**CCS ELA Reading Assessment – Literary Text**

**GRADE:** 6th

**NAME OF ASSESSMNT:** 2013-2014 Reading Literary Text Performance Assessment

**STANDARDS ASSESSED:**

**Key Ideas and Details:**

* [CCSS.ELA-LITERACY.RL.6.1](http://www.corestandards.org/ELA-Literacy/RL/6/1/) - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* [CCSS.ELA-LITERACY.RL.6.2](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-LITERACY.RL.6.3](http://www.corestandards.org/ELA-Literacy/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.

**Craft and Structure:**

* [CCSS.ELA-LITERACY.RL.6.4](http://www.corestandards.org/ELA-Literacy/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
* [CCSS.ELA-LITERACY.RL.6.5](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-LITERACY.RL.6.6](http://www.corestandards.org/ELA-Literacy/RL/6/6/) - Explain how an author develops the point of view of the narrator or speaker in a text.

**Integration of Knowledge and Ideas:**

* [CCSS.ELA-LITERACY.RL.6.7](http://www.corestandards.org/ELA-Literacy/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.
* [*CCSS.ELA-LITERACY.RL.6.8*](http://www.corestandards.org/ELA-Literacy/RL/6/8/) *- (RL.6.8 not applicable to literature)*
* [CCSS.ELA-LITERACY.RL.6.9](http://www.corestandards.org/ELA-Literacy/RL/6/9/) - 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.

**Range of Reading and Level of Text Complexity:**

* [CCSS.ELA-LITERACY.RL.6.10](http://www.corestandards.org/ELA-Literacy/RL/6/10/) - 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.

**EXPLANATION OF STANDARD ALIGNMENT:**

* Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **(RL 6.1 – Task 1, Task 3 and Task 4)**
* Students will 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**. (RL 6.2 – Task 3)**
* Students will 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. **(RL 6.3 – Task 4)**
* Students will 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. **(RL 6.4 – Task 2)**
* Students will 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. **(RL 6.5 – Task 2)**
* Students will explain how an author develops the point of view of the narrator or speaker in a text. **(RL 6.6 – Task 1, Task 3)**
* Students will 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. **(RL 6.9 – Task 3)**
* Students will 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. **(RL 6.10 – Task 1, Task 2, Task 3, Task 4)**

**DURATION OF ADMINISTRATION:** 2-3 class periods (60 minutes each) – End of Year Assessment

**MATERIALS NEEDED:**

* Julius Caesar: Dictator for Life, by Denise Rinaldo. New York: Scholastic, 2010, pp. 79-83
* Student response sheets
* Loose leaf paper

**PREPARATION FOR THE ASSESSMENT:**

* Make one-sided copies of student response sheets
* Have loose leaf paper available for students essay writing
* Make copies of the literature for students: Julius Caesar: Dictator for Life, by Denise Rinaldo. New York: Scholastic, 2010, pp. 79-83 and “Tysheen Stanton” by Mel Glenn
* Chart expectations for argument writing:
  + Quickly plan how your argument will go: how your reasons and evidence will be grouped and organized and how you’ll acknowledge the opposing position.
  + Introduce a position and acknowledge the opposing position.
  + Support the position using accurate, relevant sources.
  + Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  + Use words, phrases, and clauses to provide clear transitions and connections between ideas and evidence.
  + Establish and maintain a formal style.
  + Provide a concluding statement or section that follows from and supports your argument.

**INTRODUCTION:**

Take a few moments to introduce the whole of the assessment to the students.

You will listen to a text called “Julius Caesar: Dictator for Life,” by Denise Rinaldo. You will also get a chance to reread the text on your own. In addition you will read the poem “Tysheen Stanton” by Mel Glenn. Then you’ll answer some questions, analyze both pieces and compare and contrast the author’s message of each piece of writing.

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**Task 1: Author’s Perspective**

Write an essay in which you answer these questions:

In “Julius Caesar: Dictator for Life” the author argues that Caesar was complicated - he was in more than one way. As she develops her argument, one claim the author makes is that Caesar was ruthless. Another claim the author makes is that Caesar inspired loyalty.

***How does the author convince you that Caesar was both ruthless and inspired loyalty?***

In your response, be sure to:

* Introduce your topic by explaining the author’s argument and specific claims
* Explain how the first claim is convincing with facts, details, quotations, and information from the text
* Explain how the second claim is convincing with facts, details, quotations, and information from the text
* Group information logically into paragraphs
* Use specific language related to the topic
* Provide a concluding statement that supports your explanation

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**Task 2: Vocabulary in Context**

Sometimes when you’re reading about a topic, there are certain words that seem extra important. For example, in describing how Caesar was such a ruthless military leader, the author says that many were killed during Caesar’s *rampage* through Gaul (France). Explain what you think the following terms mean in the context of the story, and why the terms are important to understanding Caesar’s ruthlessness and the story.

**Ruthless: “**Caesar fought with decisiveness, ingenuity, and ruthlessness.”

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How is the term *ruthless* important to understanding Caesar and the text?

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**Allegiance: “**After hearing about the fate of the Helvetii tribe in the summer of 58 B.C., many of Gaul’s tribal leaders came to Caesar and pledged their allegiance.”

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How is the term *allegiance* important to understanding Caesar and the text?

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**Loyalty: “**While Caesar went to great lengths to instill fear in his enemies, he inspired only loyalty in his men.”

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How is the term *loyalty* important to understanding Caesar and the text?

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**Resistance:** “Both the Germans and the Veneti suffered mightily for their resistance.”

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How is the term *resistance* important to understanding Caesar and the text?

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**Task 3: Describing Plot, Characters and Resolution**

Using “Conquering Gaul” as a resource, create a timeline of events based on Caesar’s Battle of Bourges. Identify three significant events, from the text, that contributed to the Battle of Bourges as well as the resolution of Caesar’s rampage.

**Event #1:**

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**Event #2:**

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**Event #3:**

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**Resolution:**

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**Task 4: Determine a Theme or Central Idea: Compare and Contrast**

The speakers in the excerpt “Conquering Gaul” and the poem “Tysheen Stanton” have different perspectives on what is important in life. Write an essay in which you determine the theme or central idea of each and compare and contrast the perspectives in the excerpt and the poem. Be sure to include:

* What the speaker in “Conquering Gaul” thinks is important in life in the eyes of Caesar
* What the speaker in “Tysheen Stanton” thinks is important in life
* Evidence from both texts to support your points

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