



URBANDALE
COMMUNITY SCHOOL DISTRICT

6th Grade ELA

Learning Requirements & Proficiency Scales

What are grade level learning requirements and how should they be used?

Learning requirements are the student and parent/guardian friendly statements that indicate the knowledge, understandings, and skills students are expected to learn. In addition, educators communicate, post, and share course learning requirements with students and families in order to establish a compelling “why” and “what” within their classroom learning system.

Teachers use the learning requirements to guide their planning and assessment within their classroom. Individual and grade/content teams should use learning requirements daily to inform planning, delivery of instruction, and assessment within the professional learning community (PLC) process and individual actions. Finally, learning requirements were established from course/grade level standards by assessing each standard's relevance, endurance, appearance on assessments, and leverage. Therefore, these are the learning outcomes that are prioritized for the grade/course and should occupy the most instructional time for both whole group, small group and individual intervention.

What are proficiency scales and how should they be used?

Proficiency scales are a structure that articulates levels of learning that align to the learning requirement. Each proficiency scale is unidimensional, meaning it outlines the levels of learning related to a single skill, concept, or understanding. There are frequently more than one proficiency scale that aligns and informs the overall level of proficiency for a learning requirement. The fulcrum for the proficiency scale is the score of 3.0 level. When students demonstrate competence at the score of 3.0, we say they are proficient. The score of 2.0 content is necessary for students to be able to achieve proficiency and important enough for the teacher to instruct directly. The score of 4.0 content is advanced and typically requires students to apply the score of 3.0 content in novel situations that they did not receive direct instruction on in class. Score of 1.0 signifies that a student cannot demonstrate proficiency in any of the content independently, but can do so, at least partially, with aid and cueing. Finally, the score value of 0.0 signifies that even with help, the student cannot demonstrate even partial competence in any of the content the scale articulates.

Teachers should use proficiency scales individually and collectively in the following ways:

- To plan instruction paying specific attention to level 2.0 to identify foundational vocabulary, knowledge, understanding, and skills to execute.
- To communicate levels of proficiency with students so students understand how they go from learning to knowing and doing.
- To assess students during instruction and as a result of instruction.
- To assess students on formative and summative assessments.
- Collectively a grade or content team should use the proficiency scales within a learning requirement in the design of common formative assessments and to assess students proficiency on common formative assessments.

Grade for Learning Implementation Expectations

How are learning requirements and proficiency scales used to determine course and content area scores or grades?

A score (proficiency level) for a learning requirement is determined by using each individual proficiency scale that is nested within a learning requirement. For example, a learning requirement may have three proficiency scales for each component within a learning requirement. Each proficiency scale informs the final score as seen in the example below.

Learning Requirement	Proficiency Scale
I can analyze text organization and structure	Analyze text organization
	Analyze text structure
	Analyze author's choices

Teachers should use the proficiency scales nested under a learning requirement to assess pieces of evidence. Best practice is to provide multiple opportunities for students to demonstrate their knowledge, understandings, and execution of skills. Evidence can be collected through observations, presentations, projects, interviews, written expressions, quick checks, and/or tests. The evidence opportunity should be tiered 2.0-4.0 in order to allow the student to demonstrate their full level of proficiency. For efficiency purposes, teachers should first focus on grade level or the 3.0 level of proficiency to determine if the student is proficient and/or review the evidence for level 2.0 or 4.0.

In the example below, the student has received scores for each proficiency scale nested within the learning requirement. The final score on the learning requirement is determined by the lowest score amongst the proficiency scales as shown below. If a letter grade is determined, each final score for a learning requirement is equivalent to a score of 0-100. Each of those scores are then averaged to generate a letter grade using the traditional grading scale.

Learning Requirement	Final Score	Proficiency Scale	Final Score
I can analyze text organization and structure	2.0	Analyze text organization	3.0
		Analyze text structure	3.0
		Analyze author's choices	2.0

A learning requirement should only be reported out on when there is evidence for each proficiency scale nested within the learning requirement. In the example above, if evidence had not been collected for solving division problems the learning requirement would not be reported out on the progress report.

The Anatomy of the Proficiency Scale

Grade level learning requirement formally known as reporting topic.	Learning Requirement: I can analyze text organization and structure. Prioritized Standard: RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RL.6.5 Analyze 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.			Grade level standard that was prioritized based on readiness, endurance, assessment, and leverage.
Deeper level of application of learning requirement related to grade level standard.	Score 4.0 Exceeds Grade Level Standard	Progression of Learning In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Evaluate how the organization of a text supports the text's theme or main idea. (RI.6.5 & RL.6.5) 	Sample Performance Tasks For example, evaluate how the structure of Robert Frost's "The Road Not Taken" develops the themes within the poem	Sample task for a 4.0 and 3.0 to illustrate the rigor of the score.
Grade level understanding and application of standard.	3.0 Meets Grade Level Standard	The student will: Explain how each major section of a text contributes to the overall organizational structure of the text (RI.6.5, RL.6.5) Explain how each line or stanza of a poem contributes to the overall organizational structure of the text (RL.6.5)	For example, explain how each paragraph of Mike Stobbe's "Can Fluoride Be Too Much of a Good Thing?" at tweentribune.com contributes to the text's problem/solution structure For example, explain how the first line, second stanza, and final lines of "Harlem," also known as "Dream Deferred," by Langston Hughes uses a series of questions to create a causation structure	
Foundational knowledge and skills that supports meeting the grade level expectation. To be used to diagnose where student is in the path towards meeting the grade level expectation.	2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, section) and perform basic processes such as: (RI.6.5) <ul style="list-style-type: none"> Describe the relationships different text structures represent (such as description, sequence, causation, problem/solution, comparison). Identify words in a sentence or section that indicate various text structures (such as for example, characteristics of indicate a description structure; first, next, finally indicate a sequence structure; because of, as a result of indicate a causation structure; issue, response, problem indicate a problem/solution structure; unlike, similar indicate a comparison structure). Compare the content and structure of one paragraph to the content and structure of another paragraph in the same text. The student will recognize or recall specific vocabulary (for example, end stop, enjambment) and perform basic processes such as: (RL.6.5) <ul style="list-style-type: none"> Describe why poetry uses stanzas and lines (such as to show relationships between ideas, to separate different ideas). Describe the effect of enjambed and end-stopped lines (such as their effect on how a reader reads the lines out loud). Compare two stanzas or lines in a poem and describe the similarities and differences in structure and content. 		The score of 1.0 does not include new content. Rather, it signifies a student needs support and cueing to demonstrate competence without support or cues.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
	1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.0	Even with help, no understanding or skill demonstrated.		

Proficiency scales are designed to provide clarity to what is grade level and the knowledge, understanding, and skills necessary to meet grade level or 3.0. The score of 3.0 and 4.0 includes a focus statement that the teacher uses to know what to look for when assessing the piece of evidence. The Sample Performance Task provides an example of how that statement might manifest or show up. The Sample Performance Task could be used as an example to understand the rigor of grade level and the deeper level performance. The score of 4.0 is at a level with the content that requires students to make inferences and applications that go beyond what the teacher directly addresses in class. The score of 2.0 contains a list of vocabulary terms and details that students should know to be able to demonstrate competence at the score of 3.0 level. The contents of level 2.0 should be used by teams to plan instruction that includes the vocabulary and content listed within it. If less than 80% of students in a class are scoring a 3.0 or less on the content within a proficiency scale or reporting topic, the teacher and/or team should provide whole class reteaching using what is outlined in 2.0. In addition, if a student has not reached a level of proficiency of a 3.0, the teacher and/or team should use the knowledge, understandings, and skills within the 2.0 to diagnose need

and match a supplemental intervention during the intervention block to support the student in reaching proficiency.

Grade 6 - Learning Requirements & Proficiency Scales

Units in Amplify ELA	Learning Requirements
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	I can analyze text organization and structure.
Unit 1 Unit 2 Unit 3 Unit 4	I can analyze ideas and themes.
Unit 3 Unit 6	I can analyze claims, evidence, and reasoning.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	I can analyze narratives.
Unit 1 Unit 2 Unit 3 Unit 5 Unit 6	I can analyze points of view.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	I can compare texts.
Unit 1 Unit 2 Unit 4 Unit 5 Unit 6	I can analyze language.

Unit 1 Unit 2 Unit 4 Unit 5 Unit 6	I can write using text organization and structure.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	I can write using claims, evidence, and reasoning.
Unit 5 Unit 6	I can use sources and research to support my writing.
Unit 1 Unit 3 Unit 5 Unit 6	I can write narratives.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	I can attend to audience, purpose and task.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	I can strengthen my writing through revision.
*Grammar Unit, Mastering Conventions One, Mastering Conventions Two	I can use parts of speech to accurately communicate.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	I can edit my writing to accurately communicate.

Learning Requirement: I can analyze text organization and structure.

Prioritized Standard:

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RL.6.5 Analyze 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.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Evaluate how the organization of a text supports the text's theme or main idea. (RI.6.5 & RL.6.5) 	For example, evaluate how the structure of Robert Frost's "The Road Not Taken" develops the themes within the poem
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Explain how each major section of a text contributes to the overall organizational structure of the text (RI.6.5, RL.6.5) Explain how each line or stanza of a poem contributes to the overall organizational structure of the text (RL.6.5)	For example, explain how each paragraph of Mike Stobbe's "Can Fluoride Be Too Much of a Good Thing?" at tweentribune.com contributes to the text's problem/solution structure For example, explain how the first line, second stanza, and final lines of "Harlem," also known as "Dream Deferred," by Langston Hughes uses a series of questions to create a causation structure
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, section) and perform basic processes such as: (RI.6.5) <ul style="list-style-type: none"> Describe the relationships different text structures represent (such as description, sequence, causation, problem/solution, comparison). Identify words in a sentence or section that indicate various text structures (such as <i>for example</i>, <i>characteristics of</i> indicate a description structure; <i>first</i>, <i>next</i>, <i>finally</i> indicate a sequence structure; <i>because of</i>, <i>as a result of</i> indicate a causation structure; <i>issue</i>, <i>response</i>, <i>problem</i> indicate a problem/solution structure; <i>unlike</i>, <i>similar</i> indicate a comparison structure). Compare the content and structure of one paragraph to the content and structure of another paragraph in the same text. The student will recognize or recall specific vocabulary (for example, end stop, enjambment) and perform basic processes such as: (RL.6.5) <ul style="list-style-type: none"> Describe why poetry uses stanzas and lines (such as to show relationships between ideas, to separate different ideas). Describe the effect of enjambed and end-stopped lines (such as their effect on how a reader reads the lines out loud). Compare two stanzas or lines in a poem and describe the similarities and differences in structure and content. 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can analyze ideas and themes.

Prioritized Standard:

RL6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI6.2 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Supporting Standards: RL6.1, RI6.1

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Decide how a theme or main idea would be different if specific details of a text were changed .	For example, after reading Katherine Paterson's <i>The Tale of the Mandarin Ducks</i> , explain how a theme of the text would be different if Yasuko and Shozu had not been rescued or pardoned by the emperor.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Explain how the main idea of a text is introduced and conveyed by specific details. (RI6.2, RI6.3) Explain how a theme is conveyed through specific details in a text. (RL6.2) Provide an objective summary of a text with supporting details. (RI6.2, RL6.2)	For example, describe how Phuong Le uses an anecdote to introduce the main idea in "Now Kids Are Computing in Kindergarten" at tweentribune.com, and find details in the text that show why more students are learning computer science. For example, describe how themes concerning greed and kindness are developed in Katherine Paterson's <i>The Tale of the Mandarin Ducks</i> by identifying patterns and outcomes of character behavior. For example, summarize what happens in "Eleven" by Sandra Cisneros; specify who the main characters are, what the primary problem is, and important details of the setting.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>hook</i>) and perform basic processes such as: (RI6.2, RI6.3) <ul style="list-style-type: none">Identify where the main idea is usually introduced in a nonfiction text.Identify when the author uses a hook (such as an anecdote, interesting fact, or question) to introduce the main idea in a text.Annotate important names, places, actions, or ideas that relate to the main idea in a text.Explain how text features (such as headings, images, or captions) relate to or address an idea. The student will recognize or recall specific vocabulary (for example, <i>universal</i>) and perform basic processes such as: (RI6.2, RL6.2) <ul style="list-style-type: none">State that a theme is a universal idea that can apply to many texts and real life.Identify repeated ideas or situations in a text.	

	<ul style="list-style-type: none"> • Compare how a character thinks and acts at the end of a narrative to how he or she thinks and acts at the beginning of a narrative. • Identify passages or details in a text that relate to a specific theme. <p>The student will recognize or recall specific vocabulary (for example, <i>summary</i>) and perform basic processes such as: (RL6.2</p> <ul style="list-style-type: none"> • Identify the central characters, setting, and primary conflict in a text. • Annotate the main actions, ideas, and characters in each paragraph of a text. • Explain what happens at the beginning, middle, and end of a text.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can analyze claims, evidence, and reasoning.

Prioritized Standard:

RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Evaluate the argument in a text and decide whether or not the author has sufficiently defended his or her claims	For example, evaluate the claims Jim Murphy makes about the causes of the fire in <i>The Great Fire</i> , and decide if the reasons and evidence he provides fully support his claims
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Describe the claims presented in a text. (RI.6.8) Distinguish claims that are supported by evidence and reasoning from claims that are not. (RI.6.8, SL.6.3)	For example, describe Jim Murphy's claims about the causes of the great fire in Chicago on October 8, 1871 in the first two chapters of his book <i>The Great Fire</i> For example, read "Social Media has Good And Bad Effects on Kids" by Serena Gordon at health.usnews.com , and sort the claims made by Dr. O'Keefe into those that are supported and those that are not supported by reasons and evidence in the text
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>argument, backing, grounds, qualifier</i>) and perform basic processes such as: (RI.6.8) <ul style="list-style-type: none">Describe the parts of an argument (such as claim, grounds, backing, qualifier).Explain why each part of an argument is important.Identify each part of an argument in a given text.Explain that a thesis statement usually states the central claim of a text. The student will recognize or recall specific vocabulary (for example, <i>reasoning</i>) and perform basic processes such as: (RI.6.8, SL.6.3) <ul style="list-style-type: none">List types of evidence that can appear in a text.Annotate evidence given to support a claim in a text.Annotate the reasoning an author gives to link a piece of evidence to a claim.Identify claims that are lacking evidence.Identify evidence that is not supported by logical reasoning.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can analyze narratives.

Prioritized Standard:

RL6.3 Describe how a particular 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.

RL6.5 Analyze 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.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Evaluate the relationship between two conflicts in a text 	For example, explain how the story Sal tells about Phoebe parallels the events in Sal's own life in Sharon Creech's <i>Walk Two Moons</i> , and decide if the conflicts in each storyline help a reader better understand the book's themes or characters
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	<p>The student will: Explain how conflict is developed in a narrative text (RL6.3)</p> <p>Explain how a setting is developed in a narrative text (RL6.5)</p> <p>Explain how a character develops in response to a conflict in a narrative text (RL6.3)</p>	<p>For example, explain how the conflict of Susan Cooper's <i>The Dark Is Rising</i> is developed by Will's quest to find the six Signs; explain how this quest leads to the climax and resolution of the text</p> <p>For example, explain how specific words, images, and events in the plot of Katherine Paterson's <i>The Tale of the Mandarin Ducks</i> develop a reader's understanding of the setting of the text</p> <p>For example, explain how Will changes over the course of Susan Cooper's <i>The Dark Is Rising</i>, and identify which events most contributed to his growth</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	<p>The student will recognize or recall specific vocabulary (for example, <i>person vs. nature</i>, <i>person vs. person</i>, <i>person vs. self</i>, <i>person vs. society</i>, <i>turning point</i>) and perform basic processes such as: (RL6.3)</p> <ul style="list-style-type: none"> List common types of conflicts in narrative texts (such as person vs. nature, person vs. person, person vs. self, person vs. society). Identify the main problem or conflict in a text. Describe how a problem is introduced in a text. Identify the turning point of a narrative, when things seem to be heading towards a resolution. Describe how a conflict or problem is resolved in a text. <p>The student will recognize or recall specific vocabulary (for example, <i>setting</i>) and perform basic processes such as: (RL6.5)</p> <ul style="list-style-type: none"> Explain how a setting can affect character actions and conflict. Identify details that describe the setting of a text. Identify instances of figurative language (such as imagery, metaphor, personification) that relate to the setting of a text. Summarize what is known about the setting at different points in a text. <p>The student will recognize or recall specific vocabulary (for example, <i>antagonist</i>, <i>protagonist</i>) and perform basic processes such as: (RL6.3)</p> <ul style="list-style-type: none"> Identify the protagonist and antagonist in a text. 	

	<ul style="list-style-type: none"> • Describe a central character’s appearance, words, behaviors, and thoughts at different points in a text. • Identify an event or episode in a text where a character shows a new or altered behavior, attitude, or action.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can analyze points of view.

Prioritized Standard:

RL6.6 Explain how an author develops the point of view (perspective) of the narrator or speaker in a text.

RI6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Supporting Standards: RL6.4

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Evaluate how the author incorporates multiple points of view to develop a text's purpose	For example, describe how Lindsay Whitehurst incorporates multiple points of view to help a reader understand why prairie dogs are being moved in her article "Hundreds of Prairie Dogs Relocated to New Homes" at tweentribune.com, and decide if her approach achieves the text's purpose
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Analyze an author's point of view on a specific issue in a text (RI6.6) Describe how the author develops a narrator's point of view in a text (RL6.6)	For example, describe Jim Murphy's point of view in the last chapter of <i>The Great Fire</i> , and determine whether he agrees with how the news media portrayed the causes of the fire For example, explain how Sharon Creech uses dialogue, description, and Sal's reflections to develop Sal as the narrator in <i>Walk Two Moons</i>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, connotation) and perform basic processes such as: (RI6.6) <ul style="list-style-type: none">Annotate words in a text that describe a particular person, event, or idea.Describe how an author's word choice depicts an event, person, or idea in a text.Describe the connotative meaning of particular words in a text.Identify facts the author incorporates to support an opinion.Identify places in a text where an author incorporates other people's opinions or ideas. The student will recognize or recall specific vocabulary (for example, first-person, second-person, speaker, third-person) and perform basic processes such as: (RL6.6) <ul style="list-style-type: none">Describe how the point of view of a narrator or speaker is different from that of an author.Describe the difference between first-, second-, and third-person points of view.Identify pronouns that indicate which point of view is being used in a text.Describe a narrator or speaker's relationship to the events and characters in a text.List general characteristics of the narrator or speaker in a text.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can compare texts.

Prioritized Standard:

RL6.7 Compare and contrast 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 they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RL6.9 Compare and contrast 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.

RI6.9 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).

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Evaluate how events in a nonfiction text are interpreted by a fictional or dramatic audio or visual representation	For example, compare chapter four of Helen Keller’s autobiography <i>The Story of My Life</i> to scenes from Arthur Penn’s <i>The Miracle Worker</i> and decide if Helen’s transformation and understanding of words is dramatized accurately by the film or live production
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Compare how nonfiction texts from different genres or authors address the same events. (RI6.9) Compare how fiction texts from different genres address similar themes or topics. (RL6.9) Compare the experience of reading a text to listening or watching an audio, live, or digital version of a text. (RL6.7)	For example, compare how Russell Freedman depicts the beginning of the Montgomery bus boycott in his book <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> to Martin Luther King Jr.’s speech about the boycott that he delivered on December 5, 1955 For example, compare how Maya Angelou’s poem “Caged Bird” and Virginia Hamilton’s “The People Could Fly” address themes of freedom and confinement and explain how both use flying as a metaphor for freedom For example, listen to an audio or live version of the poem “One Art” by Elizabeth Bishop and explain which elements of the text—such as rhyme, rhythm, theme, emotional impact, and repetition—become more or less apparent during listening
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>autobiography, biography, memoir</i>) and perform basic processes such as: <ul style="list-style-type: none">Identify the genres of two different nonfiction texts.Describe the point of view, main ideas, and significant details in two texts.Explain why someone might want to read two texts on the same topic, even if both discuss the same events or ideas. The student will recognize or recall specific vocabulary (for example, <i>drama, fable, fairytale, fantasy, historical fiction, realistic fiction, science fiction</i>) and perform basic processes such as: <ul style="list-style-type: none">Explain how the structures of poems, fiction, and dramas differ.Identify the characters, settings, and important events from two texts.Identify passages in two different texts that address a particular theme.	

	<p>The student will recognize or recall specific vocabulary (for example, <i>pacing</i>, <i>tone</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> • Describe how meaning can be portrayed through sound, colors, backdrop, tone of voice, and pacing in video or audio representations of a text. • Describe the tone, visual qualities, auditory qualities, and pacing of an audio or visual representation of a text. • Identify when elements appear in an audio or visual representation that do not appear in its source text.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can analyze language.

Prioritized Standard:

L6.4, a-c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (a) 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 word or phrase. (b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible) (c) Consult 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.

L6.5, a Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a) Interpret figures of speech (e.g., personification) in context.

L6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

Supporting Standards: RL6.4, RI6.4, L6.4d, L6.5b

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Analyze how figurative, descriptive, and literal language develop a reader's perception of a topic	For example, explain how the repetition of specific words in the traditional Navajo poem "Twelfth Song of Thunder" develops a theme about the harmony and beauty of nature
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Determine denotative meanings of words and phrases using context, roots, affixes, or reference materials (L6.4, a-c) Determine connotative meanings of words and phrases (L6.5c) Describe figurative language in a text (L6.5, a)	For example, define the meaning of unknown words and phrases, such as <i>posterity</i> , <i>tranquility</i> , and <i>constitution</i> , in the Preamble to the Constitution For example, describe how specific word choices in the Preamble to the Constitution, such as <i>blessings of liberty</i> and <i>more perfect union</i> , reveal the founders' belief in a government of the people and their vision for the future of the United States For example, describe how William Wordsworth personifies the daffodils in "I Wandered Lonely as a Cloud" and identify metaphors in the text
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>heteronym</i>) and perform basic processes such as: (L6.4, a-c) <ul style="list-style-type: none">Define common Greek and Latin roots and give examples of words containing them.Define common prefixes and suffixes and give examples of words containing them.Use an online or print dictionary, thesaurus, or glossary to look up the meaning, pronunciation, synonyms, antonyms, and etymology of a word.List common heteronyms, or words that are pronounced differently depending on their meaning (such as <i>rebel</i>, <i>bass</i>, <i>desert</i>, <i>tear</i>). The student will recognize or recall specific vocabulary (for example, <i>connotative</i>, <i>denotative</i>, <i>negative</i>, <i>positive</i>) and perform basic processes such as: (L6.5c)	

	<ul style="list-style-type: none"> • Give examples of synonyms that have the same denotative meaning but different connotative meanings (such as <i>aroma</i> and <i>stench</i>). • Describe an image or emotion associated with the connotative meaning of a word or phrase. • List the possible connotative meanings of a word or phrase in context. <p>The student will recognize or recall specific vocabulary (for example, <i>hyperbole</i>, <i>onomatopoeia</i>, <i>personification</i>) and perform basic processes such as: (L6.5, a)</p> <ul style="list-style-type: none"> • Give examples of common types of figurative language (such as imagery, personification, metaphor). • Annotate sentences or phrases in a text that elaborate or clarify the meaning of figurative language. • Sketch the image an instance of figurative language evokes.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can write using text organization and structure.

Prioritized Standard:

W6.1a Introduce claim(s) and organize the reasons and evidence clearly.

W6.1e Provide a concluding statement or section that follows from the argument presented.

W6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Supporting Standards: W6.2, W6.2b

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Decide which text structure best fits a task	For example, after being asked to write a text about the importance of teaching students how to use computers in schools, choose either a problem/solution structure or a causation structure
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Introduce the main idea or argument of a text in a paragraph that engages readers' interest (W6.1a) Use a provided text structure to organize writing (W6.2a) Use text features and formatting to organize and develop ideas (W6.2a) Provide a concluding paragraph that logically follows from the argument or information presented in a text (W6.1e)	For example, compose an introductory paragraph for a text that makes an argument about how Robert Frost develops a specific theme in "The Road Not Taken," use a hook to get a reader interested in the topic, and include a clear thesis that states the reasons for the claim For example, compose a comparison text that compares the pyramids found in Egypt to those found in the Americas, using transition words such as <i>both</i> , <i>unlike</i> , and <i>similarly</i> to show relationships between the two topics For example, use appropriate headings, paragraphs organized by topic and purpose, and visual features to develop a comparison between the pyramids found in Egypt and the Americas For example, write a conclusion for an argumentative text about the importance of using computers in schools that mirrors the ideas presented in the introduction and includes a call to action for readers or a brief statement about what might happen if more schools don't incorporate computer classes
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
	The student will recognize or recall specific vocabulary (for example, <i>hook</i>) and perform basic processes such as: (W6.1a)	

<p>2.0 Approaching Grade Level Standard</p>	<ul style="list-style-type: none"> • Use keywords from a prompt to generate ideas for possible thesis statements or positions on a topic. • Describe the purpose of a hook. • List possible ways to write a hook (for example, by using an interesting question, anecdote, or fact). <p>The student will recognize or recall specific vocabulary (for example, <i>text structure</i>) and perform basic processes such as: (W6.2a)</p> <ul style="list-style-type: none"> • Describe common text structures (such as description, sequence, causation, problem/solution, comparison). • Identify transition words and phrases that relate to various text structures (such as <i>for example</i>, <i>for instance</i> indicate a description structure; <i>first</i>, <i>next</i>, <i>finally</i> indicate a sequence structure; <i>because of</i>, <i>as a result</i>, <i>due to</i> indicate a causation structure; <i>in response</i>, <i>to solve this problem</i>, <i>in return</i> indicate a problem/solution structure; <i>in contrast</i>, <i>unlike</i>, <i>in comparison</i> indicate a comparison structure). • Use a graphic organizer to demonstrate how a set of ideas relates to one another. <p>The student will recognize or recall specific vocabulary (for example, <i>text feature</i>) and perform basic processes such as: (W6.2a)</p> <ul style="list-style-type: none"> • Explain the purpose of the introduction, body paragraphs, and conclusion of a text. • Explain when to begin a new paragraph in a text. • Identify the major keywords across a passage of text in order to generate a heading. • List possible text features that can be used to add clarity and information to a text (such as chart, graph, image, caption). <p>The student will recognize or recall specific vocabulary (for example, <i>call to action</i>) and perform basic processes such as: (W6.2e)</p> <ul style="list-style-type: none"> • Rephrase the topic sentences and thesis statement from a text in the conclusion. • Explain why the ideas in a text are important, what their implications are, and how they relate to a reader. • Describe what a reader should know or want to do by the end of a text. • Generate ideas for a call to action for the conclusion of an argumentative text.
<p>1.5</p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p>1.0 Beginning</p>	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>
<p>0.0</p>	<p>Even with help, no understanding or skill demonstrated.</p>

Learning Requirement: I can write using claims, evidence, and reasoning.

Prioritized Standard:

W6.1 Write arguments to support claims with clear reasons and relevant evidence

W6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Supporting Standards: SL6.4

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Defend a position that one claim is stronger than another using evidence and reasons 	For example, compare two claims about making school sports coed, and decide which claim is strongest using evidence and reasons to justify the decision
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Present well-defined claims with clear supporting reasons (W6.1, W6.1b) Support claims and reasons with evidence and concrete details (W6.1b)	For example, choose a skill that the school should include in classroom instruction, such as how to manage money or edit videos using software, create a specific claim that explains your opinion, and give three reasons for the opinion For example, use textual evidence from Robert Frost's poem "The Road Not Taken" to support an argument about how Frost develops the theme of choice in the poem
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>claim</i>, <i>reason</i>) and perform basic processes such as: (W6.1, W6.1b) <ul style="list-style-type: none"> Explain the relationship between a claim and reasons. Explain the characteristics of a strong claim (such as it can be defended with evidence, it is an opinion or interpretation). State a clear claim about a topic or text. Explain the characteristics of a good reason for a claim (such as there should be evidence that supports it, it should directly relate to the claim, it should be distinct from other reasons). Generate possible reasons that could support a claim. The student will recognize or recall specific vocabulary (for example, <i>concrete</i>, <i>quotation</i>) and perform basic processes such as: (W6.1b) <ul style="list-style-type: none"> Explain the relationship between evidence and claims and reasons. Describe appropriate sources of evidence for a claim. Demonstrate how to incorporate a quotation into a text. Demonstrate how to paraphrase material and incorporate the paraphrase into a text. Identify passages or quotes in a text that relate to a specific reason in a draft. 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can use **sources and research** to support my writing.

Prioritized Standard:

W6.1b Write arguments to support claims with clear reasons and relevant evidence. b) using credible sources and demonstrating an understanding of the topic or text.

W6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Supporting Standards: W6.7, W6.9, SL6.1d, SL6.2, RI6.7

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Select sources for a particular topic that are relevant and credible	For example, when asked to find information about how endangered species are protected in America, find two sources that would be credible and relevant to the topic and one that would not be; explain the reasons for selecting the chosen sources
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Gather information from digital and print sources to support a claim (W6.1b) Assess the credibility of sources (W6.8) Provide basic bibliographic information for sources (W6.8)	For example, find information in a variety of sources to support the claim that schools need to start teaching an important skill, such as money management or video editing For example, after examining the website zapatopi.net/treeoctopus , describe three or more reasons why the site is not credible, such as the university name associated with the website, search results for the website's topic, the website's author, or the domain name for the site For example, provide bibliographic information for at least one print source and two digital sources for a research project, identifying the author or titles in text when appropriate
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>digital</i>, <i>print</i>) and perform basic processes such as: (W6.1b) <ul style="list-style-type: none">Describe different methods of finding sources (such as using a search engine, using a library database, browsing library shelves by topic).Describe how to use indexes and tables of contents to find information in print sources.Identify keywords in a claim or argument to use when searching online or in a database. The student will recognize or recall specific vocabulary (for example, <i>accurate</i>, <i>bias</i>, <i>credible</i>, <i>verifiable</i>) and perform basic processes such as: (W6.8) <ul style="list-style-type: none">List types of online sources which may be biased or not provide verifiable evidence for claims (such as blogs, Tumblr, Wikipedia).	

	<ul style="list-style-type: none"> • List types of websites that are usually credible because they provide verifiable or accurate data (such as newspapers' websites, government websites, educational websites). • Identify characteristics of a webpage that may indicate it is not a credible source (such as lack of author, frequent pop-up ads, lack of evidence for claims). <p>The student will recognize or recall specific vocabulary (for example, <i>bibliography</i>, <i>publisher</i>) and perform basic processes such as: (W6.8)</p> <ul style="list-style-type: none"> • State the author or title of a source when incorporating quotes. • State the author or title of a source when describing the author's ideas. • Record the titles, authors, publication information, and, if applicable, web addresses of sources in a bibliography.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can write narratives.

Prioritized Standard:

W6.3, a-d Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. (a) 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. (b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Adapt a narrative so that it is told from the perspective of a different character	For example, change a narrative written from one's own perspective so that it is written from the perspective of a different character in the text; use description, dialogue, and transitions to show how this character reacts, thinks about, and engages with the conflict in the narrative
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Use relevant descriptions, dialogue, and sensory language to convey events, experiences, settings, and characters (W6.3 a,b,d) Use transition words to signal shifts in time or setting (W6.3c)	For example, write a short narrative about a character who goes to a summer camp, using sensory language and description to convey the character's experiences and growth For example, incorporate transitional words and phrases into a narrative about a time when a character matured or changed to show the order of events and any shifts in setting
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>sensory language</i>) and perform basic processes such as: (W6.3a,b,d) <ul style="list-style-type: none">Generate descriptive details and sensory language that could describe a particular setting.Generate descriptive details and sensory language that could describe how a character feels about a particular event or experience.Annotate instances of description that tell (rather than show) a reader what is happening.Generate possible revisions that will show (rather than tell) a reader what a character is experiencing (for example, revise a sentence that says <i>the girl felt sad</i> so that it shows the girl's emotion more powerfully).Incorporate dialogue into a narrative using dialogue tags. The student will recognize or recall specific vocabulary (for example, <i>transition</i>) and perform basic processes such as: (W6.3c) <ul style="list-style-type: none">Describe the purpose of various transitions.Annotate passages in a text where the setting or time shifts.Start a new paragraph when a shift in time or place occurs in a narrative.Generate possible transitions that could add clarity to a text.Mark shifts in time or place on a timeline or outline for a narrative.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can attend to audience, purpose and task.

Prioritized Standard:

W6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Choose an appropriate audience for a general topic or prompt (W6.10) 	For example, write an informative text about how students can develop healthier habits for a peer audience, a parent audience, and a school administrator audience and explain why each audience needs to know more about this topic
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Develop writing for a specific purpose (W6.10) Develop writing for a specific audience (W6.10)	For example, after reading Russell Freedman's <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> , write a response that argues either that it is better to always follow the rules or that it is better to sometimes break the rules if they are unjust or unfair For example, design a short presentation, pamphlet, or poster that explains to classmates how to complete a particular task; use word choice, format, and style to communicate the procedure in a way that appeals to students
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>purpose</i>) and perform basic processes such as: (W6.10) <ul style="list-style-type: none"> Describe common purposes of a text (such as to inform, persuade, entertain). Identify types of texts that are usually written for a specific purpose (for example, an editorial or opinion piece in a newspaper is usually written to persuade). Identify types of details that are typical in different types of texts (for example, an informative text uses facts to teach a reader something new). Annotate words or phrases in a prompt that indicate the requested format of a response (such as a letter, speech, essay). Generate a purpose statement using an action verb from a prompt and the topic to be addressed. The student will recognize or recall specific vocabulary (for example, <i>appeal, format, word choice</i>) and perform basic processes such as: (W6.10) <ul style="list-style-type: none"> Explain why it is important to consider the audience of a text before writing. Annotate words or phrases in a prompt that suggest who the audience might be for a response. Explain what the intended audience of a text might expect or want. Explain how word choice and the format of a text can be used to appeal to different audiences. Revise a sentence's word choice and phrasing so that it appeals to a specific audience. 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can strengthen my writing through revision.

Prioritized Standard:

W6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

W6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

L6.3a Vary sentence patterns for meaning, reader/listener interest, and style.

Supporting Standards: W6.1c,d, W6.2e, W6.3b, L6.3b, L6.6

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Revise an informal response into an informative text with a clear main idea and a formal style	For example, write a response to the poem “Caged Bird” by Maya Angelou, explaining the ideas that were created by the poem; then, choose one idea to explore in depth in an analytical paragraph and incorporate quotes from the text to develop ideas.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Incorporate transitions to clarify relationships in a draft (W6.2.c) Incorporate domain-specific vocabulary and precise details in a draft (W6.2d) Revise sentences in a draft so that they vary in length and complexity (L6.3a)	For example, incorporate transitions that connect new ideas to previous ideas and evidence to example statements For example, replace general vocabulary in a text about an endangered animal with domain-specific terms such as <i>conservation</i> , <i>species</i> , and <i>habitat</i> For example, combine or expand sentences in a paragraph that uses primarily simple sentences to include complex and compound sentences
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>transition</i>) and perform basic processes such as: (W6.2c) <ul style="list-style-type: none">Annotate the thesis or topic sentence in each paragraph of a text.Summarize or explain the main idea of each paragraph of a text.Annotate sentences or details that do not belong in a paragraph.List transitions that could introduce a new idea, explanation, or example.Annotate places in a text where the relationship between two ideas is unclear. The student will recognize or recall specific vocabulary (for example, <i>domain, vague</i>) and perform basic processes such as: (W6.2d) <ul style="list-style-type: none">Identify domain-specific vocabulary that relates to a topic under investigation.Use a dictionary to define a domain-specific word's part of speech and usage.Use a thesaurus to find synonyms for a vague or overused word.Annotate passages in a draft where the ideas or details might need an example or elaboration.Identify informal language (such as slang, abbreviations, contractions) that should be replaced with more formal language. The student will recognize or recall specific vocabulary (for example, <i>complex sentence</i>) and perform basic processes such as: (L6.3a) <ul style="list-style-type: none">Describe the difference between independent and dependent clauses.Identify compound, complex, and simple sentences.	

	<ul style="list-style-type: none">• Combine two related sentences by using a coordinating conjunction.• Expand sentences by adding a dependent clause and subordinating conjunction to a complete sentence.• Simplify sentences by removing unnecessary or unrelated clauses, phrases, or words.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can use **parts of speech** to accurately communicate.

Prioritized Standard:

L6.1, a-d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a)Ensure that pronouns are in the proper case (subjective, objective, possessive). (b)Use intensive pronouns (e.g., myself, ourselves). (C)Recognize and correct inappropriate shifts in pronoun number and person. (d)Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Develop a strategy to revise the use of pronouns throughout a text (L6.1a-d) 	For example, create a process for checking pronoun use that involves identifying the subject of a paragraph or section, annotating all references to the subject and pronouns in the paragraph, and deciding if pronouns agree with the subject or if more pronouns are needed to avoid overuse of the subject's name
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Use pronouns that match their antecedents in number and person (L6.1a-d) Use pronouns in the correct case (L6.1a) Use reflexive and intensive pronouns (L6.1b)	For example, correct pronouns with unclear antecedents and inappropriate shifts in number or person such as <i>Sam and George went to the park where he played on the monkey bars</i> For example, use subjective, objective, and possessive pronouns such as <i>she, her, hers</i> and <i>he, him, his</i> in context For example, write a sentence with and without an intensive pronoun and explain the effect or difference
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>gender, number, person</i>) and perform basic processes such as: (L6.1a-d) <ul style="list-style-type: none"> Identify the antecedent of a pronoun in a sentence or passage. Identify the pronoun of an antecedent in a sentence or passage. List the characteristics of an antecedent and pronoun that need to agree. List pronouns that could replace a given antecedent. Identify pronouns in a text that do not have clear antecedents. The student will recognize or recall specific vocabulary (for example, <i>case, compound pronoun, object, objective case, possessive case, subject, subjective case</i>) and perform basic processes such as: (L6.1a) <ul style="list-style-type: none"> Explain the difference between the subject and object of a sentence. Make a chart that lists the different cases of common pronouns (for example, the entries for the subjective pronoun <i>he</i> might also include <i>him, his, himself</i>). Identify objective, subjective, and compound pronouns in a sentence. Explain when to use an objective pronoun and when to use a subjective pronoun. Identify compound pronouns in the wrong case. The student will recognize or recall specific vocabulary (for example, <i>intensive pronoun, reflexive pronoun</i>) and perform basic processes such as: (L6.1b) <ul style="list-style-type: none"> List intensive and reflexive pronouns (such as <i>myself, herself, himself, themselves</i>). 	

	<ul style="list-style-type: none">• Describe the difference between an intensive and reflexive pronoun.• Identify intensive and reflexive pronouns in a text.• Identify the antecedent for an intensive or reflexive pronoun
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can **edit** my writing to accurately communicate.

Prioritized Standard:

L6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(b) Spell correctly.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Generate and test a checklist that can be used to check for common grammatical, spelling, punctuation, and capitalization errors 	For example, design a worksheet that outlines a series of rules and common errors that can help with identifying errors in drafts, and try it out to see how effective it is
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Edit for subject/verb and modifier agreement and inappropriate shifts in verb tense (L6.2) Edit for capitalization (L6.2) Edit for correct spelling (L6.2b)	For example, correct shifts between present and past tense verbs in a draft; correctly use modifiers to describe an object, quality, or action For example, correctly capitalize titles, proper nouns, and proper adjectives in context For example, fix errors in homophone usage such as <i>its</i> and <i>it's</i> , and correctly spell domain-specific vocabulary
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>modifier</i>) and perform basic processes such as: (L6.2) <ul style="list-style-type: none"> Identify the subject and predicate in a sentence. Identify singular and plural subjects and verbs. Identify verbs in the present, past, and future tenses. Identify adjectives, adverbs, and other modifiers in a text. Identify the object, quality, or action (noun, adjective, or verb) being modified by a modifier in a sentence. The student will recognize or recall specific vocabulary (for example, <i>capitalize</i>) and perform basic processes such as: (L6.2) <ul style="list-style-type: none"> Use a dictionary to check if a word should generally be capitalized. List kinds of nouns that are considered proper nouns and should be capitalized. Identify proper adjectives in a sentence or text. Demonstrate when to capitalize the first word in a quote. Describe which kinds of words should be capitalized in a title. The student will recognize or recall specific vocabulary (for example, <i>vocabulary</i>) and perform basic processes such as: (L6.2b) <ul style="list-style-type: none"> Explain the correct usage of homophones that are frequently confused (such as <i>their</i>, <i>they're</i>, <i>there</i>). Write possessive pronouns without an apostrophe. Create a list of common Greek and Latin roots and affixes and their meanings. Demonstrate how to use an affix to change the meaning of a word. Correctly spell directly taught vocabulary. 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.