Reading Literature (Level 6)	
Key Ideas and Details	
Student Goal:	*What it looks like:*
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Students at Level 6 are required to quote accurately from the text to support their answers. "Quote accurately" may include using their own words. Determining a theme continues to be a focus and students should be giving more thought to characters" actions in a text. They are required to refer to specific details in the text when finding the similarities and differences between two or more characters, settings, or events. Use questions and prompts such as: • Can you tell me the reasons why you think…? Show where you linked your thinking to the text. • What are the most important events that happened in the story? How do you know? • What is the theme of this text? • Summarize the story from beginning to end in a few sentences. • Can you tell me how the character solved the problem in this story? • Describe how these two characters are the same. How are they different?
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Students will continue to tell the meaning of words and phrases in a text and focus on figurative language. Students should tell how chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem. The students must continue identifying the narrator's point of view and also explain how it impacts the events in the text. Use questions and prompts such as: • What do you do when you come to words or phrases you do not know? (use context) • Can you tell me how this text is presented/ organized? • Think about what you read. Who is telling the story? • Can you tell how the person telling the story is thinking? How does this affect the events of the story?
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
6. Describe how a narrator's or speaker's point of view influences how events are described.	
Integration of Knowledge and Ideas	
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Students at Level 6 must examine what is heard and/or viewed to gain an appreciation and understanding of the text. Students will find similarities and differences in themes and topics when reading stories of the same genre. Use questions and prompts such as: • Can you tell how the illustrations affect the mood of the text? • Does this hypertext or embedded video help you better understand the text? What does it tell you about what you read? • In reading books of this genre, what happened to the characters that are the same? What happened that is different? • In reading books of this genre, how did characters solve problems in different ways across texts?
8. (Not applicable to literature)	
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	

	• In reading books of this genre, how are the plots the same or different across texts?
Range of Reading and Level of Text Complexity	
10. Students at Level 6 read and comprehend literature, including stories, dramas, and poetry, in the Level 6 text complexity band proficiently.	Students at Level 6 are capable of reading and understanding a variety of literature at Level 5 instructional reading level. "The Reading goals place equal emphasis on the sophistication of what students read and the skill with which they read. Goal 10 defines a level-by-level "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts." "Students also acquire the habits of reading independently and closely, which are essential to their future success." Students should encounter appropriately complex texts at each level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.