

Grade 6 ELA CA #3 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 nonfiction and informational texts on related or multiple themes
- comparing and contrasting how a topic is illustrated in a variety of text types and formats
- identifying supporting details in a text
- analyzing author's purpose in a given text or multimedia source
- analyzing how a topic is introduced and 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 and PARCC expectations.

Standards covered within the ELA Unit of Study:

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.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.	RI.6.2
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	RI.6.3
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.6.4
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.	RI.6.5
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	RI.6.6
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	RI.6.7
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.	RI.6.8
Compare and contrast one author's presentation of events with that of another.	RI.6.9
Write arguments to support claims with clear reasons and relevant evidence.	W.6.1
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 literary or informational texts to support analysis, reflection, and research.	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

Argumentative Writing Rubric - Grade 6

Criterion	5	4	3	2	1
Reading Comprehension	- Accurate analysis of what the text says explicitly and inferentially	- Accurate analysis of what the text says explicitly and inferentially	- Mostly accurate analysis of what the text says explicitly and inferentially	- Minimally accurate analysis of what the text says	- Inaccurate analysis of the text
CCSS: RI-1, RI-2, RI-3, RI-6, RI-8, W-9b	- Cites textual evidence to support the analysis	- Cites textual evidence to support the analysis	- Cites textual evidence to support the analysis	- Minimal textual evidence included	- Does not cite textual evidence
<i>Determine a central idea</i>	- Demonstrates full comprehension of complex ideas expressed in the text	- Demonstrates accurate comprehension of ideas expressed in the text	- Demonstrates basic comprehension of ideas expressed in the text	- Demonstrates limited comprehension of ideas expressed in the text	- Demonstrates incorrect comprehension of ideas expressed in the text
<i>Analyze how an individual/event/idea is developed</i>	- Determines author's point of view and skillfully explains it	- Determines author's point of view and explains it	- Generally determines author's point of view with a basic explanation	- Attempts to identify author's point of view	- Unable to identify author's point of view
<i>Evaluate the argument and specific claims in a text</i>	- Trace and evaluate the specific claims in a text	- Trace the specific claims in a text	- Identify the claims in a text	- Inaccurate identification of claims in a text	- Unable to identify claims in a text
<i>Analyze point of view</i>					
Development of Ideas	- Effective and comprehensive development of topic	- Effective development of topic	- Some development of the topic	- Limited development of the topic	- Underdeveloped topic
CCSS: W-1b, W-4, W-9b					
<i>Produce clear and coherent writing</i>	- Clear and convincing reasoning, details, text-based evidence, and/or description	- Clear reasoning, details, text-based evidence, and/or description	- Some details and description	- Details, reasons, descriptions, and evidence are limited	- Reasons, evidence, and details are inappropriate to task, purpose, and audience
<i>Develop the topic with relevant information</i>	- Support claims with clear reasons and relevant evidence	- Support claims with clear reasons and evidence	- Support claims with reasons and evidence	- Minimally appropriate to task, purpose, and audience	-No text-based evidence is used
	- Appropriately to task, purpose, and audience	- Largely appropriate to task, purpose, and audience	- Somewhat appropriate to task, purpose, and audience	-Inappropriate choice of text-based evidence for task	
	- Uses extensive, appropriate text-based evidence	- Uses appropriate text-based evidence	- Provides some text-based evidence		
Focus	- Responds skillfully to all parts of the prompt	- Responds to all parts of the prompt	- Responds to most parts of the prompt	- Responds to most parts of the prompt	- Responds to some or no parts of the prompt
CCSS: W-1, W-4					
<i>Engage the reader by establishing a context</i>	- States an argument/claim that demonstrates an insightful understanding of topic/text	- States an argument/claim that demonstrates an understanding of topic/text	- States an argument/claim that demonstrates an understanding of topic/text	- States an argument/claim that demonstrates limited understanding of topic/text	- Does not state an opinion and/or demonstrates little to no understanding of topic/text
<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</i>					
Organization	- Introductory paragraph addresses claims and includes a strong thesis statement	- Appropriate introduction that includes a clear thesis statement	- Introduction that includes a thesis statement	- Introduction that lacks a clear thesis statement	- Lacks an appropriate introduction
CCSS: W-1a, 1c, 1e, W-4					
<i>Organize reasons and evidence clearly</i>	- Organize reasons and evidence into purposeful, coherent paragraphs	- Organizes reasons and evidence into coherent paragraphs	- Organizes reasons and evidence into logical paragraphs	- Organizes ideas and information in an attempted paragraph structure	- Does not organize ideas and information coherently
<i>Provide a conclusion that follows from the argument presented</i>	- Provides a conclusion that clearly follows from the argument presented	- Provides a conclusion that follows the argument presented	- Attempts to use linking words, phrases, and clauses to connect reasons to argument/claim	- Uses some linking words, phrases, or clauses to connect reasons to argument/claim but simplistically	- Uses no linking words, phrases, or clauses
	- Uses a variety of linking words, phrases, and clauses skillfully to connect reasons to argument/claim	- Uses linking words, phrases, and clauses appropriately to connect reasons to argument/claim	- Provides a conclusion that connects to the argument	- Provides a weak conclusion that may not connect to the argument	- Provides no conclusion, or one that is not connected to the argument
Clarity of Language	- Establishes and maintains an effective style	- Establishes and maintains an effective style	- Establishes and maintains mostly effective style	- Style with limited effectiveness	- Inappropriate style
CCSS: W-1c, 1d, W-4					
<i>Establishes and maintains appropriate style.</i>	- Skillfully uses advanced words, phrases, and clauses to clarify the relationships among claims and reasons	- Uses appropriate words, phrases, and clauses to clarify the relationships among claims and reasons	- Attempts to use words, phrases, and clauses to identify the relationships among claims and reasons	- Minimal use of words, phrases, and clauses to identify the relationships among claims and reasons	- Little to no use of words, phrases, and clauses to identify the relationships among claims and reasons
<i>Uses precise words and phrases</i>					
<i>Produces clear and coherent writing.</i>					
Knowledge of Language & Conventions	- Uses purposeful and varied sentence structures including simple, complex and compound sentences	- Uses correct and varied sentence structures including simple, complex and compound sentences	- Uses correct sentence structures and attempts some variety	- Uses some incorrect or incomplete sentence structure	- Uses mostly incomplete or incorrect sentence structure
CCSS: L-1, L-2, L-3, W-4, W-5					
<i>Demonstrate command of the conventions of standard English.</i>	- Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning	- Demonstrates grade level appropriate conventions	- Demonstrates grade level appropriate convention; errors are minor and do not obscure meaning	- Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning	-Lack of understanding of grade level appropriate conventions, and errors interfere with the meaning
<i>Use knowledge of language when writing.</i>	- Utilizes precise and sophisticated word choice	- Utilizes strong and grade-level appropriate word choice	- Uses mostly grade-level appropriate word choice	- Word choice is repetitious and simplistic	
<i>Develops and strengthens writing through writing process.</i>					