

READING

Questioning, Inference, and Interpretation

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • cite textual evidence to support analysis of what a grade-appropriate text says explicitly, as well as inferences drawn from the text (RL.6.1; RI.6.1) 	<p>Sample Activities:</p> <p>The students will mark passages or quotes they feel are important as they read grade-appropriate text. Upon completion of reading, the students will choose three passages to describe in writing the importance and/or meaning of each.</p>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • analysis, cite, explicit, inference, logical, support, text, textual evidence <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • describe what a grade-appropriate text says explicitly and draw logical inferences 	<p>Sample Activities:</p> <p>The students will be given three short passages or quotes from a reading and will write a description of their importance and/or meaning.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Themes and Central Ideas

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• describe how a theme or central idea of a grade-appropriate text is conveyed through particular details (RL.6.2; RI.6.2)• provide a summary of a grade-appropriate text distinct from personal opinions and judgments (RL.6.2; RI.6.2)	Sample Activities: <p>The students will work in small groups to act out a portion of a story in which the central idea or theme is conveyed. The rest of the class will determine the theme of the story based on the production of the small group.</p>
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• central idea, convey, detail, distinct, judgment, opinion, personal, summarize, summary, text, theme The student will perform basic processes, such as: <ul style="list-style-type: none">• determine a theme or central idea of a grade-appropriate text (RL.6.2; RI.6.2)• identify particular details that convey the theme or central idea of a grade-appropriate text• summarize a grade-appropriate text using a teacher-provided graphic organizer	Sample Activities: <p>The students will use a graphic organizer to determine the key events of a story. They will use the graphic organizer to write a summary of the grade appropriate text.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Story Elements

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.									
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • describe how a particular grade-appropriate 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) 	<p>Sample Activities:</p> <p>The students will complete the chart below to track the story's plot and how the characters respond to the events that take place.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">What happens to the character</th> <th style="text-align: center;">How the character responds</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </tbody> </table>	What happens to the character	How the character responds						
What happens to the character	How the character responds									
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • character, drama, episode, plot, resolution, respond, series, story, trait <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • describe the plot of a grade-appropriate story or drama • identify character traits of major characters in a grade-appropriate story or drama 	<p>Sample Activities:</p> <p>The students will create a comic strip for a teacher-provided grade-appropriate text. The students will use captions to describe the plot and characters.</p>								
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content									
Score 0.0	Even with help, no success									

READING

Connections

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a grade-appropriate text (e.g., through examples or anecdotes) (RI.6.3)	Sample Activities: <p>The students will use descriptive language to write about what they see in a picture within a teacher-selected text. They will read the caption and make a connection to the text, and will analyze what is written in the text and why the picture/caption was used in the book in order to support the text.</p>
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• analyze, anecdote, detail, elaborate, event, example, idea, illustrate, individual, introduce, text The student will perform basic processes, such as: <ul style="list-style-type: none">• describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a grade-appropriate text	Sample Activities: <p>The students will complete a teacher-provided template to describe how a key individual or event is introduced and illustrated.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Use of Language

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • analyze the impact of a specific word choice on meaning and tone in a grade-appropriate text (RL.6.4) • interpret figures of speech (e.g., personification) in context in a grade-appropriate text (L.6.5a) • distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>) in a grade-appropriate text (L.6.5c) 	<p>Sample Activities:</p> <p>The students will choose a figure of speech, such as an idiom, in which they will illustrate the literal meaning, then proceed to write an interpretation of the figure of speech as well as a situation when this figure of speech might be used.</p>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • analyze, association, connotation, connotative, definition, denotation, distinguish, figurative, figure of speech, impact, interpret, meaning, personification, similar, text, tone <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify specific words that have an impact on meaning and tone in a grade-appropriate text • determine the meaning of words and phrases as they are used in grade-appropriate text, including figurative and connotative meanings (RL.6.4; RI.6.4) • identify examples of figures of speech in a grade-appropriate text 	<p>Sample Activities:</p> <p>The students will be given a specific figure of speech (e.g., personification, idiom, simile) in which they will identify how it is used in the grade appropriate text.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Academic Vocabulary

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.					
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • determine the meaning of words and phrases as they are used in a grade-appropriate text, including technical meanings (RI.6.4) • gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (L.6.6) 	<p>Sample Activities:</p> <p>The students will keep a word journal in which they will record new, interesting, or important words and phrases throughout reading. The meaning of each word or phrase will be written in the word journal.</p>				
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • academic, comprehension, domain-specific, expression, meaning, technical meaning, text, vocabulary <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • acquire and use accurately grade-appropriate general academic and domain-specific words and phrases (L.6.6) 	<p>Sample Activities:</p> <p>The students will complete clue cards for vocabulary words throughout the year on 3x5 index notecards. The notecards can be kept on a ring and used repeatedly. Below is what will be included on the notecard:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px;">Part of Speech</td> <td style="padding: 2px;">Definition</td> </tr> <tr> <td style="padding: 2px;">Synonyms/ Antonyms</td> <td style="padding: 2px;">Sentence</td> </tr> </table> </div>	Part of Speech	Definition	Synonyms/ Antonyms	Sentence
Part of Speech	Definition					
Synonyms/ Antonyms	Sentence					
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content					
Score 0.0	Even with help, no success					

READING

Text Structures and Features

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a grade-appropriate text and contributes to the development of the theme, setting, or plot (RL.6.5)• analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a grade-appropriate text and contributes to the development of the ideas (RI.6.5)	Sample Activities: The students will choose a chapter, sentence, or scene from a grade-appropriate text and will write to explain the importance of their selection, specifically why the author included it.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• analyze, chapter, development, form, idea, organizational pattern, paragraph, plot, scene, sentence, setting, stanza, structure, text, theme The student will perform basic processes, such as: <ul style="list-style-type: none">• map the plot of a grade-appropriate story or drama• describe the overall form, structure, or organizational pattern used in a grade-appropriate text	Sample Activities: The students will create a timeline of events for a grade-appropriate text.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Point of View

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• explain how an author develops the point of view of the narrator or speaker in a grade-appropriate text (RL.6.6)• explain how an author’s point of view or purpose is conveyed in a grade-appropriate text (RI.6.6)	Sample Activities: The students will choose a character from a teacher-selected text and write a series of diary entries that convey that character’s point of view throughout the text.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• author, develop, narrator, point of view, purpose The student will perform basic processes, such as: <ul style="list-style-type: none">• describe an author’s point of view or purpose in a grade-appropriate text (RI.6.6)• describe the point of view of the narrator or speaker in a grade-appropriate text	Sample Activities: After reading a teacher-selected text, the students will discuss the author’s point of view and purpose for the piece of writing.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Visual/Auditory Media and Information Sources

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• compare and contrast the experience of reading a grade-appropriate 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 (RL.6.7)• integrate 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 (RI.6.7)	Sample Activities: After reading “Because of Winn Dixie,” the students will watch excerpts from the movie. After watching, the students will write a compare/contrast essay that overviews similarities and differences between the book and the movie.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• audio, coherent, compare, contrast, difference, drama, format, information, issue, live, media, poem, quantitative, similarity, story, text, topic, version, video, visual The student will perform basic processes, such as: <ul style="list-style-type: none">• identify similarities and differences in a grade-appropriate written text and visual representation of the text• locate information in different media or formats, including words	Sample Activities: After reading “Because of Winn Dixie,” the students will watch excerpts from the movie. After they watch, the students will complete a Venn Diagram comparing and contrasting the movie and the book.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Argument and Reasoning

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• evaluate the argument and specific claims in a grade-appropriate text, distinguishing claims that are supported by reasons and evidence from claims that are not (RI.6.8)	Sample Activities: <p>The students will read a persuasive piece of writing in which they will highlight claims that are supported by evidence with one color and claims that are not supported with another color of highlighter.</p>
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• argument, claim, evidence, reason, support The student will perform basic processes, such as: <ul style="list-style-type: none">• trace the arguments and specific claims used to support the argument in a grade-appropriate text (RI.6.8)• identify the presence of opinion in a grade-appropriate text and the words that signal an opinion• given a list of evidence, determine the claim which each statement supports	Sample Activities: <p>The students will read a persuasive piece of writing in which they will highlight words that signal an opinion in one color and the opinion that follows with another color.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Literary Comparisons and Source Material

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.													
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • compare and contrast grade-appropriate 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) 	<p>Sample Activities:</p> <p>The students will read informational texts on the revolutionary war, and then read a revolutionary war novel, such as, “Johnny Tremain.” The students will compare and contrast by filling out a chart like the following:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">History Book</td> <td style="text-align: center;">Johnny Tremain</td> </tr> <tr> <td>People</td> <td></td> <td></td> </tr> <tr> <td>Places</td> <td></td> <td></td> </tr> <tr> <td>Events</td> <td></td> <td></td> </tr> </table>		History Book	Johnny Tremain	People			Places			Events		
	History Book	Johnny Tremain												
People														
Places														
Events														
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • compare, contrast, fantasy, form, genre, historical, novel, poem, similar, story, text, theme, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify topics or themes in grade-appropriate texts in different genres 	<p>Sample Activities:</p> <p>The students will read informational texts about World War II, as well as excerpts from “The Diary of Ann Frank” and discuss similar topics and themes.</p>												
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content													
Score 0.0	Even with help, no success													

READING

Rhetorical Criticism

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person) (RI.6.9)	Sample Activities: <p>The students will read “My Own Two Feet” by Beverly Cleary, as well as a biography written about her. The students will compare and contrast the events presented in both pieces through the use of a Venn Diagram.</p>
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• author, biography, compare, contrast, event, memoir The student will perform basic processes, such as: <ul style="list-style-type: none">• identify key events provided by two authors on the same topic	Sample Activities: <p>The students will read “Lily’s Crossing” by Patricia Reilly Giff and “Number the Stars” by Louise Lowry, both which are about children growing up during WWII. The students will record similarities they find throughout both pieces of literature.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Fluency

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• read and comprehend grade-appropriate literature and informational text (RL.6.10; RI.6.10)	Sample Activities: The students will read a grade appropriate text and create a brochure containing the following: summary, list of facts (informational text only), opinion, character descriptions (literature only), and importance of author's perspective or theme.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• comprehend, informational, literature, text The student will perform basic processes, such as: <ul style="list-style-type: none">• read grade-appropriate literature and informational text using teacher-directed comprehension strategies (modeling, predicting, questioning, graphic organizers/scaffolding, reciprocal reading)	Sample Activities: The students will read a grade appropriate teacher-selected text and complete a graphic organizer for summarizing main events.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING

Argumentative

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will write grade-appropriate arguments to support claims with clear reasons and relevant evidence (W.6.1): <ul style="list-style-type: none">• introduce claim(s) and organize the reasons and evidence clearly (W.6.1a)• support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text (W.6.1b)• use words, phrases, and clauses to clarify the relationships among claim(s) and reasons (W.6.1c)• establish and maintain a formal style (W.6.1d)• provide a concluding statement or section that follows from the argument presented (W.6.1e)	Sample Activities: The students will respond to the following prompt, supporting their claims with credible sources: News reports say children don't get enough exercise. The school board is considering requiring that all students take P.E. everyday. Think about the advantages or disadvantages of having P.E. everyday and the reasons why. Write to convince the school board to agree or disagree with the opinion that all students should take P.E. everyday.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• argument, claim, clarify, clause, concluding statement, credible, evidence, formal style, introduce, organize, phrase, reason, relationship, relevant, source, text, topic The student will perform basic processes, such as: <ul style="list-style-type: none">• write arguments using a teacher-provided template (which includes all of the 3.0 elements)	Sample Activities: The students will respond to the following prompt, supporting their claims with credible sources. The students will be given a teacher provided template to assist them: News reports say children don't get enough exercise. The school board is considering requiring that all students take P.E. everyday. Think about the advantages or disadvantages of having P.E. everyday and the reasons why. Write to convince the school board to agree or disagree with the opinion that all students should take P.E. everyday.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING		
Informative/Explanatory		
Grade 6		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	<p>The student will write grade-appropriate informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (W.6.2):</p> <ul style="list-style-type: none"> • introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension (W.6.2a) • develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (W.6.2b) • use appropriate transitions to clarify the relationships among ideas and concepts (W.6.2c) • use precise language and domain-specific vocabulary to inform about or explain the topic (W.6.2d) • establish and maintain a formal style (W.6.2e) • provide a concluding statement or section that follows from the information or explanation presented (W.6.2f) 	<p>Sample Activities:</p> <p>The students will complete an informative paper comparing and contrasting the North and the South during the Civil War. The paper will include supporting facts and details, which will be accurately cited throughout their writing.</p>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • cause/effect, chart, clarify, classification, comparison/contrast, comprehension, concept, concluding statement, concrete, definition, detail, domain-specific vocabulary, example, fact, formal style, formatting, graphic, heading, idea, information, multimedia, organize, precise, quotation, relationship, relevant, strategy, table, topic, transition <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify the characteristics of a model informational composition • generate a list of details from relevant information related to the topic • write informative/explanatory pieces using a teacher-provided template or graphic organizer 	<p>Sample Activities:</p> <p>Using a graphic organizer provided by the teacher, the students will write an informative essay about either the North or the South during the Civil War.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING		
Narrative		
Grade 6		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	<p>The student will write grade-appropriate narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W.6.3):</p> <ul style="list-style-type: none"> engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically (W.6.3a) use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters (W.6.3b) use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (W.6.3c) use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events (W.6.3d) provide a conclusion that follows from the narrated experiences or events (W.6.3e) 	<p>Sample Activities:</p> <p>The students will write a personal narrative to the following prompt:</p> <p>Think about a time you were surprised something happened to you. It could be a happy surprise or a disappointment. Write about this event.</p> <p>The students will include detailed descriptions and accurate use of dialogue to develop the event.</p>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> character, clause, conclusion, context, convey, description, detail, dialogue, engage, event, experience, logical, narrative, narrator, organize, orient, pacing, phrase, precise, relevant, sensory, sequence, setting, technique, time frame, transition <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> write narrative pieces using a teacher-provided template or graphic organizer 	<p>Sample Activities:</p> <p>Using a graphic organizer provided by the teacher, the students will write a personal narrative to the following prompt:</p> <p>Think about a time you were surprised something happened to you. It could be a happy surprise or a disappointment. Write about this event.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING

Task, Purpose, and Audience

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• produce clear and coherent grade-appropriate writing in which the development, organization, and style are appropriate to task, purpose, and audience (e.g., opinion, informative/explanatory, narrative, and research writing) (W.6.4)	Sample Activities: <p>The students will be given a teacher-selected topic and will draw at random the purpose for which they will be writing (e.g., opinion, informative, persuasive). The students will present their writing to a group of peers.</p>
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• audience, coherent, development, informative/explanatory, narrative, opinion, organization, purpose, research, style, task The student will perform basic processes, such as: <ul style="list-style-type: none">• describe the task, purpose, and audience for a given writing task• produce writing appropriate to task, purpose, and audience using a teacher-provided template or graphic organizer	Sample Activities: <p>The students will be given a teacher-selected topic and a graphic organizer in order to produce writing that is appropriate to the task, purpose, and audience.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING

Revise and Edit

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will develop and strengthen grade-appropriate writing by (W.6.5): <ul style="list-style-type: none">• planning• revising• editing• rewriting• trying a new approach	Sample Activities: The students will create a prewriting timeline for a personal narrative and will self-revise and edit, as well as work in small groups.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• audience, edit, plan, purpose, revise, rewrite The student will perform basic processes, such as: <ul style="list-style-type: none">• plan writing using a teacher-provided planning template or graphic organizer• revise and edit writing based on teacher and peer feedback	Sample Activities: The students will use a teacher-provided planning template for their personal narrative writing. The students will work with peers to revise and edit a paper.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING

Technology

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will use technology, including the Internet, to: <ul style="list-style-type: none">• produce and publish grade-appropriate writing (W.6.6)• interact and collaborate with others (W.6.6)• type a minimum of three pages in a single sitting (W.6.6)	Sample Activities: The students will work in groups to research how Christmas is celebrated in a country of their choice. After completing the research process, they will collaborate to create a keynote of their information, as well as a written paper.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• collaborate, interact, Internet, publish, technology The student will perform basic processes, such as: <ul style="list-style-type: none">• demonstrate the features of various grade-appropriate technologies (e.g., word processor, web-based meeting/chat session)• type two pages in a single sitting	Sample Activities: The students will create a keynote describing themselves using teacher-provided step-by-step directions as a guide.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING**Research****Grade 6**

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• conduct short grade-appropriate research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate (W.6.7)	Sample Activities: The students will choose a historical figure for whom to create a resume'. They will use multiple sources to research personal information, educational background, military service, hobbies/interests, and awards and honors of their historical figure. They will include a works cited page on the back of the resume.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• inquiry, question, refocus, research, research project, source The student will perform basic processes, such as: <ul style="list-style-type: none">• demonstrate each step of the research process in isolation using a teacher-provided template (e.g., generate appropriate key word searches, locate appropriate sources, record information related to topic)	Sample Activities: The students will locate several appropriate sources for their historical figure resume', ranking them in order from most useful to least useful. Using a teacher-provided organizer, they will cite their sources on a works cited page.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING

Access and Organize Information

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• gather relevant information from multiple grade-appropriate print and digital sources (W.6.8)• assess the credibility of each source (W.6.8)• quote or paraphrase the data and conclusions of others while avoiding plagiarism, and provide basic bibliographic information for sources (W.6.8)	Sample Activities: The students will gather both print and digital sources for a given topic in which they will cite using MLA format on a bibliography page at the end of their paper.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• bibliography, conclusion, credibility, data, digital, paraphrase, plagiarism, print, quote, relevant, source The student will perform basic processes, such as: <ul style="list-style-type: none">• use a teacher-provided template or process to compile and cite grade-appropriate information• describe the criteria for credible sources	Sample Activities: Using a teacher provided template, the students will gather both print and digital sources for a given topic in which they will cite using MLA format on a bibliography page at the end of their paper.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

SPEAKING AND LISTENING

Collaborative Discussions

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	<p>The student will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly (SL.6.1):</p> <ul style="list-style-type: none">• come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion (SL.6.1a)• pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion (SL.6.1c)• review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing (SL.6.1d)	<p>Sample Activities:</p> <p>Each student in the class is responsible for writing a short answer question on a notecard. The notecards will be placed all together, shuffled, and redistributed to the class. Each student will read aloud the question they were given and provide an answer and elaborate.</p>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none">• contribute, detail, discussion, elaboration, evidence, explicit, idea, issue, paraphrase, perspective, pose, probe, question, refer, reflect, reflection, respond, text, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">• follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed (SL.6.1b)• participate actively in one-on-one, small group, or class discussions in a thoughtful and appropriate manner• prepare for participation in a discussion	<p>Sample Activities:</p> <p>The students will generate three questions and answers to ask other group members during discussion time.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

SPEAKING AND LISTENING

Evaluate Presented Information

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.										
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • explain how information presented in diverse grade-appropriate media and formats (e.g., visually, quantitatively, orally) contributes to a topic, text or issue under study (SL.6.2) • distinguish claims made by a speaker that are supported by reasons and evidence from claims that are not (SL.6.3) 	<p>Sample Activities:</p> <p>As students listens to a presentation, they will record claims stated by the speaker using the following template:</p> <table border="1" data-bbox="1581 565 1955 716"> <thead> <tr> <th>Claim/Evidence</th> <th>Supported by evidence</th> <th>NOT supported by evidence</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Claim/Evidence	Supported by evidence	NOT supported by evidence						
Claim/Evidence	Supported by evidence	NOT supported by evidence									
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • claim, distinguish, diverse, evidence, format, information, issue, media, oral, quantitative, reason, text, topic, visual <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • interpret information presented in diverse grade-appropriate media and formats (e.g., visually, quantitatively, orally) (SL.6.2) • identify a speaker’s claims and specific evidence (SL.6.3) 	<p>Sample Activities:</p> <p>As students listen to a presentation, they will take notes recording the speaker’s claims and evidence on a teacher-provided note taker.</p>									
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content										
Score 0.0	Even with help, no success										

SPEAKING AND LISTENING

Speech Writing

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• present grade-appropriate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes (SL.6.4)	Sample Activities: The students will write an informative speech on a teacher-selected prompt in which they will present facts and details in a logical sequence to support their topic.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• accentuate, claim, description, detail, fact, finding, idea, logical, main idea, pertinent, sequence, theme The student will perform basic processes, such as: <ul style="list-style-type: none">• demonstrate aspects of appropriate delivery and expression• write a grade-appropriate speech using a teacher-provided graphic organizer or template	Sample Activities: The students will write an informative speech on a teacher-selected topic in which they will present facts and details using a graphic organizer or template.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

SPEAKING AND LISTENING**Presentation and Delivery****Grade 6**

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will demonstrate proper grade-appropriate oral presentation techniques: <ul style="list-style-type: none">• use appropriate eye contact, adequate volume, and clear pronunciation (SL.6.4)• include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information (SL.6.5)• adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (SL.6.6)	Sample Activities: The students will give a formal presentation on the life of a famous literary figure or author. They will include a multimedia component to clarify information. This information should be adapted for a group of peers, as well as a small committee of English teachers.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• clarify, context, eye contact, formal English, graphic, image, multimedia, pronunciation, task, visual, volume The student will perform basic processes, such as: <ul style="list-style-type: none">• demonstrate speech to only one context• use visual displays for presentation (e.g., white board, pictures, etc.)• identify the elements of effective presentations	Sample Activities: The students will give a formal presentation on the life of a famous literary figure or author. They will include a visual component to clarify information. This presentation will be presented in only one context.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Grammar

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	<p>The student will demonstrate command of the conventions of standard grade-appropriate English grammar and usage in context when writing or speaking (L.6.1):</p> <ul style="list-style-type: none"> • ensure that pronouns are in the proper case (subjective, objective, possessive) (L.6.1a) • use intensive pronouns (e.g., <i>myself, ourselves</i>) (L.6.1b) • recognize and correct inappropriate shifts in pronoun number and person (L.6.1c) • recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents) (L.6.1d) • recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language (L.6.1e) 	<p>Sample Activities:</p> <p>The student will analyze the story "Bridge to Terabithia." Looking at the characters' dialogue, the students will correct any grammatical errors made and explain the rule changes needed to improve the characters' speech.</p>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • ambiguous, antecedent, conventional, expression, intensive pronoun, number, objective case, person, possessive case, pronoun, standard English, strategy, subjective case, vague <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • use grade-appropriate grammar in isolation 	<p>Sample Activities:</p> <p>The students will complete a grammar-focused worksheet.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Capitalization and Punctuation

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will demonstrate command of the conventions of standard grade-appropriate English capitalization and punctuation in context when writing (L.6.2): <ul style="list-style-type: none">• use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements (L.6.2a)	Sample Activities: The students will first self-edit and revise a piece of written work, then switch papers with a partner and do the same as a way to show command of punctuation use.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• comma, dash, element, nonrestrictive, parentheses, parenthetical, punctuation The student will perform basic processes, such as: <ul style="list-style-type: none">• demonstrate the use of grade-appropriate conventions in isolation	Sample Activities: The students will revise and edit a teacher-selected piece of written work.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Spelling

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• spell grade-appropriate words correctly when writing (L.6.2b)	Sample Activities: In written work, students will demonstrate mastery of grade-appropriate spelling.
Score 2.0	The student will perform basic processes, such as: <ul style="list-style-type: none">• spell grade-appropriate words correctly in isolation	Sample Activities: The students will show mastery of grade-appropriate words during a spelling test or other isolated activity.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Language Conventions

Grade 6

<p>Score 4.0</p>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p>													
<p>Score 3.0</p>	<p>The student will use grade-appropriate knowledge of language and its conventions when writing, speaking, reading, or listening (L.6.3):</p> <ul style="list-style-type: none"> • vary sentence patterns for meaning, reader/listener interest, and style (L.6.3a) • maintain consistency in style and tone (L.6.3b) 	<p>Sample Activities:</p> <p>After completing a rough draft to a teacher-selected writing prompt, the students will use the chart below to record sentence length and sentence starters.</p> <p align="center">Paragraph 1</p> <table border="1" data-bbox="1577 646 1969 786"> <thead> <tr> <th></th> <th>Sentence Starter</th> <th>Number of words</th> </tr> </thead> <tbody> <tr> <td>Sentence 1</td> <td></td> <td></td> </tr> <tr> <td>Sentence 2</td> <td></td> <td></td> </tr> <tr> <td>Sentence 3</td> <td></td> <td></td> </tr> </tbody> </table> <p>The students will then make the changes necessary to their writing to ensure variance in sentence length and sentence starters.</p>		Sentence Starter	Number of words	Sentence 1			Sentence 2			Sentence 3		
	Sentence Starter	Number of words												
Sentence 1														
Sentence 2														
Sentence 3														
<p>Score 2.0</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • consistency, interest, pattern, sentence, style, tone <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • vary sentence patterns and maintain consistency in style and tone based on teacher and peer feedback 	<p>Sample Activities:</p> <p>The students will revise sentences in a teacher-provided piece of text to demonstrate their ability to vary sentence length and patterns.</p>												
<p>Score 1.0</p>	<p>With help, partial success at score 2.0 content and score 3.0 content</p>													
<p>Score 0.0</p>	<p>Even with help, no success</p>													

LANGUAGE

Context Clues

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a grade-appropriate word or phrase (L.6.4a)	Sample Activities: <p>The students will write two or three sentences using a grade-appropriate vocabulary word. They will replace the vocabulary word with a nonsense word. Then, using context clues, a partner will have to figure out what the nonsense word really should be.</p>
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• clue, context, function, meaning, paragraph, phrase, position, sentence, word The student will perform basic processes, such as: <ul style="list-style-type: none">• demonstrate the use of context clues using structured sentences in isolation	Sample Activities: <p>Given a short paragraph with a highlighted vocabulary word, the students will underline all context clues that help the reader to identify the meaning of the highlighted word.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Word Origins and Roots

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>) (L.6.4b)	Sample Activities: <p>The students will be given a Greek or Latin affix. The students will compile a list of 5 words that use that particular affix, and then write a sentence explaining the meaning of that affix in each of the words on their list.</p>
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• affix, clue, meaning, root, word The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize or recall the meanings of grade-appropriate Greek or Latin affixes and roots	Sample Activities: <p>The students will be given a list of words with the same affix and will explain the meaning of the affix.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Reference Materials

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• consult grade-appropriate reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech (L.6.4c)• verify the preliminary determination of the meaning of a grade-appropriate word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) (L.6.4d)	Sample Activities: <p>The students will determine the definition of teacher-selected words, first by what they know or using context clues. Then, students will use a dictionary to look up the word and compare their definition with the dictionary definition.</p>
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• clarify, context, determination, dictionary, digital, glossary, inferred meaning, meaning, part of speech, phrase, precise, preliminary, print, pronunciation, reference, thesaurus, word The student will perform basic processes, such as: <ul style="list-style-type: none">• demonstrate the use of grade-appropriate reference materials in isolation	Sample Activities: <p>The students will be given a teacher-selected word in which they will look up the meaning of the word in the dictionary.</p> <p>The students will be given a teacher-selected word in which they will use a thesaurus to find two synonyms and one antonym for the given word.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Word Relationships

Grade 6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• use the relationship between particular grade-appropriate words (e.g., cause/effect, part/whole, item/category) to better understand each of the words (L.6.5b)	Sample Activities: In small groups, the students will work together to think of word pairs that fit under each relationship category (e.g., cause/effect, part/whole, item/category).
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• cause/effect, item/category, part/whole, relationship, word The student will perform basic processes, such as: <ul style="list-style-type: none">• identify the relationship between particular grade-appropriate words (e.g., cause/effect, part/whole, item/category)	Sample Activities: The students will be given a word pair in which they will identify the word relationship. The students will be given one word and the relationship and will be asked to fill in the missing word to complete the relationship pair.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	