

INFERENCE

Learning Target: Students will be able to make an inference based on details from the text and schema (background knowledge). (CCSS RL./RI. 6.1)

Definition: When you draw your own conclusion based on evidence from the text and combine it with your own schema, or background knowledge.

Why? To help build my comprehension of the text

Next Step: * To apply it to other texts

| Success Criteria | Excelling | Proficient | Approaching |
|---|------------------|-------------------|--------------------|
| I can identify a clue that leads to an accurate inference. | | | |
| I can combine a clue from the text and my schema to draw my own conclusion. | | | |
| I can determine additional evidence to support my inference. | | | |
| I can explain how the evidence supports the inference in my own words. | | | |

CITING TEXTUAL EVIDENCE

Learning Target: Students will be able to cite textual evidence to support their analysis of a text

(CCSS RL./RI. 6.1)

Definition: Evidence that is explicitly stated in the text

Why? To support or justify my analysis of the text

Next Step: * To apply it to other content areas

| Success Criteria | Excelling | Proficient | Approaching |
|--|-----------|------------|-------------|
| I can accurately cite text evidence by precisely copying the author's words using quotation marks. | | | |
| I can identify the strongest text evidence to support my ideas and responses to the text. | | | |
| I can chunk the author's words and punctuate them accurately. | | | |

CLAIMS

Learning Target: Students will be able to write a claim, cite text evidence to support it and explain their reasoning

(CCSS RL./RI. 6.1)

Definition: An inferred statement that one declares is true and is supported with text evidence.

Why? To synthesize and draw conclusions to help better understand the text

Next Step: * To write an argumentative essay on any topic or text

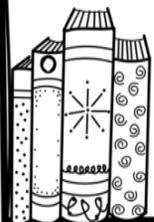
| Success Criteria | Excelling | Proficient | Approaching |
|---|-----------|------------|-------------|
| I can write a statement that can be inferred based on the text. | | | |
| I can cite textual evidence that helps prove that my claim is true. | | | |
| I can explain how the evidence supports my claim in my own words. | | | |

CENTRAL IDEA

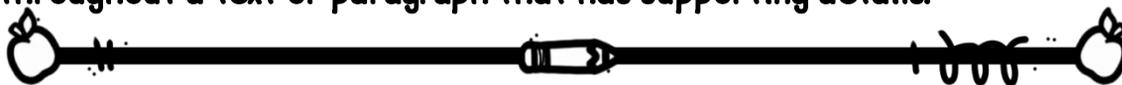
Learning Targets: Students will be able to

- * determine the central idea of a text
- * cite details from the text that support the central idea
- * explain how the details support the central idea

(CCSS RL./RI. 6.2)



Definition: An important idea that the author wants the reader to understand throughout a text or paragraph that has supporting details.



Why? To help understand the author's purpose in writing the text



Next Steps: *To apply central idea across other content areas

*To understand how central idea can help you determine the theme



| <u>Success Criteria</u> | <u>Excelling</u> | <u>Proficient</u> | <u>Approaching</u> |
|---|------------------|-------------------|--------------------|
| I can determine the central idea of a text. | | | |
| I can cite details that accurately develop the central idea. | | | |
| I can explain how the evidence supports the central idea in my own words. | | | |

THEME

Learning Targets: Students will be able to:

- *determine the theme of a text
- *cite textual evidence to support the theme
- *explain how the evidence supports and develops the theme

(CCSS RL./RI. 6.2)



Definition: A universal lesson, message, or truth about life or human nature.



Why? To understand the author's purpose and to learn valuable life lessons

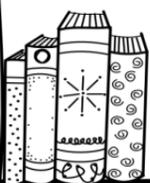


Next Steps: * To apply to your independent reading
* To apply to a theme-based argumentative literary essay



| Success Criteria | Excelling | Proficient | Approaching |
|--|-----------|------------|-------------|
| I can write a theme as a universal message. | | | |
| I can cite textual evidence that supports the theme. | | | |
| I can explain how the textual evidence supports the theme. | | | |
| I can summarize events that help develop the theme. | | | |

SUMMARY



Learning Target: Students will be able to write a summary distinct (free) of personal opinion (CCSS RL/RI.6.2)



Definition: A recap of the most important ideas or events in a text that is written without personal opinion.



Why? To better understand what I am reading



Next Steps:

- * To identify a summary that is distinct from personal opinion after reading a text
- * To apply the skill across content areas



| Success Criteria | Excelling | Proficient | Approaching |
|---|------------------|-------------------|--------------------|
| I can identify the key ideas (5 W's and H) in a text that I read. | | | |
| I can distinguish between important ideas and ideas that are not key to the text. | | | |
| I can paraphrase the key ideas in my own words. | | | |

Key Events & Character Response



Learning Targets: Students will be able to:

- *identify key events that impact the plot
- *analyze how key events in the text developed the characters and moved the plot forward (CCSS RL/RI.6.3)

Definition: The important parts of a story that make up the plot.



Why? To understand how an author develops the story;
To help build reading comprehension



Next Steps: * To apply this skill when reading a story or a novel independently

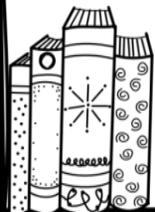


| Success Criteria | Excelling | Proficient | Approaching |
|---|-----------|------------|-------------|
| I can identify key events that are important to the plot. | | | |
| I can identify and explain the interaction between characters in a key event. | | | |
| I can infer character traits based on character interactions in a key event. | | | |
| I can explain how a key event propels the plot forward. | | | |

Character Development

Learning Targets: Students will be able to:

- *identify and analyze textual evidence that supports the development of the character
 - *determine the key events that lead to a character change in a story and explain how the character changes
- (CCSS RL/RI.6.3)



Definition: The way a character changes over the course of a story and how the author develops the character's personality.



Why? To understand what motivates characters throughout a story



Next Steps: *To apply character development methods to other texts

* To help develop characters in my own writing



| Success Criteria | Excelling | Proficient | Approaching |
|---|------------------|-------------------|--------------------|
| I can determine key events that impact the character. | | | |
| I can infer character traits. | | | |
| I can identify all the methods of characterization that authors utilize to develop a character. | | | |

Context Clues

Learning Targets: Students will be able to determine the meaning of unknown words using context clues (CCSS RL/RI.6.4)



Definition: Words and sentences around or near an unfamiliar word that help you figure out what the word means..



Why? To help build vocabulary knowledge



Next Step: * To be able to define unknown words when I read a text



| Success Criteria | Excelling | Proficient | Approaching |
|---|------------------|-------------------|--------------------|
| I can accurately identify the meaning of unknown words or phrases based on context clues. | | | |
| I can replace my definition of the word with the original word in the sentence to make sure it makes sense. | | | |
| I can construct meaning of the text by decoding the meaning of unknown words. | | | |

Figurative Language

Learning Targets: Students will be able to determine the meaning of figurative language and analyze its impact on the text (CCSS RL/RI.6.4)



Definition: Language that uses words or expressions with a meaning that is different from the literal interpretation. When a writer uses literal language, he or she is simply stating the facts as they are.



Why? To understand words and phrases as the author intended and to better comprehend a text



Next Steps: * To identify and understand figurative language in my independent reading

* To create my own figurative language to enhance my writing and make it more descriptive



| <u>Success Criteria</u> | <u>Excelling</u> | <u>Proficient</u> | <u>Approaching</u> |
|--|------------------|-------------------|--------------------|
| I can identify figurative language in a text. | | | |
| I can accurately explain what is being compared or described in an example of figurative language. | | | |
| I can accurately explain what the example of the figurative language means. | | | |
| I can accurately explain the impact the figurative language has on the text. | | | |

DENOTATION, CONNOTATION, MOOD, TONE

Learning Targets: Students will be able to:

- * distinguish between the literal meaning and the emotions associated with a word
 - * determine the connotation of a word
 - * analyze how the connotation impacts the mood or tone of the text
- (CCSS RL/RI.6.4)



Definitions:

- * **Denotation:** The dictionary definition; a word's literal meaning only. No emotions or feelings are associated with the word.
- * **Connotation:** A word's emotional meaning; suggestions and associations that are connected to a word.
- * **Mood:** Emotions that a reader feels while reading a text.
- * **Tone:** The author's attitude toward a subject.



Why? To understand how authors carefully choose their words to create their intended meaning of the text



Next Steps: * To carefully choose words in my own writing that convey my thoughts and show that I have a voice



| <u>Success Criteria</u> | <u>Excelling</u> | <u>Proficient</u> | <u>Approaching</u> |
|--|------------------|-------------------|--------------------|
| I can determine the literal meaning of words. | | | |
| I can determine the connotation of the word. | | | |
| I can analyze how the connotation impacts the mood or tone of the text. | | | |
| I can determine the connotation of a word or phrase based on the text. | | | |
| I can accurately determine the mood and explain how it impacts the text. | | | |
| I can accurately determine the tone and explain how it impacts the text. | | | |