

Grade 6 ELA CA #2 Skills & Standards Guide

On the skills-based common assessment for this unit, students should be able to demonstrate their ability in the following areas:

- comprehending and analyzing literary nonfiction and informational texts on related or multiple themes
- synthesizing information from different genres such as prose, poetry, and drama, as well as appropriate multimedia presentations in the form of audio and video clips
- comparing and contrasting how a theme is executed through a variety of text types and formats
- identifying the central idea and supporting details of a text
- determining a theme of a nonfiction text
- analyzing how a main idea is elaborated in a text
- citing textual evidence to support claims and ideas
- determining word meanings from their context
- constructing short prose responses to questions about text or other media
- engaging in the writing process to respond to a writing task prompt with an essay

The common assessment includes questions of the following types:

- multiple choice
- multiple correct response
- short written response
- extended written response

Writing pieces will be scored using rubrics that are aligned with the Common Core Standards, New Jersey Student Learning Standards and PARCC expectations.

Standards covered within the ELA *Unit of Study*:

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| Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | R.L.6.2. |
| Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | R.I.6.1 |
| Determine the central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments. | R.I.6.2 |
| Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text | R.I.6.3 |
| Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings | R.I.6.4 |
| Analyze how a particular sentence fits into the overall structure of a text and contributes to the development of ideas. | R.I.6.5 |
| Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | R.I.6.6 |
| Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | R.I.6.9 R.L.6.9 |
| Write informative/explanatory texts to examine a topic and convey ideas, through the selection of relevant content | W.6.2 |

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| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | W.6.4 |
| Draw evidence from informational texts to support analysis and reflection. | W.6.9 |
| Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | SL.6.2 |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | L.6.1 |
| Demonstrate command of the conventions of standard English capitalization, punctuation, when writing. | L.6.2 |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. | L.6.4 |
| Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | L.6.6 |

Informative/Explanatory Writing Rubric - Grade 6

| Criterion | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| Reading Comprehension | | | | | |
| NJSLS: RI- 1, RI-2, RI-3, RI-6, RI-8, W-9b | | | | | |
| <i>Determine a central idea</i> <i>Analyze how an individual/event/idea is developed</i> <i>Evaluate the argument and specific claims in a text</i> <i>Analyze point of view</i> | <ul style="list-style-type: none"> - Accurate analysis of what the text says explicitly and inferentially - Cites textual evidence to support the analysis - Demonstrates full comprehension of complex ideas expressed in the text - Determines author's point of view and skillfully explains it | <ul style="list-style-type: none"> - Accurate analysis of what the text says explicitly and inferentially - Cites textual evidence to support the analysis - Demonstrates accurate comprehension of ideas expressed in the text - Determines author's point of view and explains it | <ul style="list-style-type: none"> - Mostly accurate analysis of what the text says explicitly and inferentially - Cites textual evidence to support the analysis - Demonstrates basic comprehension of ideas expressed in the text - Generally determines author's point of view with a basic explanation | <ul style="list-style-type: none"> - Minimally accurate analysis of what the text says - Minimal textual evidence included - Demonstrates limited comprehension of ideas expressed in the text - Attempts to identify author's point of view | <ul style="list-style-type: none"> - Inaccurate analysis of the text - Does not cite textual evidence - Unable to identify author's point of view - Demonstrates incorrect comprehension of ideas expressed in the text |
| Development of Ideas | | | | | |
| NJSLS: W-2b, W-4, W-9b | | | | | |
| <i>Produce clear and coherent writing</i> <i>Develop the topic with relevant information</i> | <ul style="list-style-type: none"> - Effective and comprehensive development of topic - Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information/examples - Appropriate to task, purpose, and audience - Uses extensive, appropriate text-based evidence | <ul style="list-style-type: none"> - Effective development of topic - Develops the topic with facts, definitions, concrete details, quotations, or other information and examples - Largely appropriate to task, purpose, and audience - Uses appropriate text-based evidence | <ul style="list-style-type: none"> - Some development of the topic - Attempts to develop the topic with facts, definitions, concrete details, quotations, or other information and examples - Somewhat appropriate to task, purpose, and audience - Provides some text-based evidence | <ul style="list-style-type: none"> - Limited development of the topic - Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples - Minimally appropriate to task, purpose, and audience - Inappropriate choice of text-based evidence for task | <ul style="list-style-type: none"> - Underdeveloped topic - Reasons, evidence, and details are inappropriate to task, purpose, and audience - Does not use facts, details, and/or reasons to support - No text-based evidence is used |
| Focus | | | | | |
| NJSLS: W-2, W-4 | | | | | |
| <i>Engage the reader by establishing a context</i> <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</i> | <ul style="list-style-type: none"> - Responds skillfully to all parts of the prompt - Demonstrates a strong understanding of topic/text(s) | <ul style="list-style-type: none"> - Responds to all parts of the prompt - Demonstrates an understanding of topic/text(s) | <ul style="list-style-type: none"> - Responds to most parts of the prompt - Demonstrates an understanding of the topic/text(s) | <ul style="list-style-type: none"> - Responds to most parts of the prompt - Demonstrates limited understanding of topic/text(s) | <ul style="list-style-type: none"> - Responds to some or no parts of the prompt - Demonstrates little to no understanding of topic/text(s) |
| Organization | | | | | |
| NJSLS: W-2a, 2c, 2f | | | | | |
| <i>Organize ideas, concepts, and information</i> <i>Use a variety of transition words, phrases, and clauses to convey relationships</i> <i>Provide a conclusion statement</i> | <ul style="list-style-type: none"> - Includes a strong introduction - Organize ideas, concepts, and information using strategies such as classification, comparison/contrast, and cause/effect - Skillfully uses appropriate transitions to clarify the relationships among ideas and concepts - Provides a conclusion that clearly follows from and reflects on what information is being presented or explained | <ul style="list-style-type: none"> - Appropriate introduction that accurately addresses pertinent background information - Organizes a clear event sequence that unfolds logically and naturally - Uses a variety of transitional words, phrases, and clauses to convey sequence of events - Provides a conclusion that follows form and reflects on the information or explanation | <ul style="list-style-type: none"> - Introduction that addresses background information - Organizes an event sequence that unfolds naturally but may not be logical - Uses a variety of transitional words, phrases, and clauses to convey the sequence of events - Provides a conclusion that connects to the information or explanation | <ul style="list-style-type: none"> - Introduction that does not address background information - Organizes an event sequence that may not be logic - Uses some transitional words, phrases, and clauses to convey sequence of events; may be repetitive - Provides a weak conclusion that may not connect to the information or explanation | <ul style="list-style-type: none"> - Lacks an appropriate introduction - Event sequence unfolds illogically and/or unnaturally - Uses few to no transitional words, phrases, and clauses to convey the sequence of events - Provides no conclusion, or one that is not connected to the information |
| Clarity of Language | | | | | |
| NJSLS: W-2d, W-2e, W-4 | | | | | |
| <i>Establishes and maintains appropriate style.</i> <i>Uses precise words and phrases, relevant details, and sensory language.</i> <i>Produces clear and coherent writing.</i> | <ul style="list-style-type: none"> - Establishes and maintains an effective style - Uses precise language and domain-specific vocabulary to inform about or explain the topic | <ul style="list-style-type: none"> - Establishes and maintains an effective style - Uses mostly precise language and domain-specific vocabulary to inform about or explain the topic | <ul style="list-style-type: none"> - Establishes and maintains a style that's mostly effective - Uses some precise language and domain-specific vocabulary to inform about or explain the topic | <ul style="list-style-type: none"> - Style with limited effectiveness - Limited use of precise language and domain-specific vocabulary to inform about or explain the topic | <ul style="list-style-type: none"> - Inappropriate style - Little to no precise language |
| Knowledge of Language & Conventions | | | | | |
| NJSLS: L-1, L-2, L-3, W-4, W-5 | | | | | |
| <i>Demonstrate command of the conventions of standard English.</i> <i>Use knowledge of language when writing.</i> <i>Develops and strengthens writing through writing process.</i> | <ul style="list-style-type: none"> - Uses purposeful and varied sentence structures including simple, complex and compound sentences - Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning - Utilizes precise and sophisticated word choice | <ul style="list-style-type: none"> - Uses correct and varied sentence structures including simple, complex and compound sentences - Demonstrates grade level appropriate conventions - Utilizes strong and grade-level appropriate word choice | <ul style="list-style-type: none"> - Uses correct sentence structures and attempts some variety - Demonstrates grade level appropriate convention; errors are minor and do not obscure meaning - Uses mostly grade-level appropriate word choice | <ul style="list-style-type: none"> - Uses some incorrect or incomplete sentence structure - Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning - Word choice is repetitious and simplistic | <ul style="list-style-type: none"> - Uses mostly incomplete or incorrect sentence structure - Lack of understanding of grade level appropriate conventions, and errors interfere with the meaning |