

Grade 6 -- Narrative Watching and Waiting

I played kick the can with Jason,
caught tadpoles with Erin,
ran through the sprinklers
and had sleepovers with Jamine.

Now they're all in high school,
way too busy for me—
dating, going to parties
and dances, telling jokes
I don't understand,
going places I'm not allowed.

Getting their learner's permits,
driving their family cars,
leaving the neighborhood,
giving me a quick wave
as their CD players boom,
trailing a banner of music
behind them.

As they sweep down or street,
turn the corner,
leaving me watching,
I am waiting for *my* turn.

1) Which line in the poem contains a metaphor? (LA 6.1.6.d)

- a) line 4
- b) line 12
- c) line 16
- d) line 20

2) Which point of view is used in this poem? (LA 6.1.6.b)

- a) first person
- b) second person
- c) third person limited
- d) third person omniscient

C4L Reading - Item Writing Tally Sheet

Grade 6-Narrative

Enter Passage Name Here: **Watching and Waiting**

Gr6 Vocabulary	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
LA 6.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.					
<b style="color: red;">LA 6.1.5.a <i>Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies</i>	1, 2				
<b style="color: red;">LA 6.1.5.c <i>Select and apply knowledge of context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures</i>	2				
<b style="color: red;">LA 6.1.5.d <i>Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)</i>	2				
Gr6 Comprehension	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
LA 6.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.					
<b style="color: red;">LA 6.1.6.a <i>Explain how author's purpose and perspective affect the meaning and reliability of the text</i>	2, 3				
<b style="color: red;">LA 6.1.6.b <i>Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)</i>	1, 2, 3	1			1
<b style="color: red;">LA 6.1.6.c <i>Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme</i>	2				
<b style="color: red;">LA 6.1.6.d <i>Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)</i>	2, 3				
<b style="color: red;">LA 6.1.6.g <i>Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)</i>	1, 2				

<p>LA 6.1.6.h <i>Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)</i></p>	2				
<p>LA 5.1.6.k <i>Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources</i></p>	1, 2, 3				