

**English Language Arts
Grade 6**

PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content, and engages with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content, and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills. The student generally performs significantly above the standard for the grade level, is able to access above-grade-level content, and engages in higher-order thinking skills independently.
		For grade-appropriate, low-complexity texts, the Level 1 student	For grade-appropriate, low- to moderate-complexity texts, the Level 2 student	For grade-appropriate, moderate- to high-complexity texts, the Level 3 student	For grade-appropriate, high-complexity texts, the Level 4 student
Reading: Literature					
Range	RL.6.1	identifies textual evidence to support analysis of what the text says explicitly.	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong textual evidence to support a complex inference or analysis of the text.
Range	RL.6.2	identifies a central idea of a text; provides a basic sequence of events of a text.	identifies a central idea of a text; provides a simple summary of a text distinct from personal opinions or judgments.	determines a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments.	evaluates central ideas and how they are conveyed through particular details; provides a comprehensive summary of a text distinct from personal opinions or judgments.

**English Language Arts
Grade 6**

Range	RL.6.3	identifies a basic plot of a particular story or drama and how the main character changes.	explains how the plot of a particular story or drama unfolds and how the characters change.	describes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.	analyzes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the responses and changes of complex characters contribute to the plot as it moves toward a resolution.
Range	RL.6.4	determines the literal meaning of words and phrases as they are used in a text; identifies the tone of a text.	distinguishes literal, figurative, and connotative meanings of words and phrases as they are used in a text; identifies the impact of a specific word choice on meaning and tone.	determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of a specific word choice on meaning and tone.	analyzes the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; evaluates the impact of specific word choice on meaning and tone.
Range	RL.6.5	identifies a particular sentence, chapter, scene, or stanza that contributes to the overall structure of a text.	describes how a particular sentence, chapter, scene, or stanza contributes to the overall structure of a text.	explains 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.	analyzes how a particular sentence, chapter, scene, or stanza impacts the overall structure of a text and contributes to the development of the theme, setting, or plot throughout the text.
Range	RL.6.6	identifies the point of view of the narrator or speaker in a text.	describes the point of view of the narrator or speaker in a text.	explains how an author develops the point of view of the narrator or speaker in a text.	analyzes how an author develops the point of view of the narrator or speaker in a text, citing evidence to support the analysis.
Range	RL.6.7	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text drawing on simplistic or explicitly stated details.	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.	compares and contrasts 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 he or she "sees" and "hears" when reading the text compared to perceiving when listening or watching.	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including analyzing what he or she "sees" and "hears" when reading the text compared to perceiving when listening or watching. Provides evidence from the different versions of the text to support his or her perceptions.

English Language Arts

Grade 6

Range	RL.6.9	identifies how explicitly stated themes or topics are presented in different forms or genres.	describes how similar themes or topics are presented in different forms or genres.	compares and contrasts 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.	compares, contrasts, and evaluates 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.
Reading: Informational Text					
Range	RI.6.1	identifies textual evidence to support analysis of what the text says explicitly.	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as abstract and complex inferences drawn from the text.
Range	RI.6.2	identifies a central idea of a text; provides a basic sequence of events.	identifies a central idea of a text; provides a simple summary of the text distinct from personal opinions or judgments.	determines a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments.	evaluates central ideas and how they are conveyed through particular details in a text; provides a comprehensive summary of the text distinct from personal opinions or judgments.
Range	RI.6.3	identifies how a key individual, event, or idea is introduced and illustrated in a text.	explains how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes); uses evidence from the text to evaluate relationships among key individuals, events, or ideas.
Range	RI.6.4	determines the literal meaning of words and phrases as they are used in a text.	distinguishes between literal, figurative, connotative and technical meanings of words and phrases as they are used in a text.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the impact of a specific word choice.

**English Language Arts
Grade 6**

Range	RI.6.5	locates a particular sentence, paragraph, chapter, or section that contributes to the development of the key ideas of a text.	explains how a particular sentence, paragraph, chapter, or section contributes to the overall structure of a text and contributes to the development of the ideas.	analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	articulates why the author uses a particular sentence, paragraph, chapter, or section in the overall structure of a text and explains how it contributes to the development of the ideas, citing evidence from the text to support the response.
Range	RI.6.6	identifies an author's explicitly stated point of view or purpose in a text.	identifies an author's point of view or purpose in a text and gives an example of how it is conveyed in the text.	determines an author's point of view or purpose in a text and explains how it is conveyed in the text.	analyzes an author's point of view and purpose in a text; provides textual evidence to show how the author's purpose is conveyed in the text.
Range	RI.6.7	identifies key information presented in different media or formats (e.g., visually, quantitatively) as well as in words.	integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to show a partially developed understanding of a topic or issue.	integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	synthesizes information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a comprehensive understanding of a topic or issue.
Range	RI.6.8	identifies specific claims, reasoning, and evidence in a text.	traces the argument and specific claims, reasoning, and evidence in a text.	traces and evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	traces and evaluates the argument and specific claims in a text, explaining why the reasoning and evidence supports or does not support the claim.
Range	RI.6.9	compares and contrasts one author's presentation of events with that of another, identifying explicit similarities and differences.	compares and contrasts one author's presentation of some events with that of another.	compares and contrasts one author's presentation of events with that of another (e.g., a memoir by one person and a biography on the same person).	compares and contrasts one author's presentation of events with that of another (e.g., a memoir by one person and a biography on the same person); provides evidence to illustrate the impact of the different presentations.

English Language Arts

Grade 6

Writing

Writing					
Range	W.6.1	writes arguments to support claims.	writes arguments to support claims with clear reasons and evidence.	writes arguments to support claims with clear reasons and relevant evidence.	writes arguments that support claims with clear reasons and relevant evidence.
		a. Introduces claim(s).	a. Introduces claim(s) and organizes the evidence.	a. Introduces claim(s) and organizes the reasons and evidence clearly.	a. Introduces solid claim(s) and organizes the reasons and evidence clearly.
		b. Supports the claim(s) with reasons, using sources or non-textual evidence but demonstrating a basic understanding of the topic or text.	b. Supports claim(s) with reasons and evidence, using appropriate sources and demonstrating an understanding of the topic or text.	b. Supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	b. Supports the claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating a strong understanding of the topic or text.
		c. Uses words, phrases, and clauses to state the relationships among claim(s) and reasons.	c. Uses words, phrases, and clauses to state the relationships among claim(s) and reasons.	c. Uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	c. Uses words phrases and clauses to clarify and elaborate on the relationships among claim(s) and reasons.
		d. Uses an informal style.	d. Establishes a formal style.	d. Establishes and maintains a formal style.	d. Establishes and maintains a formal style.
		e. Provides a concluding statement or section that partially or illogically follows from the argument presented.	e. Provides a concluding statement or section that partially follows from the argument presented.	e. Provides a concluding statement or section that follows from the argument presented.	e. Provides a well-developed concluding section that closely follows from the argument presented.

**English Language Arts
Grade 6**

Range	W.6.2	<p>writes informative/explanatory texts to restate a topic and convey ideas, concepts, and information through the selection and organization of content.</p> <p>a. introduces a topic; organizes ideas, concepts, and information, inconsistently applying strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p>b. develops the topic with facts.</p> <p>c. uses basic transitions to connect the relationships among ideas and concepts.</p> <p>d. uses some domain-specific vocabulary to inform about or explain the topic.</p> <p>e. uses an informal style.</p> <p>f. provides a concluding statement or section that partially follows from the information or explanation presented.</p>	<p>writes informative/explanatory texts to explain a topic and convey ideas, concepts, and information through the selection and organization of relevant content.</p> <p>a. introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings), graphics (e.g., charts, tables) when useful to aiding comprehension.</p> <p>b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. uses appropriate transitions to connect the relationships among ideas and concepts.</p> <p>d. uses some precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. establishes a formal style.</p> <p>f. provides a basic concluding statement or section that follows from the information or explanation presented.</p>	<p>writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</p> <p>b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. uses appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. establishes and maintains a formal style.</p> <p>f. provides a concluding statement or section that follows from the information or explanation presented.</p>	<p>writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) in a way that enhances the explanation.</p> <p>b. develops the topic with significant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. uses appropriate transitions to clarify and elaborate on the relationships among ideas and concepts.</p> <p>d. uses precise language and domain-specific vocabulary to enhance the explanation of the topic.</p> <p>e. establishes and maintains a formal style.</p> <p>f. provides a well-developed concluding statement or section that follows from the information or explanation presented.</p>
-------	-------	--	---	--	--

**English Language Arts
Grade 6**

Range	W.6.4-6	produces writing in which the development, organization, and style may be evident; develops writing with some planning, revising, and editing, including editing for conventions; demonstrates basic command of keyboarding skills.	produces clear writing in which the development, organization, and style are largely appropriate to task, purpose, and audience; develops writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to type up to three pages in a single sitting.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	produces clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to type three or more pages in a single sitting.
Range	W.6.7-8	conducts short research projects to answer a question, drawing on several sources; gathers information from multiple sources; paraphrases the conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources; gathers information from multiple sources; assesses the credibility of sources as appropriate; paraphrases the data and conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant information from multiple sources; assesses the credibility of sources as appropriate; quotes or paraphrases the data and conclusions of others while avoiding plagiarism.	conducts research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant information from multiple sources; assesses the credibility of sources as appropriate; cites the data and conclusions of others while avoiding plagiarism and using standard format for citation.
Listening					
Range	SL.6.2	recalls information presented in diverse media and formats and identifies a topic, text, or issue under study.	recalls information presented in diverse media and formats and describes details related to a topic, text, or issue under study.	interprets information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study.	interprets and evaluates information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
Range	SL.6.3	identifies a speaker's argument and specific claims.	identifies a speaker's argument and specific claims and makes some distinctions between claims that are supported by reasons and evidence from claims that are not	delineates a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	delineates a speaker's argument and specific claims, critiquing and distinguishing those claims that are supported by reasons and evidence from claims that are not

English Language Arts

Grade 6

Language					
Range	L.6.1	demonstrates basic understanding of the conventions of standard English grammar and usage when writing or speaking: inconsistently uses pronouns in the correct case; inconsistently recognizes inappropriate shifts in pronoun number and person; and recognizes variations from standard English, using basic strategies to improve expression in conventional language.	demonstrates understanding of the conventions of standard English grammar and usage when writing or speaking: ensures that pronouns are in the proper case; uses intensive pronouns; recognizes inappropriate shifts in pronoun number and person; recognizes vague pronouns; and identifies variations from standard English and uses strategies to improve expression in conventional language.	demonstrates command of the conventions of standard English grammar and usage when writing or speaking: ensures that pronouns are in the proper case; uses intensive pronouns; recognizes and corrects inappropriate shifts in pronoun number and person; recognizes and corrects vague pronouns; and recognizes variations from standard English and uses strategies to improve expression in conventional language.	demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking: ensures that pronouns are in the proper case; uses intensive pronouns; recognizes and corrects inappropriate shifts in pronoun number and person; and recognizes and corrects vague pronouns; and identifies variations from standard English and uses strategies to improve expression in conventional language.
Range	L.6.2	demonstrates a limited understanding of the conventions of standard English capitalization, punctuation, and spelling when writing: inconsistently uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	demonstrates an understanding of the conventions of standard English capitalization, punctuation, and spelling when writing: generally uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells correctly.	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells correctly.	demonstrates strong and strategic command of the conventions of standard English capitalization, punctuation, and spelling when writing: uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells correctly.
Range	L.6.3	uses basic knowledge of language and its conventions when writing, speaking, reading, or listening, applying basic variations in sentence patterns for meaning, interest, reader/listener interest, and style while attempting some consistency in style and tone.	uses knowledge of language and its conventions when writing, speaking, reading, or listening, sometimes varying sentence patterns for meaning, interest, reader/listener interest, and style while demonstrating some consistency in style and tone.	uses knowledge of language and its conventions when writing, speaking, reading, or listening, varying sentence patterns for meaning, interest, reader/listener interest, and style while maintaining consistency in style and tone.	strategically uses knowledge of language and its conventions when writing, speaking, reading, or listening, varying sentence patterns for meaning, interest, reader/listener interest, and style while maintaining strong consistency in style and tone.

**English Language Arts
Grade 6**

Range	L.6.4	with strong support, determines or clarifies the explicit meaning of basic words and phrases, using context, Greek and Latin affixes and roots as clues to the meaning, consulting reference materials as needed.	with some support, determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: uses context as a clue to the meaning of a word or phrase; uses common Greek and Latin affixes and roots as clues to the meaning of the word; consults reference materials as needed; and verifies the preliminary determination of the meaning of a word or phrase.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: uses context as a clue to the meaning of a word or phrase; uses common Greek and Latin affixes and roots as clues to the meaning of the word; consults reference materials as needed; and verifies the preliminary determination of the meaning of a word or phrase.	authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: uses context as a clue to the meaning of a word or phrase; uses common Greek and Latin affixes and roots as clues to the meaning of the word; consults reference materials as needed; and verifies the preliminary determination of the meaning of a word or phrase.
Range	L.6.5	demonstrates a limited understanding of figurative language and word relationships in word meanings, including identifying figures of speech and using the relationship between particular words to better understand each of the words, and inconsistently distinguishing among the connotations of words with similar denotations.	demonstrates a basic understanding of figurative language, word relationships, and nuances in word meanings, including identifying figures of speech in context, using the relationship between particular words to better understand each of the words, and distinguishing among the connotations of words with similar denotations.	demonstrates understanding of figurative language, word relationships, and nuances in word meanings, including interpreting figures of speech in context, using the relationship between particular words to better understand each of the words, and distinguishing among the connotations of words with similar denotations.	demonstrates command of figurative language, word relationships, and nuances in word meanings, including interpreting figures of speech in context, evaluating the relationship between particular words to better understand each of the words, and distinguishing among the connotations of words with similar denotations and applying them in speaking and writing.