

Middle School Florida Standard Student Task Card

6th Grade – Reading Standards for Literature

Grade Level Standard -- LAFS.6.RL.1.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Big Ideas and Guiding Questions

- Literary text analysis needs to be supported by explicit information in the text, as well as inferences the reader draws from the text.
- How does using textual evidence make the claim or argument stronger?

Essential Skills and Concepts

- Reading comprehension
- Draw inferences
- Cite specific examples and details to support inferences
- Analyze the text

Academic Vocabulary

- analysis/analyze
- argument
- author’s purpose
- citation/cite
- claim
- conclude
- explicit
- implicit
- inference/infer
- textual evidence

Student Friendly Learning Targets

Reasoning Targets

- I can draw conclusions about what a text is saying, explicitly and implicitly.
- I can make inferences from a text to make and support my analysis.
- I can determine which piece(s) of explicit and implicit textual evidence will support my analysis of the text.

Task Demand

- Identify support for a statement in the text where both the statement and support are explicit.
- Provide text-based support for an inference drawn from the text. The inference may be provided.

Question Stems and Prompts

- Why did the author write this piece?
- What inferences can you make?
- What information would you need to support the inference?
- Analyze the passage; what can you conclude?
- When you analyze the text, what inference can you make?
- How does the textual evidence support your conclusion?
- What was the author’s purpose?
- What can you conclude from the text?

Sample Item

- Where does the main character get the idea about how to ____? [Multiple Choice]
- Which sentence from the text shows that the main character’s situation has not improved? [Multiple Choice]
- Select a sentence from the text that shows that the family’s situation still has not improved. [Hot Text]
- Reread paragraph ____.
Part A: Why does Character B believe ____ is so important?
- Part B: Select the sentence from the text that shows why Character B thinks ____ is so important. [Two-Part Hot Text]

Grade Level Standard -- LAFS.6.RL.1.2

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.

Big Ideas and Guiding Questions

- Literary texts contain themes or central ideas that must be derived through analysis of key details.
- In order to create an objective summary of the text, free from personal opinions and judgments, readers must consider the theme or central idea and supporting details.
- How do the details in a text support the theme or central idea of a text?
- How can a reader use his or her understanding of theme or central idea to summarize a text objectively?

Essential Skills and Concepts

- Reading comprehension
- Recognize and analyze theme
- Understand symbolism
- Make inferences / Summarize
- Support theme or idea with details from the text
- Understand the difference between fact and opinion or judgment

Academic Vocabulary

- central idea
- convey
- details
- distinct
- fact
- judgment
- objective
- opinion
- subjective
- summarize
- theme

Student Friendly Learning Targets

Reasoning Targets

- a. I can infer the theme or central idea of a text based on the details in the text.
- b. I can explain which details in the text support a given theme.
- a. I can determine the main ideas in a text and use them in an objective summary.

Task Demand

- Determine a theme or central idea that is explicitly or implicitly stated.
- Provide details that convey the theme or central idea of a text. The theme may be provided.
- Determine a theme or central idea of a text and determine how specific details from the text contribute to how it is conveyed.

Question Stems and Prompts

- What does the story suggest about life?
- What does _____ represent in this story?
- Which of the following best captures the theme?
- In what way is _____ like _____?
- The words in this sentence create the impression that _____.
- How can you best summarize the text?
- Is your summary free of personal opinions or judgments?

Sample Item

- How does the author use the description of the _____ to convey its importance? [Multiple Choice]
- Part A: What is the central idea of the passage?
Part B: Identify the parts of the passage that convey this idea. [Two-Part Hot Text]

Grade Level Standard -- LAFS.6.RL.1.3

Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.

Big Ideas and Guiding Questions

- The interactions of the elements are what create dynamic and enjoyable stories.
- How do the dynamics among characters and plot lead to the resolution?

Essential Skills and Concepts

- Describe a plot
- Sequence a series of episodes in a story or drama
- Identify the problem
- Summarize
- Describe how characters change throughout a story or drama
- Determine the resolution of a story or drama
- Describe how characters respond as the plot moves toward resolution

Academic Vocabulary

- characters/character traits
- climax
- conflict
- describe
- dialogue
- episodes
- exposition
- falling action
- plot
- resolution
- rising action
- tension
- turning point

Student Friendly Learning Targets

Knowledge Targets

- a. I know the plot is the storyline or series of events in the story.
- b. I know an episode is an incident in the course of the series of events.
- c. I can identify the stages of plot development: exposition, rising action, climax, falling action, resolution.
- d. I know the exposition is the beginning of a story, typically when setting, characters, and conflict(s) are introduced.
- e. I know the rising action is when tension builds and the conflict worsens.
- f. I know a climax is the height of the action or suspense in the plot.
- g. I know a turning point is an important event which changes the course of the story or causes characters to make important decisions.
- h. I know the falling action is the action which follows the climax.
- i. I know the resolution is the conclusion of the conflict(s) and is intended to bring the story to a satisfactory end.
- j. I can retell the series of plot events in order.
- k. I can identify the conflict in the story.
- l. I can describe the resolution.

Task Demand

- Interpret details from the text to make or support an analysis about plot or character development. The inference may be provided.
- Determine how a character responds to key events in a story’s plot. The key events may be provided.
- Make connections between character development and plot development using explicit or implicit details from the text.

Question Stems and Prompts

- 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.

Sample Item

- Part A: How does the main character’s experience affect his future actions?
Part B: Select two sentences from the text that support your response in Part A. [Two-Part Hot Text]
- Part A: How does the main character feel after

- 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?

creating the pond?

Part B: Which sentence from the passage best shows how the main character feels? [Two-Part Hot Text]

- The main character responds to Character B leaving again by flashing back to the first time he left. What does this response reveal about the main character?[Multiple Choice]
- Part A: How does Character A respond to Character B leaving again?
Part B: What does this reveal about Character A? [Two-Part Hot Text]
- How does Character A respond to Character B leaving again? What does this response reveal about Character A? Use details from the text to support your response. [Open Response]

Grade Level Standard -- LAFS.6.RL.2.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. **(See grade 6 Language Standards 4-6 for additional expectations)**

Big Ideas and Guiding Questions

- The tone or meaning of a text is determined by an author's use of specific words and phrases, including connotations and figurative language.
- How do authors communicate tone/meaning in a text?

Essential Skills and Concepts

- Understand synonyms
- Understand connotations
- Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)
- Compare & contrast
- Understand how word choice impacts meaning
- Understand how word choice impacts tone
- Interpret words and phrases
- Make inferences

Academic Vocabulary

- analyze
- associations
- connotation
- denotation
- determine
- figurative meaning
- impact
- meaning
- phrases
- specific
- stance
- tone
- word choice

Student Friendly Learning Targets

Reasoning Targets

- a. I can determine how the author's use of words and phrases controls the meaning/tone of the text.
- b. I can explain how the author's use of figurative language further illustrates/expands the meaning and tone of the text.
- c. I can explain how the author's use of connotative meanings conveys the author's stance/tone within a text.

Task Demand

- Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.
- Analyze the impact of the author's word choice on meaning or tone.
- Determine the meaning of words or phrases and analyze the impact of the words on the meaning or tone of the text.

Question Stems and Prompts

- 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?

Sample Item

- What do the descriptions “_____” and “_____” suggest about the clothes the main character wears? [Open Response]
- Part A: What does it mean when the main character describes her clothes as (excerpted text)? Part B: What does this meaning imply about the land? [Two-Part Hot Text]
- Why does the author repeat the line (excerpted text) throughout the passage? [Multiple Choice]
- Part A: Select a phrase from paragraph 1 that helps establish the difference between Character A's land and Character B's land. Part B: How does this phrase help convey the characters' views of their land? [Two-Part Hot Text]

Grade Level Standard -- LAFS.6.RL.2.5

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.

Big Ideas and Guiding Questions

- A text is intentionally organized to contribute to its meaning.
- How do structural components contribute to the overall structure of a text? How do they develop the theme, setting, or plot?

Essential Skills and Concepts

- Understand text structures and their parts
- Understand how a theme, setting, or plot develops
- Understand and analyze how text structure contributes to the development of the theme, setting and plot

Academic Vocabulary

- analyze
- chapter
- genre
- plot
- scene
- setting
- stanza
- text structure
- theme

Student Friendly Learning Targets

Reasoning Targets

- I can describe the overall structure of a text.
- I can describe the structure of a specific part of a text.
- I can explain how the overall structure of a text relates to its theme, setting, or plot.
- I can explain how the structures of specific parts of a text relate to each other and to the text's theme, setting, or plot.

Task Demand

- Analyze and explain how a specific element contributes to overall structure and development of the theme, setting, or plot. The part of the text to be analyzed may be provided.

Question Stems and Prompts

- How does the theme, setting or plot develop?
- What words help the development of the theme, setting or plot?
- How does _____ contribute to the development of the theme, setting, or plot?
- How does the sentence, chapter, scene, or stanza fit into the overall structure of a _____?
- Analyze the text structure and explain why the author chose to write it this way.
- If you were to create an outline of this text, where would this particular sentence/chapter/scene or stanza be placed?

Sample Item

- Read these sentences from the text. [Excerpted Text]
How does this quotation help the reader understand the difference between Character A's land and Character B's land? [Multiple Choice]
- How does the flashback in paragraphs 5 and 6 contribute to the reader's understanding of Character A's current perception of the land? Use details from the passage to support your response. [Open Response]

Grade Level Standard -- LAFS.6.RL.2.6

Explain how an author develops the point of view of the narrator or speaker in a text.

Big Ideas and Guiding Questions

- The point of view from which a story is told affects the reader's experience, as well as the writer's flexibility in telling the story.
- What does an author consider when choosing a point of view from which to write a story?

Essential Skills and Concepts

- Identify the point of view
- Understand and explain how the point of view is developed by the narrator or speaker

Academic Vocabulary

- author
- develop
- first person point of view
- narrator
- speaker in text
- third person limited point of view
- third person omniscient point of view

Student Friendly Learning Targets

Reasoning Targets

- a. I can determine the point(s) of view used in a text.
- b. I can determine how the point(s) of view affect the reader.
- c. I can explain how the point(s) of view affect the author's development of characters, plot, and themes.
- d. I can explain how the author used the point of view to accomplish a purpose in a text (e.g., in a first-person selection the author may intend a strong sense of empathy from the reader toward the protagonist; in third-person omniscient the author may intend to involve the reader with a cast of characters and their plights).

Task Demand

- Determine which details from the text support the development of point of view.
- Explain how the author develops point of view using details from the text. The point of view may be provided.

Question Stems and Prompts

- How does the author develop the narrator or speaker's point of view?
- How does the author's word choice help develop the narrator or speaker's point of view?
- Who is the narrator?
- From whose point of view is the text written?
- How did the author help develop the character's point of view?

Sample Item

- Which sentences from the passage illustrate information the reader would likely miss if the story were written from a different point of view? [Multiple Choice]
- Part A: How does the author reveal the narrator's view of the main character?
Part B: Select a sentence from the passage that supports your response in Part A. [Two-Part Hot Text]
- Explain how the author uses Character B's explanation of why he must leave to develop Character A's perspective on the land. [Multiple Choice]

Middle School Florida Standard Student Task Card

6th Grade – Reading Standards for Literature

Anchor Standard: Multimedia Standard

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Grade Level Standard -- LAFS.6.RL.3.7

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.

Big Ideas and Guiding Questions

- We experience and understand texts differently depending on the mediums used to present them.
- How does your perception of a written text change after hearing/viewing a presentation of that text?

Essential Skills and Concepts

- Compare & contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text
- Contrast what students “hear” and “see” when reading to what they *perceive* when they listen or watch

Academic Vocabulary

- audio
- compare
- contrast
- differences
- drama
- experience
- perceive/perception
- poetry
- similarities
- version
- viewing

Assessment Limits

Items may ask the student to describe similarities and differences between reading a text and a media version of that text. Items should focus on what students see, hear, or perceive. Items should not ask about one literary text and should be used with a pairing of a text with a media version of that text. The item may ask students to analyze the purpose of a decision to present the information in diverse media.

Student Friendly Learning Targets

Reasoning Targets

- a. I can compare the experience of reading a text to listening to or viewing a comparable audio, video, or live version.
- b. I can contrast what I “see” and “hear” when reading a written text to what I perceive while listening to or viewing a comparable version.

Task Demand

- Identify similarities and/or differences between reading a text and listening to or viewing a media version.
- Determine which details from the text indicate a similarity and/or difference between a text and its media version.
- Explain the similarities and differences between reading a text and listening to or viewing a media version.

Question Stems and Prompts

- 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.
- 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?

Sample Item

- Compare the text of a poem with the recording of the poet reading the poem aloud. What do you hear when listening to the recording? [Multiple Choice]
- Compare the text of a poem with the recording of the poet reading the poem aloud.
Part A: What do you notice when listening to the recording?
Part B: How does this impact what you hear? [Two-Part Hot Text]
- What does the listener learn from the poet’s reading of the poem that is not conveyed by the text of the poem?[Multiple Choice]

Middle School Florida Standard Student Task Card

6th Grade – Reading Standards for Literature

Anchor Standard: Multi-Text Standard

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 Level Standard -- LAFS.6.RL.3.9

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.

Big Ideas and Guiding Questions

- The text structure and format of a piece of writing impact the understanding of the main topic and theme.
- Authors use the characteristics of genre to present the themes or topics.
- How does the genre of a text effect the development of the main topic; and how does that development impact the presentation of the theme?

Essential Skills and Concepts

- Understand the compare/contrast pattern
- Recognize text forms and genres
- Understand how themes are developed
- Identify text topics

Academic Vocabulary

- compare
- contrast
- differences
- fantasy
- genres
- historical novels
- realism
- similarities
- text
- theme
- topic

Assessment Limits

The sample item stems below may be used with two or more grade-appropriate literary texts in different forms and genres. Texts may vary in complexity.

Student Friendly Learning Targets

Reasoning Targets

- I can determine the topic of a text.
- I can identify a theme within a text.
- I can compare and contrast how similar themes and topics are addressed in different genres of text.

Task Demand

- Find or explain evidence that shows how two stories resent, treat, or develop similar themes or topics. The theme or topics may be provided.
- Analyze the similarities and differences in how two stories present, treat, or develop similar themes or topics. The theme or topics may be provided.

Question Stems and Prompts

- 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?
- Why do you think the author used this approach in relaying the theme?

Sample Item

- Part A: How is the theme of love revealed in the excerpt from the novel?
Part B: How is the theme of love revealed in the poem?[Two-Part Hot Text]
- Both the novel and the poem deal with the topic of love.
Part A: Select a sentence from the novel that reveals the narrator’s feelings for the girl.
Part B: Select a line from the poem that reveals the narrator’s feelings for the girl. [Two-Part Hot Text]

Middle School Florida Standard Student Task Card

6th Grade – Reading Standards for Literature

Anchor Standard: Complexity Standard

Read and comprehend complex literary and informational texts independently and proficiently.

Grade Level Standard -- LAFS.6.RL.4.10

By the end of the 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.

Big Ideas and Guiding Questions

- Reading and comprehending complex literary nonfiction will help to develop mature language skills and conceptual knowledge.
- How do your experiences influence your reading and understanding of a text?
- How does understanding the structure of language help you to read and comprehend a complex text?

Essential Skills and Concepts

- Read various forms of literature fluently
- Demonstrate comprehension of various forms of literary text
- Read independently and comprehend complex texts.
- Make an effort to independently read texts of increasing complexity.
- Monitor comprehension

Academic Vocabulary

- complexity band
- comprehend
- fiction
- genre
- independent
- nonfiction
- proficient
- text complexity

Student-Friendly Learning Targets

- I must encounter appropriately complex literary text at the 6th grade complexity band.
- I will develop mature language skills and the conceptual knowledge needed for success in school and life.
- I will be provided effective scaffolding to allow me to encounter text with minimal clarifications.
- I will be provided opportunities to grapple with the text without being given too much information by my teacher.
- I will be able to determine when I am not comprehending and making meaning of a text, and apply appropriate strategies to increase my comprehension.
- I must show a growing ability to discern more from and make fuller use of a text, including making an increasing number of connections among ideas and between texts, considering a wide range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.
- I must acquire the habit of reading independently and closely, which are essential to my future success.

Question Stems and Prompts

- What have you read independently lately?
- What genres have you recently read?
- What genre did you enjoy the most?
- Have you read multiple books by the same author?
- Who is your favorite author?
- Do you think you are ready to read a more complex text or different type of literature?
- What is the lexile level of this text?
- Briefly summarize the plot and theme of the text.