



Assessment Development Guide

Educator Resource

English Language Arts: Grade 6

This document is intended to describe how the Kansas assessments align to the Kansas standards. It illustrates how standards, evidence statements, performance level descriptors (PLDs), and depth of knowledge influence the Kansas summative assessment.

The 2017 Kansas ELA content standards serve as the foundation of the assessment. These standards are grouped into clusters, and the assessment mirrors these same groupings. By assessing at the cluster level, it is possible to highlight student mastery of the connected material contained in the standards. Emphasis on particular clusters captures the focus, coherence, and rigor of the standards. These content emphases guide the development of each assessment.

Suggested Uses

Educators can use this document to

- better understand the standards and the assessment.
- understand what is expected of students in order to achieve performance level 3.
- check the alignment of curriculum and learning activities.
- ensure that long-range instructional plans match the major emphases of the standards.
- apply standards at the level of rigor necessary to allow students to demonstrate success or mastery within a balanced assessment system.
- develop learning goals.
- build a greater understanding of student, grade-level, school, and district results and plan for future learning activities accordingly.
- provide professional development opportunities within a school or district, and for vertical team planning, grade-level planning, and professional learning communities.

Evidence Statements

Evidence statements are derived from the content standards and describe the knowledge and skills that an assessment item or task elicits from students.

Evidence statements are also designed to provide guidance for teachers in creating classroom learning opportunities that align with the expectations of the standards. Evidence statements should not be used as a checklist of student understanding, nor should they be used to limit instructional practices.

Performance Level Descriptors

To help educators and parents understand students' performance at each level, PLDs are available for each test. PLDs define the knowledge, skills, and processes that students likely demonstrate at different levels of proficiency within the reporting categories (1, 2, 3, 4). PLDs are not inclusive: they do not describe all possible skills students could demonstrate at each of the levels. PLDs should not be viewed as checklists of what students should know or be able to do.

These PLDs appear on Individual Student Reports and describe student performance on the assessment.

Level 1: A student at Level 1 shows a *limited* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 2: A student at Level 2 shows a *basic* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 3: A student at Level 3 shows an *effective* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 4: A student at Level 4 shows an *excellent* ability to understand and use the skills and knowledge needed for postsecondary readiness.

Detailed descriptions of performance levels for grade 6 ELA are contained within this document.

Depth of Knowledge

The Kansas Assessment Program (KAP) uses Webb's depth of knowledge (DOK) framework to classify each assessment item based on the level of cognitive demand required by students. The four DOK levels **do not** directly correspond to the four performance levels of the KAP summative assessments.

DOK is a measure of cognitive complexity, not a measure of difficulty. Item difficulty is determined by the percentage of students who correctly respond to an item. It is possible for a DOK 2 item to be very difficult and for a DOK 3 item to be relatively easy.

Items within an assessment include a range of DOK levels and correspond to the levels of cognitive complexity required by the content standards. There are four DOK levels, as outlined below.

- Level 1** Recall and Reproduction: Recall a fact, term, definition, principle, or concept; perform a simple procedure.
- Level 2** Basic Application of Skills and Concepts: Apply conceptual knowledge; use provided information to select appropriate procedures for a task; perform two or more steps with decision points along the way; solve routine problems; organize or display data; interpret or use simple graphs.
- Level 3** Strategic Thinking: Apply reasoning, using evidence, and developing a plan to approach or solve abstract, complex, or nonroutine problems; interpret information and provide justification when more than one approach is possible.
- Level 4** Extended Thinking: Perform investigations or apply concepts and skills that require research and problem solving across content areas or multiple sources.

Test Content Summary

The test summary provides general information related to the emphasis placed on certain domains and clusters within the assessment.

KAP ELA assessments focus on two overarching domains: Writing and Reading. The latter is further divided into the reading of literary and informational texts.

Writing: Students can produce effective writing for a range of purposes and audiences.

Items assessing Writing may be drawn from both clusters below.

Text Types & Purposes

Language in Writing

Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Items assessing Reading may be drawn from any of the clusters below.

Key Ideas & Definitions

Craft & Structure

Language in Reading

Integration of Knowledge & Ideas

Table 1 summarizes the content of the KAP ELA assessments (effective with spring 2020 administration).

Table 1. Grade 6 ELA Test Summary

Writing	Percentage of Assessment	Depth of Knowledge
Text Types & Purpose	35%–40%	2
Language in Writing		
Reading: Literary	Percentage of Assessment	Depth of Knowledge
Key Ideas & Details	30%–35%	2, 3
Craft & Structure		
Language in Reading		
Integration of Knowledge & Ideas		
Reading: Informational	Percentage of Assessment	Depth of Knowledge
Key Ideas & Details	30%–35%	2, 3
Craft & Structure		
Language in Reading		
Integration of Knowledge & Ideas		

The remaining pages of this document are organized by cluster. Evidence statements and PLDs are shown below each cluster.

Text Types & Purposes**Cluster**

Demonstrate ability to state opinions about topics or sources, set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

Standard**W.6.1**

Write arguments to support claims with clear reasons and relevant evidence.

Evidence Statements

1. The student will use provided information to organize and support an opinion or argument by
 - a. clearly stating an opinion on a given topic,
 - b. organizing supporting evidence/reasons to build a logical argument,
 - c. using transition words and phrases to clarify relationships between claim and reasons,
 - d. establishing and maintaining a formal style, and
 - e. developing an appropriate conclusion related to the opinion presented.
2. The student will revise an opinion or argument by
 - a. identifying a missing or weak introduction and conclusion,
 - b. identifying an improved organization or supporting evidence/reasons,
 - c. deleting irrelevant evidence/reasons,
 - d. using a style and tone appropriate to the purpose/audience, and
 - e. identifying missing or weak transition words and phrases.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise opinion text by identifying improved organizational elements, such as stating an opinion about a given topic; • organizing supporting evidence or reasons into logical groups; • using transition words and phrases to connect opinions to evidence or reasons; • establishing an appropriate tone; or • providing an appropriate conclusion that supports the stated opinion. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise opinion text by identifying improved organizational elements, such as stating an opinion about a given topic; • organizing supporting evidence or reasons into logical groups; • using transition words and phrases to connect opinions to evidence or reasons; • establishing and maintaining a formal tone; • providing an appropriate conclusion that supports the stated opinion; and/or • deleting irrelevant reasons and evidence that do not support the stated opinion, when revising. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise opinion text by identifying and applying improved organizational elements, such as stating an opinion about a given topic; • organizing supporting evidence or reasons into logical groups; • using transition words and phrases to connect opinions to evidence and reasons; • establishing and maintaining a formal tone appropriate for the audience or task; • providing an appropriate conclusion that supports the explicit or implicit opinion presented; and/or • deleting irrelevant reasons and evidence that do not support the stated opinion, when revising.

Text Types & Purposes**Cluster**

Demonstrate ability to organize ideas in informational/explanatory texts by stating a focus (main idea), including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

W.6.2**Standard**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Evidence Statements

1. The student will use provided information to organize and support an informational or explanatory texts by
 - a. clearly stating a main idea,
 - b. strategically organizing ideas/concepts,
 - c. using supporting, concrete details to develop the main idea,
 - d. using appropriate transitions to clarify the relationships between ideas,
 - e. using precise language,
 - f. establishing and maintaining a formal style, and
 - g. developing an appropriate conclusion related to the information or explanation presented.
2. The student will revise an informational or explanatory texts by
 - a. identifying a missing or weak introduction and conclusion,
 - b. identifying an improved organization or supporting details,
 - c. deleting details that do not support the text's main idea,
 - d. using precise language, and
 - e. identifying a missing or weak transition words and phrases.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as stating a main idea; • strategically organizing ideas and/or concepts; • using supporting details to develop main idea; • using appropriate transition words and phrases to connect ideas; • using precise language; • establishing a formal tone; or • including an appropriate conclusion related to the information or explanation presented. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as stating a main idea; • strategically organizing ideas and concepts; • using supporting, concrete details to develop main idea; • using appropriate transition words and phrases to connect ideas; • using precise language; • establishing and maintaining a formal tone; • including an appropriate conclusion related to the information or explanation presented; and/or • deleting details that do not support the stated main idea, when editing. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as stating a main idea; • strategically organizing ideas and/or concepts; • using supporting, concrete details to develop main idea; • using appropriate transition words and phrases to connect ideas; • using precise language; • establishing and maintaining a formal tone; • including an appropriate conclusion related to the information or explanation presented; and/or • deleting details that do not support the stated main idea, when editing.

Text Types and Purposes**Cluster**

Demonstrate ability to use specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event). Revise one or more paragraphs demonstrating these abilities.

W.6.3**Standard**

Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and well-structured event sequences.

Evidence Statements

1. The student will use provided information to organize a narrative that engages and orients the reader by
 - a. clearly establishing a situation;
 - b. introducing a narrator or character(s);
 - c. logically organizing the narrative’s sequence of events;
 - d. using dialogue and descriptions to develop the story;
 - e. using transitional words to manage the sequence of events;
 - f. using precise, concrete words and sensory details; and
 - g. developing an appropriate conclusion that follows from the narrative.
2. The student will revise a narrative by
 - a. identifying and correcting a weak/missing introduction of the situation and/or narrator/character(s);
 - b. identifying an improved organization, dialogue, and/or description;
 - c. deleting details that are inconsistent with the rest of the narrative;
 - d. using precise, concrete words and sensory details; and
 - e. identifying a missing or weak conclusion.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a situation; • introducing a narrator or character(s); • organizing the narrative with a sequence of events that unfolds naturally; • using transitional words or phrases to manage the sequence of events; • using precise language; or • providing an appropriate conclusion. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, and revise narratives that engage and orient the reader by establishing a situation; • introducing a narrator and/or character(s); • organizing a narrative with a sequence of events that unfolds naturally; • using details or dialogue to develop the story; • using transitional words and phrases to manage the sequence of events; • using precise, concrete language and sensory details; • providing an appropriate conclusion that follows logically from the narrative; and/or • removing details that are inconsistent with the narrative, when revising. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, and revise narratives that engage and orient the reader by establishing a situation; • introducing a narrator and character(s); • organizing a narrative with a sequence of events that unfolds naturally; • using details and dialogue to develop the story; • using transitional words or phrases to manage the sequence of events; • using concrete language and sensory details; • providing an appropriate conclusion that follows logically from the narrative; and/or • removing details that are inconsistent with the narrative, when revising.

Language in Writing

Cluster Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

W.6.10

Demonstrate command or and use knowledge of the conventions of standard English grammar and usage when writing.

Standards

W.6.11

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Evidence Statements		
New-to-grade conventions	Conventions assessed across relevant grades	Carry-over skills from previous two grades
<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 1. varying sentence patterns; 2. subjective pronouns; 3. objective pronouns; 4. possessive pronouns; 5. intensive pronouns; 6. inappropriate shifts in pronoun number and person; and 7. vague, ambiguous, or unclear pronoun references. 	<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 1. subject-verb agreement, 2. pronoun-antecedent agreement, 3. complete sentences and recognizing inappropriate sentence fragments and run-on sentences, 4. frequently confused words (<i>to/too/two, there/their</i>), 5. punctuation for effect, 6. inappropriate shifts in verb tense. 	<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <p style="text-align: center;"><u>Grade 5</u></p> <ol style="list-style-type: none"> 1. expand, combine, and reduce sentences, 2. perfect verb tense, 3. verb tense to convey various times, sequences, states, and conditions, 4. correlative conjunctions, 5. subordinating conjunctions, and 6. complex sentences. <p style="text-align: center;"><u>Grade 4</u></p> <ol style="list-style-type: none"> 1. relative pronouns, 2. relative adverbs, 3. progressive verb tenses, modal auxiliaries to convey various conditions, 4. order adjectives within a sentence, and 5. prepositional phrases.

<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 1. commas to set off nonrestrictive or parenthetical elements; 2. parentheses to set off nonrestrictive or parenthetical elements; and 3. dashes to set off nonrestrictive or parenthetical elements. 	<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 1. word(s) or phrase(s) to precisely convey ideas, and 2. punctuation to separate items in a series. 	<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <p style="text-align: center;"><u>Grade 5</u></p> <ol style="list-style-type: none"> 1. commas to separate an introductory element from the rest of a sentence, 2. commas to set off the words <i>yes</i> and <i>no</i>, to set off a tag question, and to indicate direct address, and 3. underlining, quotation marks, or italics to indicate titles of works. <p style="text-align: center;"><u>Grade 4</u></p> <ol style="list-style-type: none"> 1. capitalization, 2. commas and quotation marks in direct address and quotations, and 3. commas and coordinating conjunctions in a compound sentence.
Performance Level Descriptors (PLDs)		
<p>All Levels</p> <p>Students can apply and edit some grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/ informational, and argumentative texts.</p> <p>Conventions at this grade and level of proficiency include use and/or correction of</p> <ul style="list-style-type: none"> • varying sentence patterns, • types of pronouns (subjective, objective, possessive, and intensive), • inappropriate shifts in pronoun number and person, • vague, ambiguous, or unclear pronoun references, • commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements, • spelling of grade-appropriate words, and • may also include conventions from the previous two grades. 		

Key Ideas & Details

Cluster Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

RL.6.1

Standard Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Evidence Statement		
1. The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on the text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying explicit and/or implicit evidence to support a given inference or conclusion based on the text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> citing explicit and/or implicit evidence to support a given inference or conclusion based on the text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> citing explicit and implicit evidence to support a given inference or conclusion based on the text.

Cluster **Key Ideas & Details**

Identify or summarize central ideas, key events, or the sequence of events presented in a text.

RL.6.2

Standard 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.

Evidence Statement		
1. The student will determine or summarize a theme, central idea, or supporting details. 2. The student will objectively summarize the text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying a theme or central idea presented in a text, identifying details that help convey the stated theme or central idea, or recounting the text without adding personal opinions or judgments. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> summarizing a theme or central idea presented in a text, summarizing how details help convey the stated theme or central idea, and/or summarizing the text without adding personal opinions or judgments. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing a theme or central idea presented in a text, analyzing how details help convey the stated theme or central idea, and/or summarizing the text without adding personal opinions or judgments.

Key Ideas & Details

Cluster

Describe and demonstrate understanding of and connection between literary elements, including theme, characters, setting, dialogue, and conflict.

RL.6.3

Standard

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.

Evidence Statement		
<ol style="list-style-type: none"> 1. The student will describe how a text’s plot develops through a series of events and/or episodes. 2. The student will analyze how literary elements (e.g., character) change as the plot develops towards a resolution. 		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • identifying the events or episodes that help develop the text’s plot or • identifying how a character from the text develops over the course of the text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • describing how a text’s plot develops through a series of events or episodes and/or • summarizing how a character from the text develops over the course of the text. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • analyzing how a text’s plot develops through a series of events or episodes and/or • analyzing how a character from the text develops over the course of the text.

Craft & Structure

Cluster Determine intended meanings of words, including distinguishing literal and nonliteral language, with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.

RL.6.4

Standard Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Evidence Statements		
<ol style="list-style-type: none"> 1. The student will determine the meaning of words or phrases as they are used in a text, including figurative and connotative meanings. 2. The student will analyze the impact of a specific word choice on meaning and tone. 		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the meaning of a word based on explicit context in a text, • determining the intended meaning of common/tier 1 words and academic/tier 2 words in a text, or • identifying how word choice affects sentence meaning or tone. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the meaning of a word based on explicit context in a text, • determining the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, and/or • determining how word choice affects sentence, paragraph, or whole text meaning and/or tone. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the meaning of a word based on explicit context in a text, • determining the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, and/or • analyzing how word choice affects sentence, paragraph, and/or whole text meaning and tone.

Craft & Structure

Cluster Relate knowledge of text structures, genre-specific features, or forms to obtain, interpret, explain, or connect information within text.

RL.6.5

Standard 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.

Evidence Statement		
1. The student will 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.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> identifying the overall structure of a text or the structure within a text; identifying how a specific part (e.g., sentence, chapter, scene, stanza) fits within the overall structure; or identifying how a specific part (e.g., sentence, chapter, scene, stanza) impacts the development of theme, setting, plot. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> summarizing how a specific part (e.g., sentence, chapter, scene, stanza) fits within the overall structure or a text and/or summarizing how a specific part (e.g., sentence, chapter, scene, stanza) impacts the development of the theme, setting, or plot. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> analyzing how a specific part (e.g., sentence, chapter, scene, stanza) fits within the overall structure or a text and/or analyzing and interpreting how a specific part (e.g., sentence, chapter, scene, stanza) impacts the development of the theme, setting, or plot.

Craft & Structure

Cluster Identify or explain point of view, author’s message, or author’s purpose and the impact of these elements on a text and on reader interaction with a text.

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

Evidence Statement		
1. The student will explain how an author develops the point of view of the narrator or speaker in a text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying the point(s) of view of a narrator or speaker in a text or identifying if or how the point(s) of view change over the course of a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> summarizing the point(s) of view of a narrator or speaker in a text and/or summarizing how the author develops the point(s) of view of the narrator or speaker over the course of a text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing and synthesizing the point(s) of view of a narrator or speaker in a text and how the author develops that point(s) of view over the course of the text.

Language in Reading

Cluster

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

RL.6.11

Determine or clarify the meaning of unknown and multi-meaning words and phrases *based on grade 6 reading and content*, choosing flexibly from a range of strategies.

Standards

RL.6.12

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Evidence Statements

1. The student will determine the meaning of an unknown word or phrase by
 - a. using context clues;
 - b. using common Greek and Latin affixes and/or roots; and
 - c. using reference materials to determine, clarify, and/or verify meaning.
2. The student will demonstrate understanding of word relationships and nuances in meaning by
 - a. interpreting figurative language in context,
 - b. using word relationships to better understand each word, and
 - c. identifying the connotative meaning of words with similar denotations.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> identifying figurative language used in context, identifying affixes used in a text, distinguishing between meanings of a multi-meaning word, or using resources to determine the correct meaning of an unknown word in a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> determining the meaning of figurative language used in context, interpreting the meaning of affixes or root words used in a text, identifying relationship(s) between words distinguishing between meanings of a multi-meaning word, and/or using resources to determine the correct meaning of an unknown word in a text. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> analyzing context to determine the meaning of figurative language used in a text, interpreting the meaning of affixes and root words used in a text, interpreting relationship(s) between words distinguishing between meanings of a multi-meaning word, and/or using resources to determine the correct meaning of an unknown word in a text.

Key Ideas & Details

Cluster Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

RI.6.1

Standard Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Evidence Statement		
1. The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on the text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying text explicit and/or implicit evidence to support a given inference or conclusion based on the text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> citing explicit and/or implicit evidence to support a given inference or conclusion based on the text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> citing explicit and implicit evidence to support a given inference or conclusion based on the text.

Cluster **Key Ideas & Details**
 Identify or summarize central ideas, key events, or procedures and details that support them.

RI.6.2

Standard Determine a 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.

Evidence Statement		
1. The student will determine or summarize a central idea, key event, or supporting details. 2. The student will objectively summarize the text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying a theme or central idea presented in a text, or identifying details that help convey the stated theme or central idea, or recounting the text without adding personal opinions or judgments. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> summarizing a theme or central idea presented in a text, summarizing how details help convey the stated theme or central idea, and/or summarizing the text without adding personal opinions or judgments. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing a theme or central idea presented in a text, analyzing how details help convey the stated theme or central idea, and/or summarizing the text without adding personal opinions or judgments.

Cluster **Key Ideas & Details**
 Make an inference or provide a conclusion using supporting evidence to justify/explain inferences.

RI.6.3

Standard Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Evidence Statement		
1. The student will analyze how the author presents different elements of a text (e.g., people, events, ideas, topics).		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying how the author introduces, illustrates, or elaborates an individual, event, or idea in a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> summarizing how the author introduces, illustrates, and elaborates an individual, event, and/or idea in a text. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing how the author introduces, illustrates, and elaborates an individual, event, and idea in a text.

Craft & Structure

Cluster

Determine intended meanings of words, including academic/tier 2 and domain-specific/tier 3 words, and the impact of the author’s word choice and use of figurative language, with primary focus on the academic/tier 2 vocabulary common to complex texts in all disciplines.

RI.6.4

Standard

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Evidence Statements		
<ol style="list-style-type: none"> 1. The student will determine the intended meaning of words and phrases as they are used in an informational text. 2. The student will determine the figurative, connotative, and technical meanings of words or phrases. 		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the intended meaning of a word based on explicit context in a text, • determining the intended meaning of common/tier 1 words and academic/tier 2 words in a text, or • distinguishing between meanings of a multi-meaning word. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the intended meaning of a word or phrase based on explicit context in a text, • determining the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, and/or • distinguishing between meanings of a multi-meaning word or phrase. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • analyzing explicit context to determine the intended meaning of a word or phrase in a text, • determining the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, and/or • distinguishing between meanings of a multi-meaning word or phrase.

Cluster **Craft & Structure**
 Relate knowledge of text structures or text features (e.g., bold text, headings) to obtain, interpret, or explain information.

RI.6.5

Standard 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.

Evidence Statement		
1. The student will analyze how parts of a text (e.g., sentences, paragraphs) fit within the text’s structure and aid in idea development.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying text structures and features (e.g., headings, formatting, and indices) in an overall text, or describing the function of text structures to organize text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> describing how the overall structure of a text or texts or the inclusion of a text feature (e.g., heading, formatting, or index) impacts meaning and/or interpreting the impact of that structure on meaning. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing how the overall structure of a text or texts or the inclusion of a text feature (e.g., heading, formatting, or index) impacts meaning and/or analyzing and interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

Craft & Structure

Cluster Determine the author’s message/line of reasoning and point of view/purpose and the impact of those perspectives on the information presented in a text.

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.

Evidence Statements		
1. The student will identify the author’s point of view and purpose in a text. 2. The student will explain how the author’s point of view and purpose are conveyed in a text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying the point of view used in a text or identifying explicit details that support the point of view in a text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> determining the author’s point of view in a text and/or identifying explicit or implicit details that support that point of view. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing and summarizing the author’s point of view in a text, connecting explicit and implicit details that support the author’s point of view.

Cluster **Integration of Knowledge & Ideas**
 Relate knowledge of nonprint formats (e.g., illustrations, graphs) to examine, integrate, or compare information within text.

RI.6.7

Standard 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.

Evidence Statement		
1. The student will 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.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying how nonprint elements (e.g., illustrations, graphs) fit within a text or comparing the information provided in nonprint formats with the information provided in the text’s words. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> summarizing how nonprint elements (e.g., illustrations, graphs) fit within a text and/or comparing and contrasting the information provided in nonprint formats with the information provided in the text’s words. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> drawing conclusions about the use of nonprint elements (e.g., illustrations, graphs) within a text and/or analyzing and synthesizing the information provided in nonprint formats with the information provided in the text’s words.

Cluster **Integration of Knowledge & Ideas**

Determine the structure and logic of the author’s argument using claims supported by evidence.

RI.6.8

Standard 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.

Evidence Statements		
1. The student will identify and analyze an author’s arguments and claims in a text. 2. The student will distinguish between supported and unsupported claims.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> • identifying the author’s argument(s) or claim(s) or • identifying explicit evidence used to support the author’s claim(s). 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> • summarizing the author’s argument(s) and claim(s) throughout a text and/or • determining which claims are or are not supported by evidence. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> • 8/23/2022

Language in Reading**Cluster**

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

RI.6.11**Standards**

Determine or clarify the meaning of unknown and multi-meaning words and phrases *based on grade 6 reading and content*, choosing flexibly from a range of strategies.

RI.6.12

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Evidence Statements

1. The student will determine the meaning of an unknown word or phrase by
 - a. using context clues;
 - b. using common Greek and Latin affixes and/or roots; and
 - c. using reference materials to determine, clarify, and/or verify meaning.
2. The student will demonstrate understanding of word relationships and nuances in meaning by
 - a. interpreting figurative language in context,
 - b. using word relationships to better understand each word, and
 - c. identifying the connotative meaning of words with similar denotations.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> identifying figurative language used in context, identifying affixes used in a text, distinguishing between meanings of a multi-meaning word, or using resources to determine the correct meaning of an unknown word in a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> determining the meaning of figurative language used in context, interpreting the meaning of affixes or root words used in a text, identifying relationship(s) between words, distinguishing between meanings of a multi-meaning word, and/or using resources to determine the correct meaning of an unknown word in a text. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> analyzing context to determine the meaning of figurative language used in a text, interpreting the meaning of affixes and root words used in a text, interpreting relationship(s) between words, distinguishing between meanings of a multi-meaning word, and/or using resources to determine the correct meaning of an unknown word in a text.