9** Compare and contrast text 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. |
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| **Common Core State Standards Reading *Informational Text***  **Learning Progressions** |
| **If** we know the DOK level of each standard, we can work backwards and create the small sequential steps called ***learning progressions,*** the predicted set of skills needed to be able to complete the required task demand of each standard. |
| ***Understanding the reading literature DOK pattern*** ***allows us to align the Learning Progressions of each standard for developmentally cognitive instruction.*** |
| **Th**e Cognitive Rigor DOK Matrix *(Hess, Jones, Carlock, Walkup 2009)* has been decoded into a learning progressions chart *(Richmond 2013).*  http://l.thumbs.canstockphoto.com/canstock3354940.jpgRoyalty Free RF Clipart Illustration Of A 3d Blanco Man Climbing Up A Red Carpet Staircase by Jiri Moucka |
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| **RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well inferences drawn from the text. | | Based on the information in \_\_\_\_ (text title), which \_\_\_\_ is best for \_\_\_? How do you know? What is the textual evidence that supports your answer?  • Why are \_\_\_ more beneficial than harmful? Give specific examples from the article to support your answer.  • Which step is most important in \_\_\_\_\_? How do you know? What is the textual evidence that supports your answer?  • Why is it important that \_\_\_\_? How do you know? What is the textual evidence that supports your answer?  • As a result of their work, what will most likely happen to \_\_\_\_\_\_\_? What is the textual evidence that supports your answer?  • How are \_\_\_\_ and \_\_\_\_ alike and different? Give specific examples from the article to support your answer. | | | | | Teacher Hints:  ***This is the first time “textual evidence” is used in informational text***.  This standard has two goals:  1. Cite textual evidence to support analysis of what the text explicitly says.  2. Cite textual evidence to support inferences.  [Predict and Infer Graphic Organizer](http://www.havefunteaching.com/worksheets/graphic-organizers/predicting-outcomes/predict-and-infer-graphic-organizer.pdf)  [Inference Organizer](http://havefunteaching.com/worksheets/reading/inferences/inferences-worksheet-7.pdf)  [Narrative Pyramid Graphic Organizer Reflect on Key Ideas and Details](http://www.readwritethink.org/files/resources/printouts/narrative-pyramid.pdf) | | |
| **Grade 6** | | **Path to DOK - 1** | | | **Path to DOK - 2** | | | | |
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| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 -Cj** | | **DOK 2 - Cl** | **Standard** |
| **Path to DOK 2**  **Informational Text**  **Learning Progressions** | | Recalls facts or examples explicit in text (previously read and discussed in  class). | Define – Understanding meaning of Standard Academic Language: analysis, textual evidence, “drawn from,” inferences, explicitly and cite. | **Answers who, what, where, when or how questions citing text as evidence (previously read and discussed in class).** | Concept Development Students understand that analysis means looking at text evidence to draw a conclusion or inference. | **Make basic (explicit) inferences drawn from the text.** | | **Locate information to support analysis of explicit-implicit inferences.** | RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well |
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| **RI6.2** Determine a 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. | | | | * What is the central idea of \_\_\_\_\_\_ (text title)? How does the author convey that central idea? Use examples from the text in your answer. * Summarize the information in the article without including personal opinions or judgments. * What details support the central idea in paragraph \_\_\_? | | | | | | Teacher Hints:  ***This is the first time central idea is used. Before now main topic or main idea were used.***  This standard has two goals:  1. Determine the central idea of a text.  2. Provide a summary of the text.  [Identifying Arguments in Informational Text](http://www.pdesas.org/module/content/resources/19197/view.ashx)  [Essay Map to Determine Theme](http://www.readwritethink.org/files/resources/printouts/6-8%20Essay%20Map.pdf) | | | | |
| **Grade 6** | | **Path to DOK - 1** | | | | | **Path to DOK - 2** | | | | | | | |
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| **Path to DOK 2**  **Informational Text**  **Learning Progressions** | | Recall particular details about a central idea in a text previously read and discussed in class. | Define (understand terms) Standard Academic Language: central idea, key details, summary, personal opinions and judgments, “distinguish from,” and conveyed. | | Identify particular details (from a list) supporting a central idea (as discussed in class). | **Answers who, what, where, when or how questions about a central idea using supporting details as evidence (read and discussed in class).** | | Concept Development  Students understand that particular details are more relevant in conveying a main idea. | **Provide a summary of the text using key details (without personal opinions or judgments).** | | Identify the central idea(s)  of a text using particular-relevant details. | **Locates specific information, examples or particular details about a central idea (text not read or discussed in class).** | | **RI6.2** Determine a 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. |
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| **RI6.3**  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | | * How does the author help the reader understand what kind of person \_\_\_\_\_ was? Use examples from the article in your analysis. * How does the author help the reader understand the role \_\_\_\_\_ played in the development of the United States? Use examples from the article in your analysis. * Analyze how the author helps the reader understand how the idea of \_\_\_\_\_ impacted \_\_\_\_\_. Use examples from the article in your analysis. * How does the author introduce, illustrate, and elaborate his/her portrait of \_\_\_\_\_? Use examples from the article in your analysis. * Analyze how the author introduces, illustrates, and elaborates his/her depiction of \_\_\_\_ so readers can understand the reasons behind it. Use examples from the article in your analysis. | | | | | | | | | Teacher Hints: (Elaboration is all about adding sufficient detail when writing and recognizing sufficient detail when reading).  Goals for this standard:  1. Analyze how an individual is introduced, illustrated and elaborated on in text.  2. Analyze how an event is introduced, illustrated and elaborated on in text.  3. Analyze how an idea is introduced, illustrated and elaborated on in text.  [Practicing Elaboration](http://www.learnnc.org/lp/pages/2743)  [Elaboration Strategies](http://www.specialconnections.ku.edu/?q=instruction/cognitive_strategies/teacher_tools/elaboration_strategies)  [7 Strategies for Elaboration](http://busyteacher.org/6451-7-strategies-for-elaboration.html)  [Elaboration Tools on the Web](http://www.teachersfirst.com/istecre8/elab.cfm) | | | |
| **Grade 6** | | | **Path to DOK - 1** | | | **Path to DOK - 2** | | | **Path to DOK - 3** | | | | | |
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| **DOK Guide 🡺** | | | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**f | | **DOK 2 - C**k | **DOK 2 - C**l | | **DOK 2 - AN**r | **DOK 3 - C**u | | **DOK 3 - AP**x | **DOK 3 SY**H  **Standard** |
| **Path to DOK 2,3,4**  **Informational Text**  **Learning Progressions** | | | Recall key details, basic facts, definitions and events in a text. | Define (understand terms) Standard Academic Language:  key, analyze, elaborate, event, idea, examples, individual, anecdotes, illustrated, introduced | Explain who, what, where, when or how when answering questions about key individuals, events or ideas in a text. | | **Identify key events, individuals or ideas in a text.** | **Locate specific examples of how an events, individuals or ideas are introduced, illustrated and elaborated on in a text.** | | Organize individuals, events or ideas in a text under similarities of introduction, illustration and elaboration (3 column graphic-organizer). | **List examples or anecdotes of how an individual, event or idea is introduced in a text.** | List examples or anecdotes of how an individual, event or idea is illustrated or elaborated on in a text. | **Students analyze in detail an event, idea or individual by providing details about the introduction, illustration and elaboration (use reasoning skills).** | **RI6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
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| **RI6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | | Delaware Questions:  • What does the word \_\_\_\_\_ mean in paragraph 2?  • Which words help the reader understand the meaning of \_\_\_\_\_ in paragraph 5?  • Which definition of \_\_\_\_ is used in paragraph 6?  • What does the author’s word choice reveal about his/her attitude towards the topic? Use examples from the text to support your answer.  • What does the phrase \_\_\_\_\_ (figurative language) mean in paragraph 3? How does the use of that phrase enhance the reader’s understanding of the text?  • What is the connotation of \_\_\_\_ as it is used in the text? How does the use of that word enhance the reader’s understanding of the text? Use examples from the text to support your answer. | | | | Teacher Hints:   1. Connotative examples HOME: has connotations suggesting comfort, security and family 2. Figurative meanings go beyond their literal meaning: example: MICHAEL IS AS FAST LIGHTING. 3. Technical meanings refer to words in a specific field such as menu, disk, file, etc…   Goals for this standard:   * Determine the figurative meaning of words. * Determine the connotative meaning of words. * Determine the technical meaning of words.   [Solving Word Meanings: Lesson](http://www.readwritethink.org/classroom-resources/lesson-plans/solving-word-meanings-engaging-1089.html)  [**Digital Flashcards for Vocabulary**](http://www.6thgradetales.com/2012/11/applying-vocabulary-with-digital.html)  [**Integrating Technology with Figurative Language**](http://www.6thgradetales.com/2013/01/integrating-tech-figurative-language.html)  [**Eyes on Idioms**](http://www.readwritethink.org/files/resources/interactives/idioms/)  [**Unveiling Idioms: A Game of Concentration**](http://www.readwritethink.org/parent-afterschool-resources/activities-projects/unveiling-idioms-game-concentration-30615.html)  [**Metaphor Practice Sheets**](http://www.k12reader.com/subject/figurative-language-worksheets/metaphor-worksheets/)  [**Personification Practice Sheets**](http://www.k12reader.com/subject/figurative-language-worksheets/personification/)  [**Denotative and Connotative Meanings**](http://learnzillion.com/lessons/1971-determine-the-meaning-of-words-by-comparing-denotative-and-connotative-meanings) | | | |
| **Grade 6** | | **Path to DOK - 1** | | | | **Path to DOK - 2** | | | |
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| **DOK Guide 🡺** | | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**e | **DOK 1 - AP**g | | | **DOK 2 - AP**n | **Standard** |
| **Path to DOK 2**  **Informational Text**  **Learning Progressions** | | Recall the definitions of specific figurative, connotative and technical meaning words and phrases as discussed in class. | Understands and uses Academic Standard Language: figurative, connotative and technical meanings. | **Select appropriate figurative, connotative or technical words or phrases when the intended meaning is clearly evident.** | L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. | | **L.6.5c Distinguish among the connotations (associations) of words with similar definitions.** | **Use context to determine the meaning (L.6.4a) of figurative, technical or connotative meaning of words and phrases. L.6.5a Interpret figures of speech (e.g., personification) in context.** | **RI6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
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**Quarter 2**

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| **RI6.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | | * How does the cause/effect structure of the \_\_\_\_chapter contribute to the development of the author’s central idea? Use examples from the text in your analysis. * How does the description in the \_\_\_\_ paragraph contribute to the development of the author’s key ideas? Use examples from the text in your analysis. * How does the use of chronological order in the \_\_\_\_ section help the reader understand the development of the author’s ideas? Use examples from the text in your analysis. | | | | | | | Teacher Hints:  This standard has two goals.  1. Analyze how a particular part (sentence, paragraph, chapter, section) fits into the text structure.  2. Analyze how the overall structure contributes or impacts the content or development of ideas.  [Understanding Semantic Clues in Text Structure](http://www.nciea.org/publications/TextStructures_KH08.pdf)  [Constructing Meaning Systematic Approach to ELD - Dutro](http://syseld.elachieve.org/)  [Amazing Expository Text Structure Charts and Graphs!](http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf)  [Text Structure Charts in English and Spanish](http://www.hoodriver.k12.or.us/cms/lib06/OR01000849/Centricity/Domain/873/LA_res_TxtStruc_ORS_Module%20copy.pdf)  [Teaching Non-Fiction Great Resource!!](http://teach.clarkschools.net/jbernhard/Literacy_Web/Units/Nonfiction_Handbook_Text_Structure.pdf) | | | | | |
| **Grade 6** | | **Path to DOK - 1** | | | **Path to DOK - 2** | | **Path to DOK - 3** | | | | | **Path to DOK - 4** | | |
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| **DOK Guide 🡺** | | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**h | **DOK 2 - C**l | **DOK 2 - AP**n | **DOK 2 - AN**r | **DOK 3 - C**u | | **DOK 3 - AP**x | **DOK 3 - AN**z | **DOK 3 - SYH** | **DOK 4 - SY**U | **Standard** |
| **Path to DOK 2,4**  **Informational Text**  **Learning Progressions** | | Locate a sentence, paragraph, chapter or section of a text. | Define (understand the meaning of…) Standard Academic Language: contributes, analyze, particular, overall, structure, section, sentence, paragraph, chapter and development. | Concept Development  Explain the relationship (i.e., meaningful connection) between particular sentences in a paragraph, paragraphs in a chapter, and chapters in a section. | Locate information that supports the development of ideas with a particular sentence, paragraph or chapter. | Be able to use text features (sentences, paragraphs, chapters or sections) to obtain information. | **Analyze the organizational structure of sentences, paragraphs, chapters and sections of different texts (how an author structures to develop text).** | Answers questions by connecting ideas within sentences, paragraphs, chapters or sections. | | **Connect ideas within sentences, paragraphs, chapters or sections within a new text (text not discussed in class).** | Analyze how a sentence contributes to the development of ideas within a paragraph, etc... | **Synthesize information from a sentence, paragraph, chapter or section from one source or text to explain the overall development of a specific topic or idea.** | Synthesize information across multiple sources into an overall connected structure using sentences, paragraphs, chapters or sections to show the development of a specific topic or idea. | **RI6.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
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**Quarter 2**

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| **RI6.6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | | * What is the author’s viewpoint on \_\_\_\_? How does the author convey his/her viewpoint in the text? Use examples from the text to support your answer. * What is the author’s purpose in this text? How do you know? Is he/she successful in achieving it? Why or why not? Use examples from the text to support your answer. * How does the author try to persuade the reader about \_\_\_\_\_? * What techniques does the author use to persuade the reader about \_\_\_\_? | | | | | | Teacher Hints:  This standard has two goals.  1. Determine an author’s point of view: the position conveyed by an author.  2. Determine an author’s purpose: is the author answering, informing or entertaining (answering in 6th grade is ***persuading***).  [Identifying Author's Purpose](http://www.learner.org/jnorth/tm/ReadStrat8.html)  [Commonly Used "Tone" Words Author's Use and Author's Purpose](http://www.irsc.edu/uploadedFiles/Students/AcademicSupportCenter/WritingLab/Tone-and-Purpose.pdf)  [Author's Purpose Multiple Resources!](http://www.woodland.k12.mo.us/faculty/rgarner/Reading/Authors%20puropse.htm)  [Persuasion Map Reading or Writing](http://www.readwritethink.org/files/resources/interactives/persuasion_map/)  [Persuasion Map Use for Writing Planning or Reading Evaluating Author's Purpose as Persuasion](http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf) | | | | | |
| **Grade 6** | | **Path to DOK - 1** | | | **Path to DOK - 2** | | **Path to DOK - 3** | | | | | **Path to DOK - 4** | |
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| **DOK Guide 🡺** | | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**f | **DOK 2 - C**h | **DOK 2 - C**k | **DOK 3- C**u | | **DOK 3- C**w | **DOK 3- AP**x | **DOK 3- EV**C | **DOK 3- SY**H | Standard |
| **Path to DOK 3**  **Informational Text**  **Learning Progressions** | | Recall an example of an author’s point of view (read and discussed in class). | Define (understanding meaning of..) Standard Academic Language: determine, point of view, author’s purpose, conveyed | Answer questions about the author’s point of view or purpose in a text (read and discussed in class). | Concept Development Explain why the author’s point of view is important (it establishes or reflects a purpose). | **Identify the author’s point of view in a text read in class (but not discussed in class).** | Connect text examples of the author’s point of view to the text’s stated or unstated purpose. | | **Describe how the author’s point of view or purpose impacts the reader.** | Connect examples of the author’s point of view to the text’s stated or unstated purpose in a text not read or discussed in class. | **Cite specific examples to show how the author’s point of view or purpose is supported throughout a new text.** | Synthesize in detail examples in a text, showing how the author’s point of view is conveyed in each. | **RI6.6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. |
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| **RI6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | | * Using the information in the text and the diagram, explain how \_\_\_\_\_\_. * Using the information in the article and the graph, explain the impact of \_\_\_\_\_\_. * Using the information in the text and the time line, explain the development \_\_\_\_\_\_\_. * Using digital resources collect information about \_\_\_\_. Then, read a blog posting from \_\_\_\_. Share the understanding you have gained from your research. | | | | Teacher Hints: ***(This standard prepares students for research)***  This standard has one goal:  1. Integrate information from different media or formats including quantitative.  Quantitative research confirms: – information presented in graphs, charts, tables, and data – anything measurable.  [Graphic Idea for Integrating Information](http://teacher.scholastic.com/lessonplans/pdf/march06/pluto.pdf)  [Organizing Information Across Content - Teacher Resource Amazing](http://www.ncpublicschools.org/docs/acre/standards/support-tools/organizers/social/k12-social.pdf)  [Video for Teachers How to Integrate Information in Different Formats](http://www.youtube.com/watch?v=PjW1e67lmOk)  [A 6th Gr Student Writing Example Integrating Information](http://readingandwritingproject.com/public/themes/rwproject/resources/common_core_standards/Chocolate_milk_6th_grade_draft2.pdf)  [56 Student Videos to Integrate Text](http://ccss6.watchknowlearn.org/Category.aspx?CategoryID=15786)  [Lessons to Teach RI.6.7](http://www.ohiorc.org/standards/commoncore/ela/resources.aspx?id=6319&parent=0) | | | | |
| **Grade 6** | | **Path to DOK - 1** | | | | | **Path to DOK - 2** | | | |
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| **DOK Guide 🡺** | | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**e | **DOK 1 - C**f | | **DOK 2 - C**h | **DOK 2 - C**i | | **DOK 2 - C**l |
| **Path to DOK 2,4**  **Informational Text**  **Learning Progressions** | | Recall basic facts about information presented in class visually, quantitatively or in words. | Define (understand the meaning of…)Standard Academic Language: integrate, presented, media, format, quantitatively, coherent, visually, topic, issue, develop | Understands words associated with diagrams, texts, articles, graphs, time lines or digital resources that have clear, evident meaning. | Uses information from different media or formats to answer who, what, where, when or how questions. | | **Locates relevant information from quantitative sources (graphs, charts, tables, etc...), visual media or text about a specific topic or issue in order to answer questions.** | Summarize relevant information using quantitative sources (graphs, charts, tables, etc...), visual media or text about a specific topic or issue. | | Locate information using the most relevant and accurate sources of media or formats to support a central idea of a topic or issue. |
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| **RI6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | |  | | | | | | | | | | |
| **Grade 6** | | **Path to DOK - 3** | | | | **Path to DOK - 4** | | | | | | |
| **Continued From Previous Page** | | | | | | | | | **End Goal** | |
| **DOK Guide 🡺** | | **DOK 2 - AN**o | **DOK 2 - AN**s | **DOK 3 - C**u | **DOK 3 - AP**x | **DOK 3 - AN**y | **DOK 3 - EV**C | **DOK 4 - C**K | **DOK 4 - ANP** | **DOK 4 - SY**U | | **Standard** |
| **Path to DOK 2,4**  **Informational Text**  **Learning Progressions** | | Identify which format specific types of information would most likely be found in (classify). | Distinguish and note information (found in different media or formats) that is relevant and irrelevant about a topic or issue. | **Locate information from different media or formats about a specific issue or topic. Explain why each different media or format contributes to a better understanding of the topic as a whole.** | Integrate information from several different medias/formats in order to answer a specific question that has not been discussed in class. | Analyze (compare and contrast) information from several different media or formats about a specific topic or issue. Present the analysis. | Cite text evidence analyzed from several different media or formats as well as texts to support a cohesive understanding of a topic or issue. | **Locate examples of different visual media, quantitative formats or text that connect a specific issue or topic to other content areas.** | **Gather, analyze and organize multiple information sources in different media or formats about a specific topic or issue to write a report, essay or complete a research assignment.** | **RI.6.7** integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue (*presented in a specific assigned format).* | | |
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| **RI6.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | | Delaware Question Stems:   * How does the author develop his argument about climate change? Is the argument effective? Why or why not? Use examples from the text to support your answer. * • Which of the author’s claims about climate change are not supported by reasons and/or evidence? Use examples from the text to support your answer. * • Which of the author’s claims about global warming are supported by reasons and/or evidence? Use examples from the text to support your answer. | | | | | | Teacher Hints:   1. This is the 1st time author’s argument is addressed. An argument refers to the overall position of the author. 2. Claims support the argument and evidence supports the claims.   Goals:   * Trace and evaluate an author’s argument   Resources:  [On-Line Activity Tracing and Evaluating Arguments](http://learni.st/learnings/27086-evaluating-an-argument)  [Evidence-Based Claims Unit](http://www.engageny.org/resource/grade-6-ela-making-evidence-based-claims-unit)  [Steve Jobs: Evidence Based Claims Unit](http://odelleducation.com/making-ebc-lesson/grade-6)  [Teacher Article: Argument Writing](http://www.heinemann.com/shared/onlineresources/e01396/introandchapter1.pdf)  [Writing Arguments to Support Claims](https://transitiontocommoncore.wikispaces.hcpss.org/file/view/MSScienceArgumentQuickcard+2.pdf)  [Developing Evidence-Based Arguments from Texts](http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html) | | | | | | |
| **Grade 6** | | **Path to DOK - 1** | | | | **Path to DOK - 2** | | | | | **Path to DOK - 3** | | | |
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| **DOK Guide 🡺** | | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**f | **DOK 2 - C**h | | **DOK 2- C**k | | **DOK 2- C**l | **DOK 2- ANs** | | **DOK 3- Cu** | **DOK 3- APx** | Standard |
| **Path to DOK 3**  **Informational Text**  **Learning Progressions** | | Locate or recall details about specific claims in a text, discussed or read about in class. | Define (understanding the meaning of...) trace, evaluate, argument, claims, specific, distinguish, evidence, reasons and support. | Answer questions about specific claims or arguments from a text read in class. | Concept Development:  Understands that claims support an argument and evidence supports the claim | | **Concludes if there is sufficient claim to support an argument.** | | Locates specific claims that support an argument | **Distinguish between evidence that supports or not, specific claims in a text in a class-read text.** | | Connect arguments from a new text to specific claims and the evidence to support those claims. | **Explain how a claim supports a specific argument using reasons and evidence** | **RI6.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
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| **RI.6.9**  Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | | • How are the events depicted in \_\_\_\_\_\_\_\_ (a memoir) and \_\_\_\_\_\_ (a biography about the same person) alike and different? Use examples from the texts in your comparison.  • Explain why the events depicted in \_\_\_\_ (a memoir) and \_\_\_\_ (a biography about the same person) are alike and different. Use examples from the texts in your comparison.  • Which depiction of events do you think is more reliable, the one in \_\_\_\_\_\_ (a memoir) or \_\_\_\_ (a biography about the same person)? Why? Use examples from the texts in your comparison. | | | | | | Teacher Hints:   1. A lesson could compare and autobiography of Benjamin Franklin with a biography of Franklin.   Goals:   * Compare and contrast presentations of events by two authors.   Resources:  [Lesson: The Giver and Descriptive Writing Memoirs](http://www.readwritethink.org/classroom-resources/lesson-plans/memories-matter-giver-descriptive-13.html)  [Lesson: Biography Project](http://www.readwritethink.org/classroom-resources/lesson-plans/biography-project-research-class-243.html)  [Lesson: Interviews, Memoirs, Photos and Internet Research](http://www.readwritethink.org/classroom-resources/lesson-plans/introducing-each-other-interviews-17.html)  [Autobiography Project](http://www.readwritethink.org/classroom-resources/lesson-plans/alphabiography-project-totally-937.html) | | | | | | | | | |
| **Grade 6** | | **Path to DOK - 1** | | | **Path to DOK - 2** | | | | | **Path to DOK - 3** | | | **Path to DOK - 4** | | | | |
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| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - Ci** | **DOK 2 - Cl** | | **DOK 2 - ANp** | | **DOK 3 -ANy** | **DOK 3 - EVF** | | **DOK 4 - CK** | **DOK 4 - APM** | **DOK 4-ANP** | **Standard** |
| **Path to DOK 4**  **Reading Literature CCSS**  **Learning Progressions** | | Recall events written about the same person in two different texts (memoir or biography). | Define (understand the meaning of…) presentation, compare/contrast and the difference between a memoir and a biography. | Explain who, what, where, when or how about a person’s memoir or biography. | Explain the differences between a memoir and a biography. | Summarize the key events in a person’s memoir and a biography written about the same person. | **Locate answers about specific events in a person’s memoir or a biography about the same person.** | | **Explain if a person’s memoir presents events the same as a biography written about the same person.** | | Analyze why a person’s memoir may or may not present events in the same way as a biography written about the same person. | Draw **conclusions about similarities and differences in a memoir written by a person and a biography written about the same person. Make an evaluation about the two different texts**. | | Develop generalizations about memoirs and biographies that can be applied to other content domains or concepts. | Give examples about memoirs and biographies that are associated with other domains or themes – contributions to historical, geographical or social | **Gather, analyze and organize multiple information sources from memoirs and biographies of two or more person** | Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |
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