Learning Progressions

GRADE 6

FOR THE NC STANDARD COURSE OF STUDY IN ENGLISH LANGUAGE ARTS

North Carolina Department of
PUBLIC INSTRUCTION

Formative Assessment and Learning Progressions

Formative assessment is a recursive process that occurs during instruction and uses evidence of student learning to adjust instruction to improve achievement (NC Department of Public Instruction, n.d.). The best formative assessments focus on timely information teachers can use to better support students in their learning and evidence students can use to actively manage and adjust their own learning. Through formative assessment, teachers can determine the pace at which students are learning; measure students' current knowledge of the topic, concept, or skill; uncover what students still need to learn; determine if learning opportunities are effective; and identify when instruction must be adapted.

Formative Assessment:

- Highlights the needs of each student
- Supports goal setting within the classroom curriculum
- Allows for monitoring of student progress on an ongoing basis
- Allows students to assume greater responsibility for monitoring and supporting their own learning
- Informs and targets next steps in instruction
- Allows teachers to provide descriptive feedback to students as to where they are in the learning process

Using This Resource

This resource is organized by grade-level to bring further clarity to the skills and expectations measured by the North Carolina English Language Arts Standard Course of Study (NCSCOS). Different from the Vertical Progression that shows how the standards build towards Career and College Readiness, each learning progression focuses on a singular standard and shows how the skills within the standard build towards mastery and extension.

When determining a student's skill set within each learning progression, it is important that teachers ensure the formative assessment aligns with the standards that were taught. With that in mind, if a student's skill set falls within beginning and/or progressing towards mastery of that particular standard, certain misunderstandings may be evident and/or the student may only have a simple understanding of one of more parts of that standard. If a student's skill set falls within applying, the student has shown evidence of mastery of some, if not all skills within that standard. When a student has shown consistent mastery of his/her grade-level expectations for a particular standard, then his or her skill set has moved into the extending phase, which prompts the teacher to provide more challenging learning opportunities.

Once teachers determine students' progress towards standards mastery, teachers can use this data to identify necessary strategies, scaffolds, supports, and/or extensions to meet students' needs.

*Note: Students' skill set may fall across several parts of the learning progressions. ELA educators should use their professional judgement when determining needed supports and/or extensions for students.

Other Considerations

To reach true grade-level standards' expectations, students must be provided with grade-level, complex texts, topics, and tasks. When students are only provided with or exposed to independent, reading-level texts, they are not able to fully engage with the rigor expected of the skills found within their grade-level standards.

Grade-level proficiency in and instructional alignment to the NC ELA Standards requires students to apply the skills within the standards to grade-level, complex texts.

*Note: While grade-level, complex texts should be used for core instruction, independent reading-level texts may be used for purposes of reading for enjoyment, wide reading, and/or scaffolding. Educators should use their professional judgement when determining the appropriate text for the appropriate purpose.

Disclaimer

Each learning progression shows the skills students should know and be able to do by the end of each grade and/or course. The learning progressions emphasize that standards' mastery is a growth process; the learning progressions should not be used to group, categorize, or track students. This resource is meant to help educators explore formative student data to avoid inequitable outcomes that limit the expectations held for students.

The substandards in L.3 and L.5 (K-12) are not separated from the main standard as seen in W.1 - W.3 and SL.1. The substandards are included in the progressions for L.3 and L.5 (K-12) as a whole to provide clarity on the skills and expectations of each of these grade-level standards.

Reading Literature – Grade 6

STANDARD			
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.6.1 proficiency with below grade-level texts	❏ Draw accurate inferences from grade-level, complex texts ❏ Quote accurately from grade-level, complex texts	❏ Cite textual evidence to support an analysis of what grade-level, complex text says explicitly ❏ Cite textual evidence to support inferences drawn from a grade-level, complex text ❏ Consistently demonstrate a comprehensive understanding of RL.6.1 with grade-level texts, with increasing independence	❏ Cite several pieces of textual evidence to support an analysis of what a text says ❏ Cite several pieces of evidence to support inferences drawn from a text ❏ Cite the strongest textual evidence to support inferences drawn from a grade-level, complex text

STANDARD			
RL.6.2 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinion or judgments.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.6.2 proficiency with below grade-level texts ❏ Determine the theme of a text ❏ Provide a summary of a text	❏ Understand that an objective summary is based solely on the text	❏ Determine a theme of a grade-level, complex text ❏ Determine how a theme is conveyed through particular details ❏ Provide a summary of the text free from personal opinion or judgment ❏ Consistently demonstrate a comprehensive understanding of RL.6.2 with grade-level texts, with increasing independence	❏ Analyze a theme's development over the course of a text ❏ Provide objective summaries of increasingly complex texts

STANDARD			
RL.6.3 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.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Demonstrate RL.6.3 proficiency with below grade-level texts	❑ Identify how a story's or drama's plot unfolds ❑ Trace the development of characters throughout a story or drama	❑ Describe how a story's or drama's plot unfolds in a series of episodes ❑ Describe how characters respond or change as a story's or drama's plot moves toward a resolution ❑ Consistently demonstrate a comprehensive understanding of RL.6.3 with grade-level texts, with increasing independence	❑ Identify the interaction between elements in a story or drama ❑ Analyze how particular lines of dialogue or incidents in a story or drama reveal aspects of character ❑ Analyze specific interactions between elements in a story or drama

STANDARD			
RL.6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choice on meaning and tone.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.6.4 proficiency with below grade-level texts ❏ Determine the meaning of words and phrases as they are used in a text	❏ Identify tone in a grade-level, complex text	❏ Determine the meaning of words as they are used in a grade-level, complex text ❏ Determine the meaning of phrases as they are used in a grade-level, complex text ❏ Analyze the impact of specific word choice on meaning ❏ Analyze the impact of specific word choice on tone ❏ Consistently demonstrate a comprehensive understanding of RL.6.4 with grade-level texts, with increasing independence	❏ Determine the meaning of words as they are used in increasingly complex texts ❏ Determine the meaning of phrases as they are used in increasingly complex texts

STANDARD			
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.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.6.5 proficiency with below grade-level texts	❏ Identify the structure of various grade-level texts ❏ Identify the forms of specific genres	❏ Analyze how a particular part of a text (sentence, chapter, scene, or stanza) fits into its overall structure ❏ Analyze how a particular part of a text (sentence, chapter, scene, or stanza) contributes to the development of its theme, setting, or plot ❏ Consistently demonstrate a comprehensive understanding of RL.6.5 with grade-level texts, with increasing independence	❏ Analyze how a genre's form contributes to its meaning ❏ Analyze how a text's structure contributes to its meaning

STANDARD
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.6.6 proficiency with below grade-level texts ❏ Identify the point of view of the narrator or speaker in a grade-level, complex text	❏ Explain the development of point of view in a text	❏ Explain how the point of view the narrator or speaker is developed in a grade-level, complex text ❏ Consistently demonstrate a comprehensive understanding of RL.6.6 with grade-level texts, with increasing independence	❏ Analyze how an author develops the perspectives of different characters ❏ Analyze how an author contrasts the perspectives of different characters

STANDARD
RL.6.7 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.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**

❏ Demonstrate RL.6.7 proficiency with below grade-level texts
 	
❏ Identify characteristics of:
  ❏ A poem
  ❏ A drama
  ❏ A story
  ❏ An audio version of a text
  ❏ A filmed version of a text
  ❏ A staged version of a text
  ❏ A multimedia version of a text
	❏ Analyze how visual and multimedia elements contribute to a text	❏ Compare the experience of reading a text to listening or viewing a version
		
		❏ Compare what is seen and heard when reading text to what is perceived when listening or watching
		
		❏ Contrast the experience of reading a text to listening or viewing a version
		
		❏ Contrast what is seen and heard when reading text to what is perceived when listening or watching
		
		❏ Consistently demonstrate a comprehensive understanding of RL.6.7 with grade-level texts, with increasing independence
			❏ Analyze the techniques unique to an audio version of a text
			
			❏ Analyze the techniques to a multimedia version of a text
			
			❏ Analyze the techniques unique to a staged version of a text

STANDARD
RL.6.8 Not applicable in literature.

STANDARD			
RL.6.9 Compare and contrast texts in different forms or genres on their approaches to similar themes and topics.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.6.9 proficiency with below grade-level texts	❏ Identify similar themes and topics found in across grade-level, complex texts	❏ Compare texts in different forms or genres that have similar themes and topics ❏ Contrast texts in different forms or genres that have similar themes and topics ❏ Consistently demonstrate a comprehensive understanding of RL.6.9 with grade-level texts, with increasing independence	❏ Compare a fictional portrayal of a time, place, or character with a historical account of the same period ❏ Contrast a fictional portrayal of a time, place, or character with a historical account of the same period ❏ Understand how authors of fiction use or alter history

STANDARD			
RL.6.10 By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Read and understand literature at the low end of the 6-8 text complexity band proficiently ❑ Connect prior knowledge and experiences to literature at the low end of the 6-8 text complexity band ❑ Connect experiences to literature at the low end of the 6-8 text complexity band	❑ Read and understand literature at the low end of the 6-8 text complexity band proficiently ❑ Independently read and understand literature at the low end of the 6-8 text complexity band ❑ Independently read and understand literature at the low end of the 6-8 text complexity band for sustained periods of time ❑ Connect prior knowledge and experiences to literature at the low end of the 6-8 text complexity band	**By the end of grade 6:** ❑ Read and understand literature within the 6-8 text complexity band proficiently ❑ Independently read and understand literature within the 6-8 text complexity band ❑ Independently read and understand literature within the 6-8 text complexity band for sustained periods of time ❑ Connect prior knowledge and experiences to literature within the 6-8 text complexity band ❑ Connect experiences to literature within the 6-8 text complexity band	❑ Read and understand increasingly complex literature ❑ Independently read and understand increasingly complex literature ❑ Connect prior knowledge to increasingly complex literature ❑ Connect experiences to increasingly complex literature

Reading Informational Text – Grade 6

STANDARD			
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Demonstrate RI.6.1 proficiency with below grade-level texts	❑ Draw accurate inferences from grade-level, complex texts ❑ Quote accurately from grade-level, complex texts	❑ Cite textual evidence to support an analysis of what a text says explicitly ❑ Cite textual evidence to support inferences ❑ Consistently demonstrate a comprehensive understanding of RI.6.1 with grade-level texts, with increasing independence	❑ Cite several pieces of textual evidence to support an analysis of what a text says explicitly ❑ Cite several pieces of textual evidence to support inferences

STANDARD			
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinion or judgments.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.6.2 proficiency with below grade-level texts ❏ Determine the central idea of a text ❏ Provide a summary of a text	❏ Demonstrate understanding that a summary is based solely on the text	❏ Determine the central idea of a grade-level, complex text ❏ Determine how the central idea of a grade-level, complex text is conveyed through particular details ❏ Provide a summary free of personal opinion or judgment ❏ Consistently demonstrate a comprehensive understanding of RI.6.2 with grade-level texts, with increasing independence	❏ Determine two or more central ideas of a text ❏ Trace the development of multiple central ideas in a text ❏ Provide an objective summary of a text

STANDARD			
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.6.3 proficiency with below grade-level texts ❏ Identify key individuals in a grade-level text ❏ Identify key events in a grade-level text ❏ Identify key ideas in a grade-level text	❏ Identify how a key individual is introduced, illustrated and elaborated in a text ❏ Identify how an event is introduced, illustrated and elaborated in a text ❏ Identify how an idea is introduced, illustrated and elaborated in a text	❏ Analyze how a key individual is introduced, illustrated and elaborated in a grade-level, complex text ❏ Analyze how an event is introduced, illustrated and elaborated in a grade-level, complex text ❏ Analyze how an idea is introduced, illustrated and elaborated in a grade-level, complex text ❏ Consistently demonstrate a comprehensive understanding of RI.6.3 with grade-level texts, with increasing independence	❏ Analyze the interactions between individuals, events, and ideas in a text ❏ Identify how a text makes connections among and distinctions between individuals, ideas, or events

STANDARD
RI.6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.6.4 proficiency with below grade-level texts	❏ Demonstrate an understanding of how meaning is established in a text	❏ Determine the meaning of words as they are used in a grade-level, complex text ❏ Determine the meaning of phrases as they are used in a grade-level, complex text ❏ Analyze the impact of a specific word choice on meaning ❏ Consistently demonstrate a comprehensive understanding of RI.6.4 with grade-level texts, with increasing independence	❏ Determine the meaning of words as they are used in increasingly complex texts ❏ Determine the meaning of phrases as they are used in increasingly complex texts

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.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.6.5 proficiency with below grade-level texts ❏ Identify various text structures present in grade-level, complex texts	❏ Identify sentences, paragraphs, chapters, or sections that contribute to the development of ideas in a grade-level, complex text	❏ Analyze how a particular sentence, paragraph, chapter, or section contributes to the development of ideas in a grade-level, complex text ❏ Consistently demonstrate a comprehensive understanding of RI.6.5 with grade-level texts, with increasing independence	❏ Analyze the structure an author uses to organize a text ❏ Analyze how major sections contribute to the whole text ❏ Analyze how major sections contribute to the development of ideas

STANDARD			
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.6.6 proficiency with below grade-level texts	❏ Analyze multiple accounts of the same event or topic	❏ Determine an author's point of view in a grade-level, complex text ❏ Determine an author's purpose in a grade-level, complex text ❏ Explain how an author's point of view is conveyed in a text ❏ Explain how an author's purpose is conveyed in a text ❏ Consistently demonstrate a comprehensive understanding of RI.6.6 with grade-level texts, with increasing independence	❏ Determine an author's point of view in increasingly complex texts ❏ Determine an author's purpose in increasingly complex texts ❏ Identify how an author distinguishes his or her position from that of others

STANDARD
RI.6.7 Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.6.7 proficiency with below grade-level texts	❏ Draw on information from multiple sources	❏ Integrate information presented in different media or formats ❏ Integrate information presented visually, quantitatively, and in words ❏ Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue ❏ Consistently demonstrate a comprehensive understanding of RI.6.7 with grade-level texts, with increasing independence	❏ Compare a text to an audio, video, or multimedia version ❏ Contrast a text to an audio, video, or multimedia version

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.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.6.8 proficiency with below grade-level texts ❏ Identify the main argument in a text ❏ Identify claims in a text	❏ Determine relevant claims in a text ❏ Determine claims that are not supported by reasons and evidence	❏ Trace the argument and specific claims in a text ❏ Evaluate the argument and specific claims in a text ❏ Distinguish claims that are supported by reasons and evidence from claims that are not ❏ Consistently demonstrate a comprehensive understanding of RI.6.8 with grade-level texts, with increasing independence	❏ Evaluate the argument and specific claims in increasingly complex texts ❏ Assess whether the reasoning is sound ❏ Assess whether evidence is relevant

STANDARD			
RI.6.9 Compare and contrast one author's presentation of events with that of another.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.6.9 proficiency with below grade-level texts ❏ Effectively integrate information from multiple texts	❏ Identify how two texts on the same topic emphasize different evidence in grade-level, complex texts ❏ Identify how two texts on the same topic advance different interpretations of facts in grade-level, complex texts	❏ Compare one author's presentation of events with that of another ❏ Contrast one author's presentation of events with that of another ❏ Consistently demonstrate a comprehensive understanding of RI.6.9 with grade-level texts, with increasing independence	❏ Analyze how multiple authors writing about the same topic shape their presentations of key information ❏ Analyze how multiple authors writing about the same topic emphasize different evidence ❏ Analyze how multiple authors writing about the same topic advance different interpretations of facts

STANDARD

RI.6.10 By the end of grade 6, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Independently read and understand informational texts at the low end of the 6-8 text complexity band ❑ Connect prior knowledge to informational texts at the low end of the 6-8 text complexity band ❑ Connect experiences to informational texts at the low end of the 6-8 text complexity band	❑ Read and understand informational texts at the low end of the 6-8 text complexity band proficiently ❑ Independently read and understand informational texts at the low end of the 6-8 text complexity band for sustained periods of time ❑ Connect prior knowledge and experiences to informational texts at the low end of the 6-8 text complexity band	**By the end of grade 6:** ❑ Read and understand informational texts within the 6-8 text complexity band proficiently ❑ Independently read and understand informational texts within the 6-8 text complexity band ❑ Independently read and understand informational texts within the 6-8 text complexity band for sustained periods of time ❑ Connect prior knowledge and experiences to informational texts within the 6-8 text complexity band ❑ Connect experiences to informational texts within the 6-8 text complexity band	❑ Read and understand increasingly complex informational texts proficiently ❑ Independently read and understand increasingly complex informational texts ❑ Independently read and understand increasingly complex informational texts for sustained periods of time ❑ Connect prior knowledge and experiences to increasingly complex informational texts ❑ Connect experiences to increasingly complex informational texts

Writing – Grade 6

STANDARD

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

    a. Organize information and ideas around a topic to plan and prepare to write.

    b. Introduce claim(s) and organize the reasons and evidence clearly.

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

    d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

    e. Establish and maintain a formal style.

    f. Provide a concluding statement or section that follows from the argument presented.

    g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
W.6.1			
❏ Formulate an opinion on a topic or text ❏ Determine claim(s) for an argument	❏ Support a point of view with reasons and information	❏ Write arguments to support claim(s) with clear reasons ❏ Write arguments to support claim(s) with relevant evidence ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Write arguments to support claim(s) using valid reasoning ❏ Write arguments to support claim(s) using relevant and sufficient evidence ❏ Show W.6.1 proficiency with increasingly complex topics or texts

W.6.1a			
❏ Organize information and ideas to plan and prepare to write	❏ Organize information and ideas around a topic to plan and prepare to write	❏ Organize information and ideas around grade-level topics to plan and prepare to write ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Show W.6.1a proficiency organizing information and ideas to plan and prepare to write on increasingly complex topics or texts
W.6.1b			
❏ Introduce a topic or text clearly ❏ Create an organizational structure	❏ Identify claim(s) ❏ Organize reasons and evidence	❏ Introduce claim(s) ❏ Organize the reasons and evidence clearly ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Acknowledge alternate or opposing claim(s) ❏ Organize the reasons and evidence logically ❏ Show W.6.1b proficiency with increasingly complex topics or texts
W.6.1c			
❏ Provide logically ordered reasons ❏ Support reasons with facts	❏ Evaluate the credibility of sources	❏ Support claim(s) with clear reasons ❏ Support claim(s) with relevant evidence ❏ Use credible sources ❏ Demonstrate an understanding of the grade-level topic or text ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Support claim(s) with logical reasoning ❏ Show W.6.1c proficiency with substantive increasingly complex topics or texts

W.6.1d			
❏ Determine transitional words and phrases to link opinions and reasons	❏ Make connections to link claims and reasons	❏ Use words, phrases, and clauses to clarify the relationship among claim(s) and reasons ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Use words, phrases, and clauses to create cohesion among claim(s), reasons, and evidence ❏ Use words, phrases, and clauses to clarify the relationships among claim(s), reasons, and evidence ❏ Show W.6.1d proficiency with increasingly complex topics or texts
W.6.1e			
❏ Identify informal style ❏ Identify formal style	❏ Compare and contrast characteristics of formal and informal writing styles ❏ Demonstrate an understanding of when to use formal style in writing	❏ Establish a formal style ❏ Maintain a formal style ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Establish an objective tone ❏ Maintain an objective tone ❏ Show W.6.1e proficiency with substantive increasingly complex topics or texts

W.6.1f			
❏ Provide a concluding statement related to the argument presented	❏ Provide a concluding section related to the argument presented	❏ Provide a concluding statement that follows from the argument presented ❏ Provide a concluding statement that supports the argument presented ❏ Provide a concluding section that follows from the argument presented ❏ Provide a concluding section that supports the argument presented ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Show W.6.1f proficiency with increasingly complex topics or texts

W.6.1g			
With extensive guidance and support from peers and adults: ❏ Identify a purpose for writing ❏ Determine possible audiences for writing ❏ Determine writing techniques to use to address audience ❏ Determine writing techniques to use to address purpose	**With guidance and support from peers and adults:** ❏ Identify a specific purpose for writing ❏ Identify a specific audience for writing ❏ Determine writing techniques to use to address audience ❏ Determine writing techniques to use to address purpose	**With some guidance and support from peers and adults:** ❏ Develop and strengthen writing as needed by revising ❏ Develop and strengthen writing as needed by editing ❏ Develop and strengthen writing as needed by rewriting ❏ Develop and strengthen writing as needed by trying a new approach ❏ Take task, purpose, and audience into consideration ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Develop and strengthen writing as needed by revising ❏ Develop and strengthen writing as needed by editing ❏ Develop and strengthen writing as needed by rewriting ❏ Develop and strengthen writing as needed by trying a new approach ❏ Focus on how well purpose has been addressed ❏ Focus on how well audience has been addressed ❏ Show W.6.1g proficiency with increasingly complex topics or texts

STANDARD

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

    a. Organize information and ideas around a topic to plan and prepare to write.

    b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.

    c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

    d. Use appropriate transitions to clarify the relationships among ideas and concepts.

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

    f. Establish and maintain a formal style.

    g. Provide a concluding statement or section that follows from the information or explanation presented.

    h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
W.6.2			
❏ Write informative/explanatory texts about a topic ❏ Select content related to the topic	❏ Convey ideas clearly ❏ Present information clearly	❏ Write informative/explanatory texts to examine a grade-level topic ❏ Write informative/explanatory texts to convey ideas, concepts, and information ❏ Select relevant content ❏ Organize relevant content ❏ Analyze relevant content ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Show W.6.2 proficiency with increasingly complex ideas, topics, and information

W.6.2a			
❏ Organize information and ideas to plan and prepare to write	❏ Organize information and ideas around a topic to plan and prepare to write	❏ Organize information and ideas around a grade-level topic to plan and prepare to write ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Organize information and ideas around a grade-level topic to plan and prepare to write ❏ Organize information and ideas around increasingly complex topics to plan and prepare to write
W.6.2b			
❏ Introduce a topic clearly ❏ Identify text structures ❏ Organize ideas	❏ Apply a specific text structure to purpose and content ❏ Include visuals to aid comprehension of content	❏ Introduce a grade-level topic clearly ❏ Organize ideas into broader categories ❏ Organize concepts into broader categories ❏ Organize information into broader categories ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Organize complex ideas, concepts, and information ❏ When introducing a topic, preview what is to follow ❏ Make important connections and distinctions ❏ Show W.6.2b proficiency with increasingly complex topics or texts

W.6.2c			

❑ Develop a topic with:
   ❑ facts
   ❑ definitions
   ❑ concrete details
	❑ Develop a topic with:
	   ❑ quotations
	   ❑ other information and examples
		❑ Develop the topic with relevant:
		   ❑ facts
		   ❑ definitions
		   ❑ concrete details
		   ❑ quotations
		   ❑ other information and examples
		
		❑ Consistently demonstrate a comprehensive understanding of grade-level standard
			❑ Develop the topic with well-chosen:
			   ❑ facts
			   ❑ definitions
			   ❑ concrete details
			   ❑ quotations
			   ❑ other information and examples
			
			❑ Show W.6.2c proficiency with increasingly complex topics or texts

W.6.2d			
❑ Identify transitions for specific purposes and structures ❑ Apply transitions for a specific purpose	❑ Use transitions to make connections among ideas and concepts ❑ Use transitions to illustrate relationships among ideas and concepts	❑ Use appropriate transitions to clarify the relationships among ideas and concepts ❑ Consistently demonstrate a comprehensive understanding of grade-level standard	❑ Use appropriate transitions to create cohesion among ideas and concepts ❑ Use varied transitions to clarify the relationships among ideas and concepts ❑ Show W.6.2d proficiency with substantive increasingly complex topics or texts

W.6.2e			
❏ Use below grade-level vocabulary to explain a topic ❏ Identify domain-specific vocabulary about a topic	❏ Use grade-level vocabulary to explain a topic ❏ Use domain-specific vocabulary about a topic	❏ Use precise language to explain or inform about a topic ❏ Use domain-specific vocabulary to explain or inform about a topic ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Use precise language to manage the complexity of a topic ❏ Use domain-specific vocabulary to manage the complexity of the topic ❏ Show W.6.2e proficiency with increasingly complex topics or texts
W.6.2f			
❏ Identify the features of informal and formal styles	❏ Determine when to use formal or informal styles when writing	❏ Establish a formal style ❏ Maintain a formal style ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Show W.6.2f proficiency with substantive increasingly complex topics or texts
W.6.2g			
❏ Provide a concluding statement related to the information or explanation presented	❏ Provide a concluding section related to the information or explanation present	❏ Provide a concluding statement that follows from the information or explanation presented ❏ Provide a concluding section that follows from the information or explanation presented ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Provide a concluding statement that supports the information or explanation presented ❏ Provide a concluding section that supports the information or explanation presented ❏ Show W.6.2f proficiency with substantive increasingly complex topics or texts

W.6.2h			
With extensive guidance and support from peers and adults: ❏ Identify a purpose for writing ❏ Identify an audience for writing ❏ Determine writing techniques to use to address audience ❏ Determine writing techniques to use to address purpose	**With guidance and support from peers and adults:** ❏ Identify a specific purpose for writing ❏ Identify a specific audience for writing ❏ Determine writing techniques to use to address audience ❏ Determine writing techniques to use to address purpose	**With some guidance and support from peers and adults:** ❏ Develop and strengthen writing as needed by revising ❏ Develop and strengthen writing as needed by editing ❏ Develop and strengthen writing as needed by rewriting ❏ Develop and strengthen writing as needed by trying a new approach ❏ Take into consideration task, purpose, and audience ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Develop and strengthen writing as needed by revising ❏ Develop and strengthen writing as needed by editing ❏ Develop and strengthen writing as needed by rewriting ❏ Develop and strengthen writing as needed by trying a new approach ❏ Focus on how well purpose has been addressed ❏ Focus on how well audience has been addressed ❏ Show W.6.2h proficiency with substantive increasingly complex topics or texts

STANDARD

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

    a. Organize information and ideas around a topic to plan and prepare to write.

    b. 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.

    c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

    d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

    e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

    f. Provide a conclusion that follows from and reflects on the narrated experiences or events.

    g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
W.6.3			
❑ Write narratives to develop real experiences or events ❑ Use details ❑ Determine an event sequence	❑ Write narratives to develop imagined experiences or events ❑ Use descriptive details ❑ Use clear event sequences	❑ Write narratives to develop real or imagined experiences or events ❑ Use effective technique ❑ Use relevant descriptive details ❑ Use well-structured event sequences. ❑ Consistently demonstrate a comprehensive understanding of grade-level standard	❑ Show W.6.3 proficiency with substantive increasingly complex topics or texts

W.6.3a			
❏ Organize information and ideas to plan and prepare to write	❏ Organize information and ideas around a topic to plan and prepare to write	❏ Organize information and ideas around a grade-level topic to plan and prepare to write ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Show W.6.3a proficiency with substantive increasingly complex topics or texts
W.6.3b			

❏ Identify narrative elements such as: characters, narrator, point of view, and purpose	❏ Match point of view to purpose
	
	❏ Organize an event sequence
		❏ Engage and orient the reader by:
		  ❏ Establishing a context
		  ❏ Introduce a narrator and/or characters
		  ❏ Organize an event sequence that unfolds naturally and logically
		
		❏ Consistently demonstrate a comprehensive understanding of grade-level standard
			❏ Establishing a point of view
			
			❏ Set out a problem
			
			❏ Create a smooth progression of experiences or events
			
			❏ Show W.6.3b proficiency with substantive increasingly complex topics or texts

W.6.3c			

❏ Identify narrative techniques	❏ Apply narrative techniques for a purpose	❏ Use narrative techniques, such as:
		  ❏ Dialogue
		  ❏ Pacing
		  ❏ Description
		  ❏ Reflection
		
		❏ Use narrative techniques to develop experiences
		
		❏ Use narrative techniques to develop events
		
		❏ Use narrative techniques to develop characters
		
		❏ Consistently demonstrate a comprehensive understanding of grade-level standard
			❏ Use narrative techniques, such as:
			  ❏ Reflection
			  ❏ Multiple plot lines
			
			❏ Show W.6.3c proficiency with substantive increasingly complex topics or texts

W.6.3d			

❏ Use a variety of transition words, phrases, and clauses	❏ Identify relationships among experiences and events in a narrative	❏ Use a variety of transition words, phrases, and clauses to:
		  ❏ Convey sequence
		  ❏ Signal shifts from one time frame or setting to another
		
		❏ Consistently demonstrate a comprehensive understanding of grade-level standard
			❏ Use a variety of transition words, phrases, and clauses to show the relationships among experiences and events
			
			❏ Show W.6.3d proficiency with substantive increasingly complex topics or texts

W.6.3e			
❏ Use below grade-level academic words and phrases ❏ Use details	❏ Use grade-level academic words and phrases ❏ Use descriptive details	❏ Use precise words and phrases ❏ Use relevant descriptive details ❏ Use sensory language ❏ Convey experiences ❏ Convey events ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Use telling details ❏ Capture the action ❏ Convey a vivid picture ❏ Show W.6.3e proficiency with substantive increasingly complex topics or texts
W.6.3f			
❏ Provide a conclusion	❏ Provide a conclusion related to the experiences or events	❏ Provide a conclusion that follows from the narrated experiences or events ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Provide a conclusion that reflects on the narrated experiences or events ❏ Provide a conclusion that reflects on what is experienced, observed, or resolved over the course of the narrative ❏ Show W.6.3f proficiency with substantive increasingly complex topics or texts

W.6.3g			
With extensive guidance and support from peers and adults:	**With guidance and support from peers and adults:**	**With some guidance and support from peers and adults:**	❏ Develop and strengthen writing as needed by revising
❏ Identify a purpose for writing	❏ Identify a specific purpose for writing	❏ Develop and strengthen writing as needed by revising	❏ Develop and strengthen writing as needed by editing
❏ Identify an audience for writing	❏ Identify a specific audience for writing	❏ Develop and strengthen writing as needed by editing	❏ Develop and strengthen writing as needed by rewriting
❏ Determine writing techniques to use to address audience	❏ Determine writing techniques to use to address audience	❏ Develop and strengthen writing as needed by rewriting	❏ Develop and strengthen writing as needed by trying a new approach
❏ Determine writing techniques to use to address purpose	❏ Determine writing techniques to use to address purpose	❏ Develop and strengthen writing as needed by trying a new approach	❏ Focus on addressing purpose
		❏ Take task, audience, and purpose into consideration	❏ Focus on addressing audience
		❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Show W.6.3g proficiency with substantive increasingly complex topics or texts

STANDARD			
W.6.4 Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient word processing skills.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Identify tools and resources to collaborate with others ❏ Demonstrate novice word processing skills	❏ Establish appropriate norms for interacting with others using digital tools and resources ❏ Demonstrate progressive word processing skills	❏ Use digital tools and resources to produce writing ❏ Use digital tools and resources to publish writing ❏ Use digital tools and resources to interact with others ❏ Use digital tools and resources to collaborate with others ❏ Demonstrate sufficient word processing skills ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Use digital tools and resources to link to and cite sources ❏ Use digital tools and resources to present the relationships between information and ideas efficiently ❏ Show W.6.4 proficiency with increasingly complex writing

STANDARD			
W.6.5 Conduct short research projects to answer a question, drawing on several sources and refocusing the investigation when appropriate.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Conduct short research projects to build knowledge	❏ Identify key aspects of a topic for research	❏ Conduct short research projects to answer a question ❏ Draw on several sources ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Conduct short research projects to answer a self-generated question ❏ Generate additional related, focused questions for further research and investigations ❏ Show W.6.5 proficiency with increasingly complex topics, texts, and/or sources

STANDARD
W.6.6 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.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Quote data ❏ Quote conclusions ❏ Cite sources ❏ Gather information from print sources	❏ Gather information from digital sources ❏ Identify credible sources ❏ Paraphrase data ❏ Paraphrase conclusions	❏ Gather relevant information from multiple print and digital sources ❏ Assess the credibility and accuracy of each source ❏ Quote data while avoiding plagiarism ❏ Paraphrase data while avoiding plagiarism ❏ Quote the conclusions of others while avoiding plagiarism ❏ Paraphrase the conclusions of others while avoiding plagiarism ❏ Provide basic bibliographic information for sources ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Gather relevant information from multiple authoritative print and digital sources ❏ Use search terms effectively ❏ Follow a standard format for citation ❏ Show W.6.6 proficiency with increasingly complex topics, texts, and/or sources

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Speaking and Listening – Grade 6

STANDARD
SL.6.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

    a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

    b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

    c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

    d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
SL.6.1			
❏ Participate in collaborative discussions ❏ Engage with diverse partners on less complex topics and texts ❏ Express ideas	❏ Engage in collaborative discussions ❏ Engage with diverse partners on grade 6 topics and texts ❏ Express ideas clearly	❏ Engage effectively in a range of collaborative discussions ❏ Engage with diverse partners on grade 6 topics, texts, and issues ❏ Build on others' ideas and expressing ideas clearly ❏ Consistently demonstrate comprehensive understanding of grade-level standard	❏ Initiate and participate effectively in a range of collaborative discussions with diverse partners ❏ Express ideas clearly and persuasively ❏ Show SL.6.1 proficiency with increasingly complex topics, texts, and issues

SL.6.1a			
❏ Summarize reading or required material	❏ Identify key details of the reading or required material	❏ Come to discussions prepared, having read or studied required material ❏ Explicitly draw on preparation by referring to evidence on the topic, text, or issue ❏ Probe on ideas under discussion ❏ Reflect on ideas under discussion ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Refer to evidence from texts and research on the topic or issue ❏ Show SL.6.1a proficiency with increasingly complex topics, texts, and/or sources
SL.6.1b			
❏ Identify rules for collegial discussion	❏ Determine effective roles for collaborative conversations	❏ Follow rules for collegial discussions ❏ Set specific goals and deadlines ❏ Define individual roles, as needed ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Follow rules for decision-making ❏ Track progress toward specific goals and deadlines ❏ Show SL.6.1b proficiency with increasingly complex topics, texts, and/or sources

SL.6.1c			
❏ Pose and respond to specific questions to clarify or follow up on information	❏ Respond to others' questions and comments in order to elaborate on the remarks of others	❏ Pose specific questions with elaboration and detail ❏ Respond to specific questions with elaboration and detail ❏ Make comments that contribute to the topic, text, or issue under discussion ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Pose questions that elicit elaboration ❏ Respond to others' questions and comments with relevant Ideas and observations that bring the discussion back on topic as needed ❏ Show SL.6.1c proficiency with increasingly complex topics, texts, and/or sources
SL.6.1d			
❏ Review ideas expressed ❏ Demonstrate understanding through reflection	❏ Draw conclusions in light of information and knowledge gained from discussions	❏ Review key ideas expressed ❏ Demonstrate understanding of multiple perspectives ❏ Reflect on multiple perspectives ❏ Paraphrase multiple perspectives ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Acknowledge new information expressed by others ❏ When warranted, modify one's own views ❏ Show SL.6.1d proficiency with increasingly complex topics, texts, and/or sources

STANDARD			
SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Summarize information presented in diverse media and formats	❑ Explain information presented visually ❑ Explain information presented quantitatively ❑ Explain information presented orally	❑ Interpret information presented in diverse media and formats ❑ Explain how information contributes to a topic, text, or issue under study ❑ Consistently demonstrate a comprehensive understanding of grade-level standard	❑ Analyze the main ideas and supporting details presented in diverse media and formats ❑ Explain how the ideas clarify the topic, text, or issue under study ❑ Show SL.6.2 proficiency with increasingly complex texts and/or sources

STANDARD
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.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Summarize the points a speaker makes	❏ Identify a speaker's argument ❏ Identify a speaker's claims	❏ Delineate a speaker's argument ❏ Delineate a speaker's specific claims ❏ Distinguish claims that are supported by reasons and evidence from claims that are not ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Evaluate the soundness of the reasoning ❏ Evaluate the relevance of the evidence ❏ Evaluate the sufficiency of the evidence ❏ Show SL.6.3 proficiency with increasingly complex texts and/or sources

STANDARD			
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**

❏ Report on a topic or text
 	
❏ Present an opinion
	❏ Use appropriate facts
	
	❏ Use relevant, descriptive details
		❏ Present claims and findings
		
		❏ Sequence ideas logically
		
		❏ Use pertinent:
		  ❏ Descriptions
		  ❏ Facts
		  ❏ Details
		
		❏ Accentuate main ideas and themes
		
		❏ Adapt speech to a variety of contexts
		
		❏ Adapt speech to a variety of tasks
		
		❏ Consistently demonstrate a comprehensive understanding of grade-level standard
			❏ Emphasize salient points in a focused, coherent manner
			
			❏ Show SL.6.4 proficiency with increasingly complex sources, information, purposes, audiences, and/or tasks

STANDARD			
SL.6.5 Include multimedia components and visual displays in presentations to clarify information.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Include multimedia components and visual displays in presentations	❏ Include multimedia components and visual displays in presentations to enhance the development of main ideas	❏ Include multimedia components and visual displays in presentations to clarify information. ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Include multimedia and visual displays into presentations to: ❏ Clarify claims ❏ Clarify findings ❏ Emphasize salient points ❏ Show SL.6.5 proficiency with increasingly complex presentations

Language – Grade 6

STANDARD
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Consistently demonstrate strong command of conventions within the 4-5 Continua ❑ Produce complete sentences ❑ Explain the functions of prepositions ❑ Explain the functions of pronouns ❑ Place phrases and clauses within a sentence	❑ Use adverbs that modify adjectives ❑ Use adverbs that modify adverbs ❑ Choose among simple, compound, complex, and compound-complex sentences ❑ Use intensive pronouns ❑ Ensure pronoun-antecedent agreement ❑ Recognize the nominative case and objective case ❑ Correctly use confused words ❑ Explain the function of phrases and clauses in general and their function in specific sentences ❑ Form indirect/direct objects	❑ Apply grade-level conventions of grammar and usage while writing and speaking ❑ Recognize improper use of grade-level conventions of grammar and usage while reading, writing, speaking and listening ❑ Make appropriate corrections to improper conventions of grammar and usage while revising and editing writing and speaking tasks ❑ Identify and use strategies to improve expression in conventional language ❑ Consistently demonstrate a comprehensive understanding of grade-level standard	❑ Apply grammar and usage skills to create a unique voice when writing or speaking ❑ Apply and expand grammar and usage skills from previous grades ❑ Show L.6.1 proficiency with increasingly complex texts, writing, speaking and/or listening tasks

STANDARD			
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Consistently demonstrate strong command of conventions within the 4-5 Continua ❑ Use proper punctuation within dialogue ❑ Correctly form and use possessives ❑ Correctly form and use contractions ❑ Use spelling patterns and generalizations when writing words ❑ Understand how to consult reference materials to check and correct spellings	❑ Use punctuation to set off nonrestrictive/parenthetical elements ❑ Use a comma to separate coordinate adjectives ❑ Use punctuation to indicate a pause or break ❑ Use an ellipsis to indicate an omission ❑ Use a semicolon to link two or more closely related independent clauses ❑ Use a colon to introduce a list or quotation ❑ Apply hyphen conventions ❑ Apply conventional rules to spell words correctly ❑ Consult reference materials as needed to check and correct spellings	❑ Apply grade-level conventions of capitalization, punctuation, and spelling while writing or speaking ❑ Recognize improper use of grade-level conventions of capitalization, punctuation, and spelling while reading and writing ❑ Make appropriate corrections to improper conventions of capitalization, punctuation, and spelling while editing written work ❑ Consult reference materials when needed ❑ Consistently demonstrate a comprehensive understanding of grade-level standard	❑ Apply conventions of capitalization, punctuation, and spelling to create a unique style and voice when writing or speaking ❑ Apply and expand capitalization, punctuation, and spelling skills from previous grades ❑ Show L.6.2 proficiency with increasingly complex writing tasks

STANDARD

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  a. Vary sentence patterns for meaning, reader/listener interest, and style.
  b. Maintain consistency in style and tone.

Note: Substandards "a" and "b" are not separated from the main standard, as seen in W.6.1 - W.6.3 and SL.6.1. The substandards L.6.3a and L.6.3b are included in the progression of L.6.3 as a whole to provide clarity on the skills and expectations of the standard.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
Use knowledge of language and its conventions when: ❏ Writing below grade level ❏ Speaking below grade level ❏ Reading below grade level texts ❏ Listening to below grade level texts	Use knowledge of language and its conventions when: ❏ Writing ❏ Speaking ❏ Reading ❏ Listening	Use knowledge of language and its conventions when: ❏ Writing on grade level ❏ Speaking on grade level ❏ Reading grade level texts ❏ Listening to grade level texts ❏ Vary sentence patterns for: ❏ Meaning ❏ Reader ❏ Listener ❏ Style ❏ Consistently demonstrate a comprehensive understanding of grade-level standards	❏ Choose language that expresses ideas precisely and concisely ❏ Recognize and eliminate wordiness ❏ Recognize and eliminate redundancy ❏ Show L.6.3 proficiency with increasingly complex texts, writing, speaking and/or listening tasks

STANDARD			
L.6.4 Determine and/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: context clues, word parts, word relationships, and reference materials.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**

❏ Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on below grade-level texts reading and content	❏ Identify context clues
	
	❏ Determine word parts
	
	❏ Understand word relationships
	
	❏ Use reference materials
		❏ Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade-level texts and content
		
		❏ Choosing flexibly from a range of strategies when reading grade-level texts:
		  ❏ Context clues
		  ❏ Word parts
		  ❏ Word relationships
		  ❏ Reference materials
		
		❏ Consistently demonstrate a comprehensive understanding of grade-level standard
			❏ Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on increasingly complex texts and content
			
			❏ Choosing flexibly from a range of strategies when reading increasingly complex texts
			
			❏ Show L.6.4 proficiency with increasingly complex texts and content

STANDARD

L.6.5 Demonstrate understanding of figurative language and nuances in word meanings.
    a. Interpret figures of speech in context based on grade 6 reading and content.
    b. Distinguish among the connotations of words with similar denotations.

Note: Substandards "a" and "b" are not separated from the main standard, as seen in W.6.1 - W.6.3 and SL.6.1. The substandards L.6.5a and L.6.5b are included in the progression of L.6.5 as a whole to provide clarity on the skills and expectations of the standard.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate understanding of figurative language and nuances in word meanings with below grade-level texts and content ❏ Interpret figures of speech in context based on below grade-level reading and content	❏ Identify the connotations of grade-level words	❏ Demonstrate understanding of figurative language and nuances in word meanings with grade-level texts and content ❏ Interpret figures of speech in context based on grade-level reading and content ❏ Distinguish among the connotations of words with similar denotations ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Analyze the role of figures of speech in a text ❏ Analyze nuances in the meaning of words with similar denotations ❏ Show L.6.5 proficiency with increasingly complex texts and content

STANDARD			
L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Acquire and use general academic and domain-specific words and phrases	❏ Identify words or phrases important to comprehension ❏ Identify words or phrases important to expression	❏ Acquire grade-level general academic and domain-specific words and phrases ❏ Accurately use grade-level general academic and domain-specific words and phrases ❏ Develop grade-level vocabulary knowledge when considering a word or phrase important to comprehension ❏ Develop grade-level vocabulary knowledge when considering a word or phrase important to expression ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression ❏ Shows L.6.6 proficiency with increasingly complex texts and content