

# Learning Progressions

GRADE  
**6**

FOR THE NC STANDARD COURSE OF STUDY IN ENGLISH LANGUAGE ARTS



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# NC ELA Standards — Learning Progressions

## 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
<input type="checkbox"/> Demonstrate RL.6.1 proficiency with below grade-level texts	<input type="checkbox"/> Draw accurate inferences from grade-level, complex texts  <input type="checkbox"/> Quote accurately from grade-level, complex texts	<input type="checkbox"/> Cite textual evidence to support an analysis of what grade-level, complex text says explicitly  <input type="checkbox"/> Cite textual evidence to support inferences drawn from a grade-level, complex text  <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.6.1 with grade-level texts, with increasing independence	<input type="checkbox"/> Cite several pieces of textual evidence to support an analysis of what a text says  <input type="checkbox"/> Cite several pieces of evidence to support inferences drawn from a text  <input type="checkbox"/> 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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Demonstrate RL.6.2 proficiency with below grade-level texts</li><li><input type="checkbox"/> Determine the theme of a text</li><li><input type="checkbox"/> Provide a summary of a text</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Understand that an objective summary is based solely on the text</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Determine a theme of a grade-level, complex text</li><li><input type="checkbox"/> Determine how a theme is conveyed through particular details</li><li><input type="checkbox"/> Provide a summary of the text free from personal opinion or judgment</li><li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.6.2 with grade-level texts, with increasing independence</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Analyze a theme's development over the course of a text</li><li><input type="checkbox"/> Provide objective summaries of increasingly complex texts</li></ul>

**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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Demonstrate RL.6.3 proficiency with below grade-level texts</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Identify how a story’s or drama’s plot unfolds</li><li><input type="checkbox"/> Trace the development of characters throughout a story or drama</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Describe how a story’s or drama’s plot unfolds in a series of episodes</li><li><input type="checkbox"/> Describe how characters respond or change as a story’s or drama’s plot moves toward a resolution</li><li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.6.3 with grade-level texts, with increasing independence</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Identify the interaction between elements in a story or drama</li><li><input type="checkbox"/> Analyze how particular lines of dialogue or incidents in a story or drama reveal aspects of character</li><li><input type="checkbox"/> Analyze specific interactions between elements in a story or drama</li></ul>

**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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RL.6.4 proficiency with below grade-level texts</li> <li><input type="checkbox"/> Determine the meaning of words and phrases as they are used in a text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify tone in a grade-level, complex text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the meaning of words as they are used in a grade-level, complex text</li> <li><input type="checkbox"/> Determine the meaning of phrases as they are used in a grade-level, complex text</li> <li><input type="checkbox"/> Analyze the impact of specific word choice on meaning</li> <li><input type="checkbox"/> Analyze the impact of specific word choice on tone</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.6.4 with grade-level texts, with increasing independence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the meaning of words as they are used in increasingly complex texts</li> <li><input type="checkbox"/> Determine the meaning of phrases as they are used in increasingly complex texts</li> </ul>

**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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Demonstrate RL.6.5 proficiency with below grade-level texts</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Identify the structure of various grade-level texts</li><li><input type="checkbox"/> Identify the forms of specific genres</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Analyze how a particular part of a text (sentence, chapter, scene, or stanza) fits into its overall structure</li><li><input type="checkbox"/> Analyze how a particular part of a text (sentence, chapter, scene, or stanza) contributes to the development of its theme, setting, or plot</li><li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.6.5 with grade-level texts, with increasing independence</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Analyze how a genre's form contributes to its meaning</li><li><input type="checkbox"/> Analyze how a text's structure contributes to its meaning</li></ul>

**STANDARD**

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

**Learning Progression**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Demonstrate RL.6.6 proficiency with below grade-level texts</li> <li><input type="checkbox"/> Identify the point of view of the narrator or speaker in a grade-level, complex text</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Explain the development of point of view in a text</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Explain how the point of view the narrator or speaker is developed in a grade-level, complex text</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.6.6 with grade-level texts, with increasing independence</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Analyze how an author develops the perspectives of different characters</li> <li><input type="checkbox"/> Analyze how an author contrasts the perspectives of different characters</li></ul>

**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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RL.6.7 proficiency with below grade-level texts</li> <li><input type="checkbox"/> Identify characteristics of:               <ul style="list-style-type: none"> <li><input type="checkbox"/> A poem</li> <li><input type="checkbox"/> A drama</li> <li><input type="checkbox"/> A story</li> <li><input type="checkbox"/> An audio version of a text</li> <li><input type="checkbox"/> A filmed version of a text</li> <li><input type="checkbox"/> A staged version of a text</li> <li><input type="checkbox"/> A multimedia version of a text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze how visual and multimedia elements contribute to a text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compare the experience of reading a text to listening or viewing a version</li> <li><input type="checkbox"/> Compare what is seen and heard when reading text to what is perceived when listening or watching</li> <li><input type="checkbox"/> Contrast the experience of reading a text to listening or viewing a version</li> <li><input type="checkbox"/> Contrast what is seen and heard when reading text to what is perceived when listening or watching</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.6.7 with grade-level texts, with increasing independence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze the techniques unique to an audio version of a text</li> <li><input type="checkbox"/> Analyze the techniques to a multimedia version of a text</li> <li><input type="checkbox"/> Analyze the techniques unique to a staged version of a text</li> </ul>

**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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<p><input type="checkbox"/> Demonstrate RL.6.9 proficiency with below grade-level texts</p>	<p><input type="checkbox"/> Identify similar themes and topics found in across grade-level, complex texts</p>	<p><input type="checkbox"/> Compare texts in different forms or genres that have similar themes and topics</p> <p><input type="checkbox"/> Contrast texts in different forms or genres that have similar themes and topics</p> <p><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RL.6.9 with grade-level texts, with increasing independence</p>	<p><input type="checkbox"/> Compare a fictional portrayal of a time, place, or character with a historical account of the same period</p> <p><input type="checkbox"/> Contrast a fictional portrayal of a time, place, or character with a historical account of the same period</p> <p><input type="checkbox"/> Understand how authors of fiction use or alter history</p>

## 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
<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and understand literature at the low end of the 6-8 text complexity band proficiently</li> <li><input type="checkbox"/> Connect prior knowledge and experiences to literature at the low end of the 6-8 text complexity band</li> <li><input type="checkbox"/> Connect experiences to literature at the low end of the 6-8 text complexity band</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and understand literature at the low end of the 6-8 text complexity band proficiently</li> <li><input type="checkbox"/> Independently read and understand literature at the low end of the 6-8 text complexity band</li> <li><input type="checkbox"/> Independently read and understand literature at the low end of the 6-8 text complexity band for sustained periods of time</li> <li><input type="checkbox"/> Connect prior knowledge and experiences to literature at the low end of the 6-8 text complexity band</li> </ul>	<p><b>By the end of grade 6:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and understand literature within the 6-8 text complexity band proficiently</li> <li><input type="checkbox"/> Independently read and understand literature within the 6-8 text complexity band</li> <li><input type="checkbox"/> Independently read and understand literature within the 6-8 text complexity band for sustained periods of time</li> <li><input type="checkbox"/> Connect prior knowledge and experiences to literature within the 6-8 text complexity band</li> <li><input type="checkbox"/> Connect experiences to literature within the 6-8 text complexity band</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and understand increasingly complex literature</li> <li><input type="checkbox"/> Independently read and understand increasingly complex literature</li> <li><input type="checkbox"/> Connect prior knowledge to increasingly complex literature</li> <li><input type="checkbox"/> Connect experiences to increasingly complex literature</li> </ul>

## 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
<input type="checkbox"/> Demonstrate RI.6.1 proficiency with below grade-level texts	<input type="checkbox"/> Draw accurate inferences from grade-level, complex texts  <input type="checkbox"/> Quote accurately from grade-level, complex texts	<input type="checkbox"/> Cite textual evidence to support an analysis of what a text says explicitly  <input type="checkbox"/> Cite textual evidence to support inferences  <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.6.1 with grade-level texts, with increasing independence	<input type="checkbox"/> Cite several pieces of textual evidence to support an analysis of what a text says explicitly  <input type="checkbox"/> 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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RI.6.2 proficiency with below grade-level texts</li> <li><input type="checkbox"/> Determine the central idea of a text</li> <li><input type="checkbox"/> Provide a summary of a text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate understanding that a summary is based solely on the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the central idea of a grade-level, complex text</li> <li><input type="checkbox"/> Determine how the central idea of a grade-level, complex text is conveyed through particular details</li> <li><input type="checkbox"/> Provide a summary free of personal opinion or judgment</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.6.2 with grade-level texts, with increasing independence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine two or more central ideas of a text</li> <li><input type="checkbox"/> Trace the development of multiple central ideas in a text</li> <li><input type="checkbox"/> Provide an objective summary of a text</li> </ul>

**STANDARD**

**RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**Learning Progression**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RI.6.3 proficiency with below grade-level texts</li> <li><input type="checkbox"/> Identify key individuals in a grade-level text</li> <li><input type="checkbox"/> Identify key events in a grade-level text</li> <li><input type="checkbox"/> Identify key ideas in a grade-level text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify how a key individual is introduced, illustrated and elaborated in a text</li> <li><input type="checkbox"/> Identify how an event is introduced, illustrated and elaborated in a text</li> <li><input type="checkbox"/> Identify how an idea is introduced, illustrated and elaborated in a text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze how a key individual is introduced, illustrated and elaborated in a grade-level, complex text</li> <li><input type="checkbox"/> Analyze how an event is introduced, illustrated and elaborated in a grade-level, complex text</li> <li><input type="checkbox"/> Analyze how an idea is introduced, illustrated and elaborated in a grade-level, complex text</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.6.3 with grade-level texts, with increasing independence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze the interactions between individuals, events, and ideas in a text</li> <li><input type="checkbox"/> Identify how a text makes connections among and distinctions between individuals, ideas, or events</li> </ul>

**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**

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

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RI.6.5 proficiency with below grade-level texts</li> <li><input type="checkbox"/> Identify various text structures present in grade-level, complex texts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify sentences, paragraphs, chapters, or sections that contribute to the development of ideas in a grade-level, complex text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze how a particular sentence, paragraph, chapter, or section contributes to the development of ideas in a grade-level, complex text</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.6.5 with grade-level texts, with increasing independence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze the structure an author uses to organize a text</li> <li><input type="checkbox"/> Analyze how major sections contribute to the whole text</li> <li><input type="checkbox"/> Analyze how major sections contribute to the development of ideas</li> </ul>

**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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<p><input type="checkbox"/> Demonstrate RI.6.6 proficiency with below grade-level texts</p>	<p><input type="checkbox"/> Analyze multiple accounts of the same event or topic</p>	<p><input type="checkbox"/> Determine an author’s point of view in a grade-level, complex text</p> <p><input type="checkbox"/> Determine an author’s purpose in a grade-level, complex text</p> <p><input type="checkbox"/> Explain how an author’s point of view is conveyed in a text</p> <p><input type="checkbox"/> Explain how an author’s purpose is conveyed in a text</p> <p><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.6.6 with grade-level texts, with increasing independence</p>	<p><input type="checkbox"/> Determine an author’s point of view in increasingly complex texts</p> <p><input type="checkbox"/> Determine an author’s purpose in increasingly complex texts</p> <p><input type="checkbox"/> Identify how an author distinguishes his or her position from that of others</p>

**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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<p><input type="checkbox"/> Demonstrate RI.6.7 proficiency with below grade-level texts</p>	<p><input type="checkbox"/> Draw on information from multiple sources</p>	<p><input type="checkbox"/> Integrate information presented in different media or formats</p> <p><input type="checkbox"/> Integrate information presented visually, quantitatively, and in words</p> <p><input type="checkbox"/> Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue</p> <p><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.6.7 with grade-level texts, with increasing independence</p>	<p><input type="checkbox"/> Compare a text to an audio, video, or multimedia version</p> <p><input type="checkbox"/> Contrast a text to an audio, video, or multimedia version</p>

**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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RI.6.8 proficiency with below grade-level texts</li> <li><input type="checkbox"/> Identify the main argument in a text</li> <li><input type="checkbox"/> Identify claims in a text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine relevant claims in a text</li> <li><input type="checkbox"/> Determine claims that are not supported by reasons and evidence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Trace the argument and specific claims in a text</li> <li><input type="checkbox"/> Evaluate the argument and specific claims in a text</li> <li><input type="checkbox"/> Distinguish claims that are supported by reasons and evidence from claims that are not</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.6.8 with grade-level texts, with increasing independence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate the argument and specific claims in increasingly complex texts</li> <li><input type="checkbox"/> Assess whether the reasoning is sound</li> <li><input type="checkbox"/> Assess whether evidence is relevant</li> </ul>

**STANDARD**

**RI.6.9** Compare and contrast one author’s presentation of events with that of another.

**Learning Progression**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RI.6.9 proficiency with below grade-level texts</li> <li><input type="checkbox"/> Effectively integrate information from multiple texts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify how two texts on the same topic emphasize different evidence in grade-level, complex texts</li> <li><input type="checkbox"/> Identify how two texts on the same topic advance different interpretations of facts in grade-level, complex texts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compare one author’s presentation of events with that of another</li> <li><input type="checkbox"/> Contrast one author’s presentation of events with that of another</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of RI.6.9 with grade-level texts, with increasing independence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze how multiple authors writing about the same topic shape their presentations of key information</li> <li><input type="checkbox"/> Analyze how multiple authors writing about the same topic emphasize different evidence</li> <li><input type="checkbox"/> Analyze how multiple authors writing about the same topic advance different interpretations of facts</li> </ul>

## 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
<ul style="list-style-type: none"> <li><input type="checkbox"/> Independently read and understand informational texts at the low end of the 6-8 text complexity band</li> <li><input type="checkbox"/> Connect prior knowledge to informational texts at the low end of the 6-8 text complexity band</li> <li><input type="checkbox"/> Connect experiences to informational texts at the low end of the 6-8 text complexity band</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and understand informational texts at the low end of the 6-8 text complexity band proficiently</li> <li><input type="checkbox"/> Independently read and understand informational texts at the low end of the 6-8 text complexity band for sustained periods of time</li> <li><input type="checkbox"/> Connect prior knowledge and experiences to informational texts at the low end of the 6-8 text complexity band</li> </ul>	<p><b>By the end of grade 6:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and understand informational texts within the 6-8 text complexity band proficiently</li> <li><input type="checkbox"/> Independently read and understand informational texts within the 6-8 text complexity band</li> <li><input type="checkbox"/> Independently read and understand informational texts within the 6-8 text complexity band for sustained periods of time</li> <li><input type="checkbox"/> Connect prior knowledge and experiences to informational texts within the 6-8 text complexity band</li> <li><input type="checkbox"/> Connect experiences to informational texts within the 6-8 text complexity band</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and understand increasingly complex informational texts proficiently</li> <li><input type="checkbox"/> Independently read and understand increasingly complex informational texts</li> <li><input type="checkbox"/> Independently read and understand increasingly complex informational texts for sustained periods of time</li> <li><input type="checkbox"/> Connect prior knowledge and experiences to increasingly complex informational texts</li> <li><input type="checkbox"/> Connect experiences to increasingly complex informational texts</li> </ul>

## 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
<b>W.6.1</b>			
<ul style="list-style-type: none"> <li><input type="checkbox"/> Formulate an opinion on a topic or text</li> <li><input type="checkbox"/> Determine claim(s) for an argument</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Support a point of view with reasons and information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write arguments to support claim(s) with clear reasons</li> <li><input type="checkbox"/> Write arguments to support claim(s) with relevant evidence</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write arguments to support claim(s) using valid reasoning</li> <li><input type="checkbox"/> Write arguments to support claim(s) using relevant and sufficient evidence</li> <li><input type="checkbox"/> Show W.6.1 proficiency with increasingly complex topics or texts</li> </ul>

**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

Identify claim(s)

Introduce claim(s)

Acknowledge alternate or opposing claim(s)

Create an organizational structure

Organize reasons and evidence

Organize the reasons and evidence clearly

Organize the reasons and evidence logically

Consistently demonstrate a comprehensive understanding of grade-level standard

Show W.6.1b proficiency with increasingly complex topics or texts

**W.6.1c**

Provide logically ordered reasons

Evaluate the credibility of sources

Support claim(s) with clear reasons

Support claim(s) with logical reasoning

Support reasons with facts

Support claim(s) with relevant evidence

Show W.6.1c proficiency with substantive increasingly complex topics or texts

Use credible sources

Demonstrate an understanding of the grade-level topic or text

Consistently demonstrate a comprehensive understanding of grade-level standard

**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

Use words, phrases, and clauses to create cohesion among claim(s), reasons, and evidence

Consistently demonstrate a comprehensive understanding of grade-level standard

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

Show W.6.1f proficiency with increasingly complex topics or texts

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

**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
<b>W.6.2</b>			
<ul style="list-style-type: none"> <li><input type="checkbox"/> Write informative/explanatory texts about a topic</li> <li><input type="checkbox"/> Select content related to the topic</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Convey ideas clearly</li> <li><input type="checkbox"/> Present information clearly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write informative/explanatory texts to examine a grade-level topic</li> <li><input type="checkbox"/> Write informative/explanatory texts to convey ideas, concepts, and information</li> <li><input type="checkbox"/> Select relevant content</li> <li><input type="checkbox"/> Organize relevant content</li> <li><input type="checkbox"/> Analyze relevant content</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Show W.6.2 proficiency with increasingly complex ideas, topics, and information</li> </ul>

**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

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 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**

<p><input type="checkbox"/> Develop a topic with:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> facts</li><li><input type="checkbox"/> definitions</li><li><input type="checkbox"/> concrete details</li></ul>	<p><input type="checkbox"/> Develop a topic with:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> quotations</li><li><input type="checkbox"/> other information and examples</li></ul>	<p><input type="checkbox"/> Develop the topic with relevant:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> facts</li><li><input type="checkbox"/> definitions</li><li><input type="checkbox"/> concrete details</li><li><input type="checkbox"/> quotations</li><li><input type="checkbox"/> other information and examples</li></ul> <p><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</p>	<p><input type="checkbox"/> Develop the topic with well-chosen:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> facts</li><li><input type="checkbox"/> definitions</li><li><input type="checkbox"/> concrete details</li><li><input type="checkbox"/> quotations</li><li><input type="checkbox"/> other information and examples</li></ul> <p><input type="checkbox"/> Show W.6.2c proficiency with increasingly complex topics or texts</p>
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**W.6.2d**

<p><input type="checkbox"/> Identify transitions for specific purposes and structures</p> <p><input type="checkbox"/> Apply transitions for a specific purpose</p>	<p><input type="checkbox"/> Use transitions to make connections among ideas and concepts</p> <p><input type="checkbox"/> Use transitions to illustrate relationships among ideas and concepts</p>	<p><input type="checkbox"/> Use appropriate transitions to clarify the relationships among ideas and concepts</p> <p><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</p>	<p><input type="checkbox"/> Use appropriate transitions to create cohesion among ideas and concepts</p> <p><input type="checkbox"/> Use varied transitions to clarify the relationships among ideas and concepts</p> <p><input type="checkbox"/> Show W.6.2d proficiency with substantive increasingly complex topics or texts</p>
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**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
<b>W.6.3</b>			
<ul style="list-style-type: none"> <li><input type="checkbox"/> Write narratives to develop real experiences or events</li> <li><input type="checkbox"/> Use details</li> <li><input type="checkbox"/> Determine an event sequence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write narratives to develop imagined experiences or events</li> <li><input type="checkbox"/> Use descriptive details</li> <li><input type="checkbox"/> Use clear event sequences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write narratives to develop real or imagined experiences or events</li> <li><input type="checkbox"/> Use effective technique</li> <li><input type="checkbox"/> Use relevant descriptive details</li> <li><input type="checkbox"/> Use well-structured event sequences.</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Show W.6.3 proficiency with substantive increasingly complex topics or texts</li> </ul>

**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

Show W.6.3a proficiency with substantive increasingly complex topics or texts

Consistently demonstrate a comprehensive understanding of grade-level standard

**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**

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

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

<p><b>With extensive guidance and support from peers and adults:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify a purpose for writing</li> <li><input type="checkbox"/> Identify an audience for writing</li> <li><input type="checkbox"/> Determine writing techniques to use to address audience</li> <li><input type="checkbox"/> Determine writing techniques to use to address purpose</li> </ul>	<p><b>With guidance and support from peers and adults:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify a specific purpose for writing</li> <li><input type="checkbox"/> Identify a specific audience for writing</li> <li><input type="checkbox"/> Determine writing techniques to use to address audience</li> <li><input type="checkbox"/> Determine writing techniques to use to address purpose</li> </ul>	<p><b>With some guidance and support from peers and adults:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop and strengthen writing as needed by revising</li> <li><input type="checkbox"/> Develop and strengthen writing as needed by editing</li> <li><input type="checkbox"/> Develop and strengthen writing as needed by rewriting</li> <li><input type="checkbox"/> Develop and strengthen writing as needed by trying a new approach</li> <li><input type="checkbox"/> Take task, audience, and purpose into consideration</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop and strengthen writing as needed by revising</li> <li><input type="checkbox"/> Develop and strengthen writing as needed by editing</li> <li><input type="checkbox"/> Develop and strengthen writing as needed by rewriting</li> <li><input type="checkbox"/> Develop and strengthen writing as needed by trying a new approach</li> <li><input type="checkbox"/> Focus on addressing purpose</li> <li><input type="checkbox"/> Focus on addressing audience</li> <li><input type="checkbox"/> Show W.6.3g proficiency with substantive increasingly complex topics or texts</li> </ul>
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**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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify tools and resources to collaborate with others</li>   <li><input type="checkbox"/> Demonstrate novice word processing skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish appropriate norms for interacting with others using digital tools and resources</li>   <li><input type="checkbox"/> Demonstrate progressive word processing skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use digital tools and resources to produce writing</li>   <li><input type="checkbox"/> Use digital tools and resources to publish writing</li>   <li><input type="checkbox"/> Use digital tools and resources to interact with others</li>   <li><input type="checkbox"/> Use digital tools and resources to collaborate with others</li>   <li><input type="checkbox"/> Demonstrate sufficient word processing skills</li>   <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use digital tools and resources to link to and cite sources</li>   <li><input type="checkbox"/> Use digital tools and resources to present the relationships between information and ideas efficiently</li>   <li><input type="checkbox"/> Show W.6.4 proficiency with increasingly complex writing</li> </ul>

**STANDARD**

**W.6.5** Conduct short research projects to answer a question, drawing on several sources and refocusing the investigation when appropriate.

**Learning Progression**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<input type="checkbox"/> Conduct short research projects to build knowledge	<input type="checkbox"/> Identify key aspects of a topic for research	<input type="checkbox"/> Conduct short research projects to answer a question <input type="checkbox"/> Draw on several sources <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard	<input type="checkbox"/> Conduct short research projects to answer a self-generated question <input type="checkbox"/> Generate additional related, focused questions for further research and investigations <input type="checkbox"/> 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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Quote data</li> <li><input type="checkbox"/> Quote conclusions</li> <li><input type="checkbox"/> Cite sources</li> <li><input type="checkbox"/> Gather information from print sources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gather information from digital sources</li> <li><input type="checkbox"/> Identify credible sources</li> <li><input type="checkbox"/> Paraphrase data</li> <li><input type="checkbox"/> Paraphrase conclusions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gather relevant information from multiple print and digital sources</li> <li><input type="checkbox"/> Assess the credibility and accuracy of each source</li> <li><input type="checkbox"/> Quote data while avoiding plagiarism</li> <li><input type="checkbox"/> Paraphrase data while avoiding plagiarism</li> <li><input type="checkbox"/> Quote the conclusions of others while avoiding plagiarism</li> <li><input type="checkbox"/> Paraphrase the conclusions of others while avoiding plagiarism</li> <li><input type="checkbox"/> Provide basic bibliographic information for sources</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gather relevant information from multiple authoritative print and digital sources</li> <li><input type="checkbox"/> Use search terms effectively</li> <li><input type="checkbox"/> Follow a standard format for citation</li> <li><input type="checkbox"/> Show W.6.6 proficiency with increasingly complex topics, texts, and/or sources</li> </ul>

## 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
<b>SL.6.1</b>			
<ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in collaborative discussions</li> <li><input type="checkbox"/> Engage with diverse partners on less complex topics and texts</li> <li><input type="checkbox"/> Express ideas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Engage in collaborative discussions</li> <li><input type="checkbox"/> Engage with diverse partners on grade 6 topics and texts</li> <li><input type="checkbox"/> Express ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Engage effectively in a range of collaborative discussions</li> <li><input type="checkbox"/> Engage with diverse partners on grade 6 topics, texts, and issues</li> <li><input type="checkbox"/> Build on others’ ideas and expressing ideas clearly</li> <li><input type="checkbox"/> Consistently demonstrate comprehensive understanding of grade-level standard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiate and participate effectively in a range of collaborative discussions with diverse partners</li> <li><input type="checkbox"/> Express ideas clearly and persuasively</li> <li><input type="checkbox"/> Show SL.6.1 proficiency with increasingly complex topics, texts, and issues</li> </ul>

**SL.6.1a**

<input type="checkbox"/> Summarize reading or required material	<input type="checkbox"/> Identify key details of the reading or required material	<input type="checkbox"/> Come to discussions prepared, having read or studied required material <input type="checkbox"/> Explicitly draw on preparation by referring to evidence on the topic, text, or issue <input type="checkbox"/> Probe on ideas under discussion <input type="checkbox"/> Reflect on ideas under discussion <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard	<input type="checkbox"/> Refer to evidence from texts and research on the topic or issue <input type="checkbox"/> Show SL.6.1a proficiency with increasingly complex topics, texts, and/or sources
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**SL.6.1b**

<input type="checkbox"/> Identify rules for collegial discussion	<input type="checkbox"/> Determine effective roles for collaborative conversations	<input type="checkbox"/> Follow rules for collegial discussions <input type="checkbox"/> Set specific goals and deadlines <input type="checkbox"/> Define individual roles, as needed <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard	<input type="checkbox"/> Follow rules for decision-making <input type="checkbox"/> Track progress toward specific goals and deadlines <input type="checkbox"/> Show SL.6.1b proficiency with increasingly complex topics, texts, and/or sources
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**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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<input type="checkbox"/> Summarize information presented in diverse media and formats	<input type="checkbox"/> Explain information presented visually <input type="checkbox"/> Explain information presented quantitatively <input type="checkbox"/> Explain information presented orally	<input type="checkbox"/> Interpret information presented in diverse media and formats <input type="checkbox"/> Explain how information contributes to a topic, text, or issue under study <input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard	<input type="checkbox"/> Analyze the main ideas and supporting details presented in diverse media and formats <input type="checkbox"/> Explain how the ideas clarify the topic, text, or issue under study <input type="checkbox"/> 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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Summarize the points a speaker makes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify a speaker’s argument</li> <li><input type="checkbox"/> Identify a speaker’s claims</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Delineate a speaker’s argument</li> <li><input type="checkbox"/> Delineate a speaker’s specific claims</li> <li><input type="checkbox"/> Distinguish claims that are supported by reasons and evidence from claims that are not</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate the soundness of the reasoning</li> <li><input type="checkbox"/> Evaluate the relevance of the evidence</li> <li><input type="checkbox"/> Evaluate the sufficiency of the evidence</li> <li><input type="checkbox"/> Show SL.6.3 proficiency with increasingly complex texts and/or sources</li> </ul>

**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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Report on a topic or text</li> <li><input type="checkbox"/> Present an opinion</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use appropriate facts</li> <li><input type="checkbox"/> Use relevant, descriptive details</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Present claims and findings</li> <li><input type="checkbox"/> Sequence ideas logically</li> <li><input type="checkbox"/> Use pertinent:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Descriptions</li> <li><input type="checkbox"/> Facts</li> <li><input type="checkbox"/> Details</li> </ul> </li> <li><input type="checkbox"/> Accentuate main ideas and themes</li> <li><input type="checkbox"/> Adapt speech to a variety of contexts</li> <li><input type="checkbox"/> Adapt speech to a variety of tasks</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Emphasize salient points in a focused, coherent manner</li> <li><input type="checkbox"/> Show SL.6.4 proficiency with increasingly complex sources, information, purposes, audiences, and/or tasks</li> </ul>

**STANDARD**

**SL.6.5** Include multimedia components and visual displays in presentations to clarify information.

**Learning Progression**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<p><input type="checkbox"/> Include multimedia components and visual displays in presentations</p>	<p><input type="checkbox"/> Include multimedia components and visual displays in presentations to enhance the development of main ideas</p>	<p><input type="checkbox"/> Include multimedia components and visual displays in presentations to clarify information.</p> <p><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</p>	<p><input type="checkbox"/> Include multimedia and visual displays into presentations to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clarify claims</li> <li><input type="checkbox"/> Clarify findings</li> <li><input type="checkbox"/> Emphasize salient points</li> </ul> <p><input type="checkbox"/> Show SL.6.5 proficiency with increasingly complex presentations</p>

## 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
<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently demonstrate strong command of conventions within the 4-5 Continua</li> <li><input type="checkbox"/> Produce complete sentences</li> <li><input type="checkbox"/> Explain the functions of prepositions</li> <li><input type="checkbox"/> Explain the functions of pronouns</li> <li><input type="checkbox"/> Place phrases and clauses within a sentence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use adverbs that modify adjectives</li> <li><input type="checkbox"/> Use adverbs that modify adverbs</li> <li><input type="checkbox"/> Choose among simple, compound, complex, and compound-complex sentences</li> <li><input type="checkbox"/> Use intensive pronouns</li> <li><input type="checkbox"/> Ensure pronoun-antecedent agreement</li> <li><input type="checkbox"/> Recognize the nominative case and objective case</li> <li><input type="checkbox"/> Correctly use confused words</li> <li><input type="checkbox"/> Explain the function of phrases and clauses in general and their function in specific sentences</li> <li><input type="checkbox"/> Form indirect/direct objects</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Apply grade-level conventions of grammar and usage while writing and speaking</li> <li><input type="checkbox"/> Recognize improper use of grade-level conventions of grammar and usage while reading, writing, speaking and listening</li> <li><input type="checkbox"/> Make appropriate corrections to improper conventions of grammar and usage while revising and editing writing and speaking tasks</li> <li><input type="checkbox"/> Identify and use strategies to improve expression in conventional language</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Apply grammar and usage skills to create a unique voice when writing or speaking</li> <li><input type="checkbox"/> Apply and expand grammar and usage skills from previous grades</li> <li><input type="checkbox"/> Show L.6.1 proficiency with increasingly complex texts, writing, speaking and/or listening tasks</li> </ul>

**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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently demonstrate strong command of conventions within the 4-5 Continua</li> <li><input type="checkbox"/> Use proper punctuation within dialogue</li> <li><input type="checkbox"/> Correctly form and use possessives</li> <li><input type="checkbox"/> Correctly form and use contractions</li> <li><input type="checkbox"/> Use spelling patterns and generalizations when writing words</li> <li><input type="checkbox"/> Understand how to consult reference materials to check and correct spellings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use punctuation to set off nonrestrictive/parenthetical elements</li> <li><input type="checkbox"/> Use a comma to separate coordinate adjectives</li> <li><input type="checkbox"/> Use punctuation to indicate a pause or break</li> <li><input type="checkbox"/> Use an ellipsis to indicate an omission</li> <li><input type="checkbox"/> Use a semicolon to link two or more closely related independent clauses</li> <li><input type="checkbox"/> Use a colon to introduce a list or quotation</li> <li><input type="checkbox"/> Apply hyphen conventions</li> <li><input type="checkbox"/> Apply conventional rules to spell words correctly</li> <li><input type="checkbox"/> Consult reference materials as needed to check and correct spellings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Apply grade-level conventions of capitalization, punctuation, and spelling while writing or speaking</li> <li><input type="checkbox"/> Recognize improper use of grade-level conventions of capitalization, punctuation, and spelling while reading and writing</li> <li><input type="checkbox"/> Make appropriate corrections to improper conventions of capitalization, punctuation, and spelling while editing written work</li> <li><input type="checkbox"/> Consult reference materials when needed</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Apply conventions of capitalization, punctuation, and spelling to create a unique style and voice when writing or speaking</li> <li><input type="checkbox"/> Apply and expand capitalization, punctuation, and spelling skills from previous grades</li> <li><input type="checkbox"/> Show L.6.2 proficiency with increasingly complex writing tasks</li> </ul>

## 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
<p>Use knowledge of language and its conventions when:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing below grade level</li> <li><input type="checkbox"/> Speaking below grade level</li> <li><input type="checkbox"/> Reading below grade level texts</li> <li><input type="checkbox"/> Listening to below grade level texts</li> </ul>	<p>Use knowledge of language and its conventions when:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Listening</li> </ul>	<p>Use knowledge of language and its conventions when:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing on grade level</li> <li><input type="checkbox"/> Speaking on grade level</li> <li><input type="checkbox"/> Reading grade level texts</li> <li><input type="checkbox"/> Listening to grade level texts</li> </ul> <p><input type="checkbox"/> Vary sentence patterns for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning</li> <li><input type="checkbox"/> Reader</li> <li><input type="checkbox"/> Listener</li> <li><input type="checkbox"/> Style</li> </ul> <p><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standards</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Choose language that expresses ideas precisely and concisely</li> <li><input type="checkbox"/> Recognize and eliminate wordiness</li> <li><input type="checkbox"/> Recognize and eliminate redundancy</li> <li><input type="checkbox"/> Show L.6.3 proficiency with increasingly complex texts, writing, speaking and/or listening tasks</li> </ul>

**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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on below grade-level texts reading and content</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify context clues</li> <li><input type="checkbox"/> Determine word parts</li> <li><input type="checkbox"/> Understand word relationships</li> <li><input type="checkbox"/> Use reference materials</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade-level texts and content</li> <li><input type="checkbox"/> Choosing flexibly from a range of strategies when reading grade-level texts:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Context clues</li> <li><input type="checkbox"/> Word parts</li> <li><input type="checkbox"/> Word relationships</li> <li><input type="checkbox"/> Reference materials</li> </ul> </li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on increasingly complex texts and content</li> <li><input type="checkbox"/> Choosing flexibly from a range of strategies when reading increasingly complex texts</li> <li><input type="checkbox"/> Show L.6.4 proficiency with increasingly complex texts and content</li> </ul>

**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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate understanding of figurative language and nuances in word meanings with below grade-level texts and content</li> <li><input type="checkbox"/> Interpret figures of speech in context based on below grade-level reading and content</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the connotations of grade-level words</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate understanding of figurative language and nuances in word meanings with grade-level texts and content</li> <li><input type="checkbox"/> Interpret figures of speech in context based on grade-level reading and content</li> <li><input type="checkbox"/> Distinguish among the connotations of words with similar denotations</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze the role of figures of speech in a text</li> <li><input type="checkbox"/> Analyze nuances in the meaning of words with similar denotations</li> <li><input type="checkbox"/> Show L.6.5 proficiency with increasingly complex texts and content</li> </ul>

**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**

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Acquire and use general academic and domain-specific words and phrases</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify words or phrases important to comprehension</li> <li><input type="checkbox"/> Identify words or phrases important to expression</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Acquire grade-level general academic and domain-specific words and phrases</li> <li><input type="checkbox"/> Accurately use grade-level general academic and domain-specific words and phrases</li> <li><input type="checkbox"/> Develop grade-level vocabulary knowledge when considering a word or phrase important to comprehension</li> <li><input type="checkbox"/> Develop grade-level vocabulary knowledge when considering a word or phrase important to expression</li> <li><input type="checkbox"/> Consistently demonstrate a comprehensive understanding of grade-level standard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> <li><input type="checkbox"/> Shows L.6.6 proficiency with increasingly complex texts and content</li> </ul>