English Language Arts
Grade 6

PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		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					
Detailed	6.RL.1	loosely refers to the text to support analysis of what the text says explicitly.	identifies textual evidence that supports analysis of what the text says explicitly.	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	applies strong textual evidence in supporting a complex inference or analysis of the text.
Detailed	6.RL.2	identifies a theme or central idea of a text; provides a basic list of events in a text.	identifies a theme or central idea of a text; provides a simple summary of a text distinct from personal opinions or judgments.	determines a theme or 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 themes or central ideas in regard to major/minor themes and how they are conveyed through particular details; provides a comprehensive summary of a text distinct from personal opinions or judgments.
Detailed	6.RL.3	identifies a basic plot of a particular story or drama and recognizes that the characters change during the story.	describes how the plot of a particular story or drama unfolds and how the characters change overall.	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.
Detailed	6.RL.4	identifies the literal meaning of simple words and phrases as they are used in a text.	distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text; identifies the impact of 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 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.

Detailed	6.RL.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 and development of a text.	analyzes 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.	articulates why the author includes a particular sentence, chapter, scene, or stanza, and analyzes how it affects the overall structure of a text and contributes to the development of the theme, setting, or plot throughout the text.
Detailed	6.RL.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.
Detailed	6.RL.7	determines the similarities in the experience of reading a story, drama, or poem and 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.	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 s/he “sees” and “hears” when reading the text to what s/he perceives when listening or watching.	compares and contrasts, then analyzes, the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. Analyzes what s/he "sees" and "hears" when reading the text compared to what s/he perceives when listening or watching.
Detailed	6.RL.9	identifies various textual elements in different forms or genres with similar themes or topics.	determines differing textual elements in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) with similar themes or topics.	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 analyzes/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.

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Reading: Informational Text					
Detailed	6RI.1	loosely refers to the text to support analysis of what the text says explicitly.	identifies textual evidence that supports analysis of what the text says explicitly.	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	applies strong textual evidence in supporting a complex inference or analysis of the text.
Detailed	6.RI.2	identifies a central idea of a text; provides a basic list of events in 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.
Detailed	6.RI.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 (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).	analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes) and analyzes relationships among key individuals, events, or ideas.
Detailed	6.RI.4	identifies the literal meaning of simple words and phrases as they are used in a text.	distinguishes between some literal, figurative, and connotative 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 specific word choice.
Detailed	6.RI.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, and analyzes how it affects the overall structure of a text and contributes to the development of the ideas.

Detailed	6.RI.6	identifies an author's explicit point of view or purpose in a text.	identifies an author's point of view or purpose in a text and identifies an example of where 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 point of view and purpose are conveyed in the text.
Detailed	6.RI.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.	evaluates and 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.
Detailed	6.RI.8	identifies specific claims, reasoning, and evidence in a text.	determines 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, analyzing how the reasoning and evidence support or do not support the claim.
Detailed	6.RI.9	identifies explicit similarities or differences between two authors' presentation of events.	compares and contrasts the ways in which two authors present events differently.	compares and contrasts one author's presentation of events with that of another (e.g., a memoir by one person and a biography of that person).	compares and contrasts one author's presentation of events with that of another (e.g., a memoir by one person and a biography of that person); evaluates the effect and impact of the different presentations.

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Writing					
Detailed	6.W.1	writes arguments to support claims. a. introduces claim(s). b. supports claim(s) with reasons, using sources or non-textual evidence and demonstrating a basic understanding of the topic or text. c. uses words, phrases, and clauses to state the claim(s) and reasons. d. uses an informal style. e. provides a concluding statement or section that illogically follows from the argument presented.	writes arguments to support claims with clear reasons and evidence. a. introduces claim(s) and organizes the reasons and evidence with purpose. b. supports claim(s) with reasons and evidence, using appropriate sources and demonstrating a general understanding of the topic or text. c. uses words, phrases, and clauses to state the relationships among claim(s) and reasons. d. establishes a formal style but does not consistently maintain it. e. provides a concluding statement or section that partially follows from the argument presented.	writes arguments to support claims with clear reasons and relevant evidence. a. introduces claim(s) and organizes the reasons and evidence clearly. b. supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. establishes and maintains a formal style. e. provides a concluding statement or section that follows from the argument presented.	writes arguments to support claims with clear reasons and relevant evidence. a. introduces solid claim(s) and organizes the reasons and evidence clearly and logically. b. supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating a thorough understanding of the topic or text. c. uses words, phrases, and clauses to clarify and elaborate on the relationships among claim(s) and reasons. d. establishes and maintains a formal style. e. provides a well-developed concluding section that clearly and logically follows from the argument presented.

Detailed	6.W.2	writes informative/explanatory texts to restate a topic and convey ideas, concepts, and information through the selection, organization of content. a. partially introduces a topic; organizes ideas, concepts, and information, but inconsistently applies strategies such as definition, classification, comparison/contrast, and cause/effect. b. develops the topic with facts. c. uses basic transitions to connect ideas and concepts. d. uses some domain-specific vocabulary to inform about or explain the topic. e. uses an informal style. f. provides a concluding statement or section that illogically follows from the information or explanation presented.	writes informative/explanatory texts to explain a topic and convey ideas, concepts, and information through the selection and organization of relevant content. 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. b. develops the topic with facts, definitions, details, quotations, or other information and examples. c. uses appropriate transitions to connect ideas and concepts. d. uses some precise language and domain-specific vocabulary to inform about or explain the topic. e. establishes a formal style but does not consistently maintain it. f. provides a basic concluding statement or section that partially follows from the information or	writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. uses appropriate transitions to clarify the relationships among ideas and concepts. d. uses precise language and domain-specific vocabulary to inform about or explain the topic. e. establishes and maintains a formal style. f. provides a concluding statement or	writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. clearly introduces a topic; logically 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. b. develops the topic with significant facts, definitions, concrete details, insightful quotations, or other information and examples. c. uses appropriate transitions to clarify and elaborate on the relationships among ideas and concepts. d. uses precise language and domain-specific vocabulary to enhance the explanation of the topic. e. establishes and maintains a formal style. f. provides a well-developed concluding

			follows from the information or explanation presented.	provides a concluding statement or section that follows from the information or explanation presented.	provides a well-developed concluding statement or section that clearly and logically follows from the information or explanation presented.
Detailed	6.W.4-6	produces clear writing in which the development, organization, and style are 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 on an ongoing basis 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.
Detailed	6.W.7-8	conducts short research projects to answer a question, drawing on one or two sources; uses information from one or two sources; paraphrases the conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources; uses information from multiple sources; assesses the credibility of some sources; 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 an important question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant, high-quality 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.

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Listening					
Detailed	6.SL.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 explains how it contributes to a topic, text, or issue under study.
Detailed	6.SL.3	identifies a speaker's argument and specific claims.	identifies a speaker's argument and specific claims and recognizes that some claims are not supported by reasons and evidence.	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 claims and evaluating whether or not they are supported by reasons and evidence.
Language					
Detailed	6.L.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 identifies some 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 specific strategies to significantly improve expression in conventional language.

Detailed	6.L.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; spells correctly.	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.
Detailed	6.L.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, generally 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.

Detailed	6.L.4	with strong support, determines or clarifies the explicit meaning of basic words and phrases, using context and Greek and Latin affixes and roots as clues to the meaning, consulting reference materials as needed.	generally determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies; uses immediate context as a clue to the meaning of a word or phrase; uses common, simple Greek and Latin affixes and roots as clues to the meaning of the word; consults reference materials as needed.	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.	definitively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies; uses sentence- and passage-level 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 specific and appropriate reference materials as needed; and verifies the preliminary determination of the meaning of a word or phrase.
Detailed	6.L.5	demonstrates a limited understanding of figurative language and word relationships in word meanings, including in identifying figures of speech and using the relationship between particular words to better understand each of the words, and in 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 complex 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.