

# Grade 6: Reading Literary Text Targets 1–7

## Student Just Entering Standard Nearly Met Should Be Able To:

- Cite some textual evidence to support conclusions drawn from text.
- Use some explicit and limited implicit information to support emerging inferences or analyses.
- Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity.
- Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context.
- Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts.
- Identify and begin to compare how information is presented within or across texts.
- Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.
- Interpret the intent of some common figurative language.

## Student Just Entering Standard Met Should Be Able To:

- With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity.
- Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases.
- Accurately summarize central ideas and key events.
- With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words.
- Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects.
- With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors' points of view.
- With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.

## Student Just Entering Standard Exceeded Should Be Able To:

- Cite specific, relevant textual evidence to support conclusions drawn from text.
- Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases.
- Summarize central ideas and key events in texts of high complexity.
- Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words.
- Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects.
- Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.
- Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.

# Grade 6: Reading Informational Text Targets 8–14

Student Just Entering  
**Standard Nearly Met**  
Should Be Able To:

- Cite some textual evidence to support conclusions drawn from text.
- Begin to use explicit and limited implicit information to support emerging inferences or analyses.
- Partially summarize central ideas and some key events.
- Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context.
- Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text.
- Identify and begin to compare how information is presented within or across texts.
- Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.
- Partially interpret intent of some common figurative language.

Student Just Entering  
**Standard Met**  
Should Be Able To:

- With some consistency, identify relevant textual evidence to support conclusions drawn from text.
- Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases.
- Accurately summarize central ideas and key events.
- Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words.
- Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects.
- Analyze how information is presented within or across texts, identifying some relationships among targeted aspects.
- Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.

Student Just Entering  
**Standard Exceeded**  
Should Be Able To:

- Cite specific, relevant textual evidence to support conclusions drawn from text.
- Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases.
- Summarize central ideas and key events in texts of high complexity.
- Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words.
- Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects.
- Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.
- Evaluate text structures across texts.

# Grade 6: Writing Text Targets 1–10

## Student Just Entering Standard Nearly Met Should Be Able To:

- Apply some narrative strategies, textual structures, and transitional strategies for coherence.
- Use minimal relevant details when writing or revising brief narrative texts.
- Use minimal support and elaboration when writing brief informational/explanatory texts.
- Demonstrate some ability to use appropriate text features.
- Produce argumentative texts and attempt to acknowledge a counterclaim.
- Demonstrate some awareness of audience and purpose when writing.
- Pay limited attention to word choice and/or syntax.
- Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources.
- With some support, use basic language appropriate to the purpose and audience when revising or composing text.
- Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.

## Student Just Entering Standard Met Should Be Able To:

- Apply some narrative strategies when writing or revising one or more paragraphs.
- Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence.
- Employ effective text features and visual components appropriate to purpose.
- Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.
- Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.
- Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
- Demonstrate some use of technology, including the Internet, to produce and publish writing.

## Student Just Entering Standard Exceeded Should Be Able To:

- Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence.
- Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
- Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts.
- Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph.
- Employ advanced text features and visual components appropriate to purpose.
- Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.
- Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.

## Grade 6: Speaking and Listening Targets 1–10

Student Just Entering  
**Standard Nearly Met**  
Should Be Able To:

- Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.

Student Just Entering  
**Standard Met**  
Should Be Able To:

- Engage and interact with media and source materials and account for elements that contribute to points of view.

Student Just Entering  
**Standard Exceeded**  
Should Be Able To:

- Effectively engage and interact with media and source materials and account for elements that contribute to points of view.

## Grade 6: Research/Inquiry Targets 1 – 4

- Demonstrate minimal research and evaluation skills.
- Draw broad conclusions from source materials.
- Construct a partial claim with limited use of evidence.
- Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence.
- Develop an argument with a claim and minimal support.

- Use research/inquiry methods to explore a topic.
- Select from and adequately analyze sources from a variety of perspectives and present findings.
- Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.
- Search for relevant authoritative information and evaluate the uses and limitations of source material.
- Generate a specific debatable claim or main idea and cite some relevant evidence.

- Employ multimodal resources to advance a sustained exploration of a topic.
- Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis.
- Search for relevant information from diverse authoritative sources.
- Systematically evaluate the uses and limitations of sources.
- Generate an authoritative claim.
- Evaluate and cite substantial, relevant evidence.