

TCRWP Poetry Analysis Rubric-Sixth Grade

<b>Sixth Grade Poetry Analysis Rubric</b>  Across responses, student demonstrates...	<b>Level 1- Attempting Standards</b>  Across responses, student demonstrates...	<b>Level 2 Approaching Standards</b>  Across responses, student demonstrates...	<b>Level 3- Meeting Standards</b>  Across responses, student demonstrates...	<b>Level 4- Exceeding Standards</b>  Across responses, student demonstrates...
<p><b>Interpretive understanding of the poem(s) – a more than literal comprehension of the key ideas and details across the poem(s).</b></p> <p><b>CCSS: RL 6.1, 6.2, and 6.4 RW 6.9a</b></p>	<p>A <u>misunderstanding</u> of the poem'(s) key ideas and details.</p>	<p>A <u>mostly literal</u> understanding or a <u>retelling</u> of the poem'(s) key ideas and details.</p> <p>e.g. “The speaker does not want to be a dove.”</p> <p>Or “This stanza shows that the speaker thinks stones are quiet on the inside, which is why the speaker wants to be a stone.”</p>	<p><b>An <u>inferential</u> understanding of the poem(s), demonstrating an attention to figurative and connotative meanings, and to themes that develop across the poem(s) through key details.</b></p> <p>e.g. “Dove” and “tiger’s tooth” represent different ways of being– calm and fierce, for example; or free and wild. The speaker does not want to be like these wild animals, but instead wants to be still and mysterious like a stone.”</p>	<p>An understanding of the potential <u>symbolism</u> in the details of the poems –of how the small details in the poems stand for a bigger message about life.</p> <p>e.g. “The word “dove” which is a symbol for peace, and the phrase “tiger’s tooth” which stands for fighting or fierceness – these both seem to show how people take sides in the world. The speaker in this poem teaches us that there is something powerful about not taking a side, but just being quiet, like a stone.”</p>
<p><b>A command of evidence, as revealed by student’s inclusion and analysis of relevant evidence to support interpretation.</b></p> <p><b>CCSS: RL 6.5, 6.6 RW 6.9a</b></p>	<p>Little reference to text and/or <u>irrelevant</u> text evidence.</p> <p>OR</p> <p>Evidence is included but <u>not explained or connected</u> to the student’s interpretation.</p>	<p><u>Mostly relevant</u> references to specific text evidence.</p> <p>An <u>uneven attention</u> to the evidence –some evidence is analyzed, while other evidence is included but not explained or connected to the student’s interpretation.</p>	<p><b><u>Relevant</u> references to specific text evidence, with <u>explanatory writing</u> connecting the text to the student’s interpretation.</b></p>	<p><u>Insightful</u> references to specific words, lines, or phrases, with analytic writing that <u>discusses the significance of specific poetic craft</u> within the poem.</p>