

**6.W.3.A.c** - Review, revise, and edit writing with consideration for the task, purpose, and audience: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

<b>Mastery (3)</b>	<b>Approaching (2)</b>	<b>Beginning (1)</b>
<ul style="list-style-type: none"> <li>● Determines the purpose and audience for the writing task</li> <li>● Effectively applies revision and editing strategies</li> <li>● Produce writing that follows the conventions of standard English usage and grammar, including spelling and punctuation</li> <li>● Meets standard independently and consistently</li> </ul>	<ul style="list-style-type: none"> <li>● Purpose and/ or audience awareness is unclear</li> <li>● Multiple mistakes in conventions of English usage, grammar, spelling and punctuation</li> <li>● Meets the standard inconsistently or with teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>● Skips the steps of the writing process</li> <li>● OR unclear that the student followed the process</li> <li>● Audience and purpose are lacking</li> <li>● Many mistakes in the conventions of English usage, grammar, spelling and punctuation confuse the reader</li> </ul>

**6.W.2.A.C** - Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; **Argumentative:** Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.

<b>Mastery (3)</b>	<b>Approaching (2)</b>	<b>Beginning (1)</b>
<ul style="list-style-type: none"> <li>● Recognizes and follow all stages of the writing process</li> <li>● Utilizes a variety of strategies to develop topics, ideas and support</li> <li>● Identifies an audience and purpose and writes with them in mind</li> <li>● Produces clear and coherent argumentative writing</li> <li>● Supports arguments with strong claims and evidence</li> <li>● Meets standard independently and consistently</li> </ul>	<ul style="list-style-type: none"> <li>● Skips a step in the writing process</li> <li>● Needs to further develop support for claim,</li> <li>● Lacks focus on audience or purpose</li> <li>● Meets the standard inconsistently or with teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>● Skips the steps of the writing process (simply produces a draft)</li> <li>● Needs significant assistance to select a topic, ideas or support</li> <li>● Does identify an audience or clear purpose for writing</li> </ul>

**6.W.2.A.b** - Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques; **Expository:** Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

<b>Mastery (3)</b>	<b>Approaching (2)</b>	<b>Beginning (1)</b>
<ul style="list-style-type: none"> <li>● Follows the writing process</li> <li>● Produces writing which includes a clear thesis</li> <li>● Supports thesis with relevant and credible source(s)</li> <li>● Correctly quotes and paraphrases sources</li> <li>● Includes a logical progression of ideas</li> <li>● Utilizes a variety of transitional strategies</li> <li>● Includes an effective opening and closure for audience and purpose</li> <li>● Integrates and elaborates upon comprehensive facts and details from source materials</li> <li>● Meets standard independently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>● Skips a step in the writing process</li> <li>● Source not relevant or credible</li> <li>● Struggle with quoting and paraphrasing sources and citing them correctly</li> <li>● Underdeveloped progression of ideas</li> <li>● Repetitive or basic transitional strategies</li> <li>● Includes an underdeveloped opening and closure for audience and purpose</li> <li>● Meets standard goals inconsistently and/or with teacher support.</li> </ul>	<ul style="list-style-type: none"> <li>● Skips the steps of the writing process</li> <li>● Weak or unclear thesis</li> <li>● Sources underdeveloped or lack relevance</li> <li>● Lacks an understanding of original work vs. plagiarism</li> <li>● Weak or uneven progression of ideas, with few transitional strategies</li> <li>● Weak opening and closure</li> <li>● Facts and details from source materials may be weakly integrated, imprecise, repetitive, vague and/or copied</li> </ul>

**6.W.2.A.a** - Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; **Narrative:** Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details

<b>Mastery (3)</b>	<b>Approaching (2)</b>	<b>Beginning (1)</b>
<ul style="list-style-type: none"> <li>● Follows the writing process</li> <li>● Narrative effectively maintains setting</li> <li>● Develops narrator/characters with effective and realistic dialogue and details</li> <li>● Effectively sequences events with a variety of transitional strategies</li> <li>● Includes an effective opening and closure for audience and purpose</li> <li>● Effective use and variety of specific and relevant sensory details</li> <li>● Uses concrete and figurative language that clearly advances the purpose</li> <li>● Sentences that are clear and varied in structure</li> <li>● Meets standard independently and consistently</li> </ul>	<ul style="list-style-type: none"> <li>● Skips a step of the writing process</li> <li>● Develops narrator/ characters with an attempt at dialogue and details that may be vague</li> <li>● Underdeveloped sequence of events</li> <li>● Transitional strategies are repetitive or basic</li> <li>● Includes an underdeveloped opening and closure for audience and purpose</li> <li>● Partial or weak use of sensory, concrete, and figurative language</li> <li>● Sentences not varied in structure</li> <li>● Meets the standard inconsistently or with teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>● Skips the steps of the writing process</li> <li>● Narrative unevenly or minimally establishes a setting,</li> <li>● Weak, generic, or unrealistic dialogue and details</li> <li>● Weak or uneven sequence of events with few transitional strategies</li> <li>● Summarize, rather than develops, the plot</li> <li>● Incorrect use of sensory, concrete, and figurative language that may not advance the purpose.</li> <li>● Relies heavily on the same sentence structures</li> </ul>

**6.SL.2.C** - Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims findings and ideas.

<b><u>Mastery (3)</u></b>	<b><u>Approaching (2)</u></b>	<b><u>Beginning (1)</u></b>
<ul style="list-style-type: none"> <li>● Presentation is well-planned and fits the task</li> <li>● Create with audience and purpose in mind</li> <li>● Includes effective multimedia components (such as video, slides, or pictures)</li> <li>● Presents the information clearly and effectively</li> <li>● Meets the standard independently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>● Work on organizing and planning a presentation,</li> <li>● Lacks some multimedia components or has chosen less effective multimedia components</li> <li>● Needs to develop speaking skills, such as volume, eye contact or body language</li> <li>● Meets the standard inconsistently or with teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>● Unplanned presentation</li> <li>● Missing all multimedia aspects</li> <li>● Speaking skills interfere with the audience's ability to understand the speaker</li> </ul>

**6.RL.2.D** - Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

<b><u>Mastery (3)</u></b>	<b><u>Approaching (2)</u></b>	<b><u>Beginning (1)</u></b>
<ul style="list-style-type: none"> <li>● Defines the main components of a plot</li> <li>● Accurately identifies the main events within a narrative,</li> <li>● Provide analysis of the characters and their traits, as well as those character respond or change throughout the course of the narrative</li> <li>● Meets standard independently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>● Needs help to identify plot components within a particular narrative</li> <li>● Struggles to analyze how character traits may change throughout the story</li> <li>● Meets the standard inconsistently or with teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>● Struggles to to define the main components of a plot</li> <li>● Unable to identify the important episodes of a narrative, focusing on insignificant detail</li> <li>● Needs significant guidance to identify characters' traits or how the characters react or change throughout the story.</li> </ul>

**6.RL.1.D - Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.**

<b><u>Mastery (3)</u></b>	<b><u>Approaching (2)</u></b>	<b><u>Beginning (1)</u></b>
<ul style="list-style-type: none"><li>● Reads a grade level literary text</li><li>● Makes inferences supported by details from the literary text</li><li>● Correctly Identifies the theme</li><li>● Creates a theme statement and cites appropriate textual evidence</li><li>● Effectively summarizes the main ideas of the text</li><li>● Meets the standard independently and consistently..</li></ul>	<ul style="list-style-type: none"><li>● Meets the expectations with a lower level literary text</li><li>● Inferences are not clearly supported from the literary text</li><li>● Cites weak evidence from the text to support claims and inferences</li><li>● Struggle to identify a theme and connect the theme to evidence with the text</li><li>● Meets the standard inconsistently or with teacher assistance.</li></ul>	<ul style="list-style-type: none"><li>● Draws incorrect inferences from the literary text</li><li>● Does not cite evidence from the text to support claims and inferences</li><li>● Demonstrates a misunderstanding of what a theme is or how to find evidence of a theme in a text</li></ul>

**6.RL.1.B - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials**

<b><u>Mastery (3)</u></b>	<b><u>Approaching (2)</u></b>	<b><u>Beginning (1)</u></b>
<ul style="list-style-type: none"><li>● Accurately determines the meaning of words and phrases in a literary text, including figurative and connotative meanings</li><li>● Effectively uses context clues, affixes, and reference materials to determine meanings</li><li>● Meets the standard independently and consistently</li></ul>	<ul style="list-style-type: none"><li>● Struggles to differentiate between connotative and denotative meanings of word</li><li>● Misuses a dictionary or thesaurus by taking the first definition for a word that has multiple meanings</li><li>● Meets the standard inconsistently or with teacher assistance</li></ul>	<ul style="list-style-type: none"><li>● Struggles with determining the meaning of words and phrases in a literary text</li><li>● Guesses the meaning of unknown words or phrases with imprecision</li><li>● Does not use available resources when appropriate</li><li>● Significant difficulty analyzing abstract literary devices in content specific text (i.e. metaphors, connotative).</li></ul>

**6.RL.1.A** - Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>Mastery (3)</b>	<b>Approaching (2)</b>	<b>Beginning (1)</b>
<ul style="list-style-type: none"> <li>● Reads grade level literary text</li> <li>● Makes inferences supported by details from the literary text</li> <li>● Uses important and relevant details in their textual evidence to support claims and inferences</li> <li>● Identifies themes within the text as well as direct supporting evidence for those themes</li> <li>● Meets standard independently and consistently</li> </ul>	<ul style="list-style-type: none"> <li>● Meets expectations with lower level text</li> <li>● Makes inferences that are not clearly supported from the literary text</li> <li>● Cites weak text evidence to support claims and inferences</li> <li>● Struggles to identify a theme or to connect the theme to evidence with the text</li> <li>● Meets the standard inconsistently or with teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>● Draws incorrect inferences from the literary text</li> <li>● Does not cite relevant evidence from the text to support claims and inferences</li> <li>● Demonstrates a misunderstanding of what a theme is or how to find evidence of a theme in a text.</li> </ul>

**6.RI.1.B** - Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials

<b>Mastery (3)</b>	<b>Approaching (2)</b>	<b>Beginning (1)</b>
<ul style="list-style-type: none"> <li>● Determines the meaning of words and phrases as they are used in the text</li> <li>● Understands figurative, connotative, and content-specific meanings</li> <li>● Effectively uses context clues, affixes, or reference materials</li> <li>● Meets standard independently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>● Struggles to differentiate between the connotative and denotative definition of words</li> <li>● Misuses a dictionary or thesaurus by taking the first definition for a word that has multiple meanings</li> <li>● Meets the standard inconsistently or with teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>● Cannot transfer the meaning of words to various contexts</li> <li>● Fails to use available resources when appropriate to determine the meaning of unknown words</li> </ul>

**6.RI.1.A** - Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b><u>Mastery (3)</u></b>	<b><u>Approaching (2)</u></b>	<b><u>Beginning (1)</u></b>
<ul style="list-style-type: none"><li>● Reads grade level informational text</li><li>● Makes inferences supported by details from the text</li><li>● Uses important and relevant details in their textual evidence to support claims and inferences</li><li>● Identifies main ideas within the text as well as direct supporting evidence for those ideas</li><li>● Meets standard independently and consistently.</li></ul>	<ul style="list-style-type: none"><li>● Meets the expectations with a lower level informational text</li><li>● Makes inferences that are not clearly supported from the informational text</li><li>● Cites weak evidence from the text to support claims and inferences</li><li>● Confuses details with main ideas</li><li>● Meets the standard inconsistently or with teacher assistance.</li></ul>	<ul style="list-style-type: none"><li>● Draws incorrect inferences from informational text</li><li>● Does not cite relevant evidence from the text to support claims and inferences</li><li>● Demonstrates a misunderstanding of what a main idea is or how to find evidence in a text</li><li>● Provides no clear understanding of supporting details</li></ul>