ELA Target & Standard Performance Descriptors

Grade 6

This document aligns the **claims** and **targets** of the 2018–2019 Kansas Assessment Program (KAP) to the Kansas standards for English language arts. In addition, it illustrates how the state standards align to the performance level descriptors created for the assessment. Review how each standard is incorporated into the state assessment and the criteria that students must meet to demonstrate proficiency.

Targets are drawn from the standards, and under each target, you will find the connected standards. After each target, the goal Depth of Knowledge (DOK) is provided as a general reference for the projected maximum DOK of items.

Note: The 2020 KAP assessment design will focus on the language of Kansas standards. This document will be revised accordingly for the 2019–2020 school year.

Claim 1: Reading

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

- Students scoring in the Level 2 range typically read and comprehend readily accessible texts and may be able to read texts of moderate complexity. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).
- Students scoring in the Level 3 range typically read, comprehend, and analyze readily accessible texts as well as read and comprehend texts of moderate complexity. They may be able to read very complex texts. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).
- Students scoring in the Level 4 range typically read, comprehend, and analyze texts of moderate complexity and very complex texts. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).

Claim 2: Writing

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

On the Kansas summative assessment, students are not composing but are reacting to composed texts to demonstrate knowledge, application, and synthesis of writing conventions. To measure student composition, students should continue to practice short and extended writing that is evaluated at the local level. For Target 9, students apply and edit conventions of varying sophistication in stimuli of varying complexity that are appropriate for their grade level. For example, a student scoring in Level 2 can edit for subject-verb agreement in a short, simple stimulus while a student scoring in Level 4 can edit for subject-verb agreement throughout a longer, more complex stimulus.

Blueprint Summary

The table below summarizes the content of the KAP ELA assessment for 2019.

KAP ELA Blueprint Summary					
Domain	% of Test	Focus	Cluster	Standards	DOK
Reading	60–65%	Literary Texts (30–35%)	Key Ideas & Details	RL.1–3	2–3
			Craft & Structure	RL.4–6	2–3
			Language in Reading	RL.10–12	2–3
			Integration of Knowledge & Ideas	RL.7–9	3
		Informational Texts (30–35%)	Key Ideas & Details	RI.1–3	2–3
			Craft & Structure	RI.4–6	2–3
			Language in Reading	RI.10–12	2–3
			Integration of Knowledge & Ideas	RI.7–9	3
Writing	35–40%	N/A	Text Types & Purposes	W.1–4	2
			Language in Writing	W.10–12	1

Claim 1, Target 1

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

DOK 2

RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify text evidence, such as explicit details, to support a given conclusion based on the text.	Students can identify text evidence from a text or texts, such as explicit or implicit details, to support a given conclusion based on the text or texts.	Students can identify evidence from a text or texts, such as explicit or implicit details, to support and refute a given inference and conclusion based on the text or texts.

Claim 1, Target 2

Identify or summarize central ideas, key events, the sequence of events, or the author's message or purpose presented in a text.

DOK 2

RL.6.2: 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.

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

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify the type or genre of a literary text (e.g., fables); identify a theme or central idea presented in a text; and identify key ideas or events in a text.	Students can determine or summarize a theme or central idea presented in a text and determine or summarize key ideas or events in a text.	Students can analyze and summarize a theme, central idea, and the author's message or purpose presented in a text; analyze, summarize, or sequence key ideas and events in a text; and use details within a text or texts to support and justify the statement of a theme or central idea.

Claim 1, Target 3

Determine intended meanings of words, including multiple meanings of academic/tier 2 words, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.

DOK 2

RL.6.4: 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.

RL.6.11: 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.
   a.   Use context as a clue to the meaning of a word or phrase.
   b.   Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
   c.   Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
   d.   Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RL.6.12.b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

RL.6.12.c: Distinguish among the connotations (associations) of words with similar denotations (definitions).

SL.6.8: 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.

LEVEL 2	LEVEL 3	LEVEL 4
Students can determine the meaning of a word based on explicit context in a text, determine the intended meaning of common/tier 1 words and academic/tier 2 words in a text, and use resources to determine the correct meaning of an unknown word in a text.	Students can determine the meaning of a word or phrase based on explicit context in a text, determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, use resources to determine the correct meaning of an unknown word or phrase in a text, and use affixes and common Greek or Latin root words to determine the correct meaning of an unknown word or phrase in a text.	Students can determine the meaning of a word or phrase based on explicit or implicit context in a text; determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text; use resources to determine the correct meaning of an unknown word or phrase in a text; and use affixes, Greek and Latin root words, synonyms, and antonyms to determine the correct meaning of an unknown word or phrase in a text.

Claim 1, Target 4

Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., character development/actions/traits; first- or third-person point of view; theme; author's message or purpose).

DOK 3

RL.6.3: 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.

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

RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify explicit details within a text that support a conclusion.	Students can identify explicit or implicit details within a text to support a conclusion or inference.	Students can form a conclusion and inference based on explicit and implicit details within a text or texts; and identify explicit and implicit details that support that conclusion and inference.

Claim 1, Target 5

Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts.

DOK 3

RL.6.3: 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.

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

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify the use of literary elements within a text (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view).	Students can describe or compare the use of or the relationship between literary elements within a text or across two texts (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view).	Students can analyze and compare the use of and relationship between literary elements within a text or across two texts (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view).

Claim 1, Target 6

Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text.

DOK 3

RL.6.5: 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.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify the overall structure of a text or the structure within a text.	Students can determine how the overall structure or the structure within a text impacts meaning and determine the impact of that structure on meaning.	Students can analyze and interpret how the overall structure and the structure within a text impacts meaning and analyze and interpret why the author structured elements in a certain manner and the impact of that structure on meaning.

Claim 1, Target 7

Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context.

DOK 3

RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.4: 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.

RL.6.12: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  a. Interpret figures of speech in context.
  b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  c. Distinguish among the connotations (associations) of words with similar denotations (definitions).

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify figurative language used in context, identify literary devices used in a text, and distinguish between denotative and connotative word meanings in the context of a text.	Students can determine the meaning or tone of figurative language used in context and the impact on meaning and tone, interpret the intent and use of a literary device, and interpret the connotative meaning of words and phrases used in context.	Students can interpret the meaning of figurative language used in context and analyze the impact on meaning and tone; interpret the intent and use of a literary device and analyze the impact on meaning and tone; interpret the connotative meaning of words and phrases used in context and analyze the impact on meaning and tone; and analyze the impact of word choice on reader interpretation of meaning and tone.

Claim 1, Target 8

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

DOK 2

RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify text evidence, such as explicit details, to support a given conclusion based on the text.	Students can identify text evidence from a text or texts, such as explicit or implicit details, to support a given conclusion based on the text or texts.	Students can identify evidence from a text or texts, such as explicit or implicit details, to support and refute a given inference and conclusion based on the text or texts.

Claim 1, Target 9

Identify central ideas, key events, or procedures and details that support them.

DOK 2

RI.6.2: 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.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify a central idea or topic, supporting details, a key event, or a procedure in a text.	Students can determine or summarize a central idea, a topic, or subtopics using supporting details in a text; connect key details and steps in the correct order to support a central idea; and determine or summarize key events or a procedure in a text.	Students can determine a central idea, a topic, and subtopics using supporting details in a text; connect key details and steps in the correct order to support a central idea; and summarize a central idea, a topic, subtopics, key events, and a procedure in a text.

Claim 1, Target 10

Determine intended meanings of words, including academic/tier 2 words, domain-specific/tier 3 words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.

DOK 2

RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.11: 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.
  a. Use context as a clue to the meaning of a word or phrase.
  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
  c. Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary.

RI.6.12.b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

RI.6.12.c: Distinguish among the connotations (associations) of words with similar denotations (definitions).

SL.6.8: 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.

LEVEL 2	LEVEL 3	LEVEL 4
Students can determine the meaning of a word based on explicit context in a text, determine the intended meaning of common/tier 1 words and academic/tier 2 words in a text, and use resources to determine the correct meaning of an unknown word in a text.	Students can determine the meaning of a word or phrase based on explicit context in a text, determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, use resources to determine the correct meaning of an unknown word or phrase in a text, and use affixes and common Greek or Latin root words to determine the correct meaning of an unknown word or phrase in a text.	Students can determine the meaning of a word or phrase based on explicit or implicit context in a text; determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text; use resources to determine the correct meaning of an unknown word or phrase in a text; and use affixes, Greek and Latin root words, synonyms, and antonyms to determine the correct meaning of an unknown word or phrase in a text.

Claim 1, Target 11

Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).

DOK 3

RI.6.3: 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.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7: 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.6.8: 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.6.9: 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).

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify explicit details within a text that support a conclusion.	Students can identify explicit or implicit details within a text or texts that support a conclusion or inference.	Students can form a conclusion and inference based on explicit and implicit details within a text or texts and identify explicit and implicit details within a text or texts that support that conclusion and inference.

Claim 1, Target 12
Examine, integrate, or compare information or presentation of information within or across texts (e.g., cause and effect, integrate information).
DOK 3
RI.6.3: 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.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify the interaction between elements of a text (e.g., events, people, ideas, and topics) using explicit details within a text and identify conflicting information within a text.	Students can describe the relationship or interaction between elements of a text (e.g., events, people, ideas, and topics) using explicit details within a text or across two texts and determine how conflicting information reveals the author's purpose or point of view.	Students can analyze the relationship and interaction between elements of a text (e.g., events, people, ideas, and topics) using explicit and implicit details within a text or across two texts and analyze how conflicting information reveals the author's purpose or point of view.

Claim 1, Target 13		
Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information. DOK 3		
RI.6.5: 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.6.7: 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.		
LEVEL 2	**LEVEL 2**	**LEVEL 2**
Students can identify text structures and features in an overall text (e.g., headings, formatting, and indices) and describe the function of text structures to organize text.	Students can describe how the overall structure of a text or the inclusion of text features (e.g., headings, formatting, and indices) impacts meaning and interpret the impact of that structure on meaning.	Students can determine how the overall structure of a text or the inclusion of text features (e.g., headings, formatting, and indices) impacts meaning; analyze and interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning; analyze the relationship between a text and other resources; and compare two different representations of the same idea or topic (e.g., graphic and text) and evaluate the relative effectiveness of each representation.

Claim 1, Target 14

Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context.

DOK 3

RI.6.12: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech in context.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify figurative language used in context, identify literary devices used in a text, and distinguish between denotative and connotative word meanings in the context of a text.	Students can determine the meaning or tone of figurative language used in context and the impact on meaning and tone, interpret the intent and use of a literary device, and interpret the connotative meaning of words and phrases used in context.	Students can interpret the meaning of figurative language used in context and analyze the impact on meaning and tone; interpret the intent and use of a literary device and analyze the impact on meaning and tone; interpret the connotative meaning of words and phrases used in context and analyze the impact on meaning and tone; and analyze the impact of word choice on reader interpretation of meaning and tone.

Claim 2, Target 1a

Demonstrate ability to use specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event).

DOK 2

W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
   b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
   c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
   d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
   e. Provide a conclusion that follows from the narrated experiences or events.

W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

LEVEL 2	LEVEL 3	LEVEL 4
Based on their understanding of explicit context, students can use 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 a narrative with a sequence of events that unfolds naturally, using common transition strategies to convey sequence, and providing a conclusion.	Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a context and/or setting, introducing a narrator and/or character(s), organizing a narrative with a logical sequence of events or experiences that unfold naturally, using intermediate transition strategies to convey sequence, and providing a conclusion that follows logically from the narrative. When revising, students can reorganize details to support a central idea or topic.	Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a context and setting; introducing a narrator and character(s); organizing a narrative with a logical sequence of events or experiences that unfold naturally and may include time shifts; using advanced transition strategies to convey sequence, establish pacing, and signal time or setting shifts based on understanding of the text; and providing a conclusion that follows logically from the narrative. When revising, students can reorganize details to support a central idea and theme.

Claim 2, Target 1b

Revise one or more paragraphs demonstrating specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft.

DOK 2

W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

LEVEL 2	LEVEL 3	LEVEL 4
Based on their understanding of explicit context, students can use information provided in a stimulus to revise and elaborate narratives that apply narrative techniques, such as including dialogue to convey events or experiences, including descriptive details and sensory language to convey events and experiences, and using precise language to narrate events or experiences.	Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to revise and elaborate narratives that apply narrative techniques, such as including dialogue to convey events or experiences, including descriptive details and sensory language to convey events or experiences, using precise language to narrate events or experiences, and identifying details that should be deleted because they are inconsistent with the rest of the narrative.	Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to revise and elaborate complex narratives that apply narrative techniques, such as including dialogue to convey events and experiences, including descriptive details and sensory language to convey events and experiences, using precise language to narrate events and experiences, and identifying details that should be deleted because they are inconsistent with the rest of the narrative.

Claim 2, Target 3a

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.

DOK 2

W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

    a.   Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

    b.   Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

    c.   Use appropriate transitions to clarify the relationships among ideas and concepts.

    d.   Use precise language and domain-specific vocabulary to inform about or explain the topic.

    e.   Establish and maintain a formal style.

    f.   Provide a concluding statement or section that follows from the information or explanation presented.

W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

    b.   Apply grade 6 reading standards to literary nonfiction (e.g., "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").

LEVEL 2	LEVEL 3	LEVEL 4
Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as introducing and stating a thesis, organizing ideas and concepts, using transitional strategies, and providing a conclusion.	Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as introducing and clearly stating a thesis; maintaining a clear focus; organizing ideas and concepts strategically (e.g., definition, classification, comparison and contrast, and cause and effect); using appropriate transitional strategies for coherence; and providing a conclusion that follows from the information or explanation presented. When revising, students can reorganize reasons and evidence to support an idea.	Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying and applying improved organizational elements, such as introducing and clearly stating a thesis; maintaining a clear focus; organizing ideas and concepts strategically (e.g., definition, classification, comparison and contrast, and cause and effect); using appropriate transitional strategies for coherence; and providing a conclusion that follows from the information or explanation presented. When revising, students can reorganize reasons and evidence to support an idea.

Claim 2, Target 3b

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

DOK 2

W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

  a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

  c. Use appropriate transitions to clarify the relationships among ideas and concepts.

  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

  e. Establish and maintain a formal style.

  f. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

  b. Apply grade 6 reading standards to literary nonfiction (e.g., "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").

LEVEL 2	LEVEL 3	LEVEL 4
Based on their understanding of explicit context, students can use information in a stimulus to develop, organize, or revise informational or explanatory texts by identifying the best use of elaboration techniques, such as identifying relevant supporting evidence, using common/tier 1 and academic/tier 2 vocabulary, and deleting details that do not support the thesis.	Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise informational or explanatory texts by identifying the best use of elaboration techniques, such as including or integrating relevant supporting evidence (e.g., facts, definitions, concrete details, and quotations) appropriate for the focus; using precise language and domain-specific/tier 3 vocabulary; establishing a formal style, such as including appropriate sentence variety and complexity for audience or purpose; and deleting the details that do not support the thesis.	Based on inferences from context or an explicit or implicit theme or central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise complex informational or explanatory texts by identifying and applying the best use of elaboration techniques, such as including and integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, and paraphrased and cited statements) appropriate for the focus; using precise language and domain-specific/tier 3 vocabulary to clarify and expand ideas; establishing and maintaining a formal style, such as including appropriate sentence variety and complexity for audience and purpose; and deleting the details that do not support the thesis.

Claim 2, Target 6a

Demonstrate ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.

DOK 2

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s) and organize the reasons and evidence clearly.
   b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from the argument presented.

W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
   b. Apply grade 6 reading standards to literary nonfiction (e.g., "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").

LEVEL 2	LEVEL 3	LEVEL 4
Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise arguments by identifying improved organizational elements, such as establishing a claim, organizing reasons and evidence to support a claim, providing appropriate transitional strategies for coherence, using common/tier 1 vocabulary for the argument, and providing a conclusion.	Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise arguments by identifying improved organizational elements, such as establishing a clear claim; organizing reasons and evidence to support claims to build a logical argument; providing appropriate transitional strategies for coherence (e.g., clarifying relationships between and among claims, reasons, and evidence); using academic/tier 2 vocabulary appropriate for the argument; and providing a conclusion that is appropriate to purpose and audience and follows from the argument(s). When revising, students can reorganize reasons and evidence to support an idea.	Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, or revise arguments by identifying and applying improved organizational elements, such as establishing a clear claim; organizing reasons and evidence to support claims to build a logical argument; providing appropriate transitional strategies for coherence (e.g., clarifying relationships between and among claims, reasons, evidence); using academic/tier 2 and domain-specific/tier 3 vocabulary appropriate for the argument and audience; and providing a conclusion that is appropriate to purpose and audience and follows from the argument(s). When revising, students can reorganize reasons and evidence to support an idea.

Claim 2, Target 6b

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

DOK 2

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s) and organize the reasons and evidence clearly.
   b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from the argument presented.

W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
   b. Apply grade 6 reading standards to literary nonfiction (e.g., "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").

LEVEL 2	LEVEL 3	LEVEL 4
Based on their understanding of explicit context, students can use information in a stimulus to develop, organize, or revise argumentative texts by identifying the best use of elaboration techniques, such as identifying relevant reasons to support claims, identifying relevant evidence to support claims and reasons, and deleting details that do not support the claim.	Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise argumentative texts by identifying the best use of elaboration techniques, such as including and integrating relevant reasons to support claims; including and integrating relevant and credible evidence to support claims and reasons; establishing a formal style and tone, such as including appropriate sentence variety and complexity for the audience and purpose; and deleting details that do not support the claim.	Based on inferences from context or an explicit or implicit theme or central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise complex argumentative texts by identifying and applying the best use of elaboration techniques, such as including and integrating relevant reasons to support claims; including and integrating relevant and credible evidence to support claims and reasons; establishing and maintaining a formal style and tone, such as including appropriate sentence variety and complexity for the audience and purpose; and deleting details that do not support the claim.

Claim 2, Target 8

Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

DOK 1

W.6.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.3.d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.10.g: Maintain consistency in style and tone.

SL.6.8: 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.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify and use the best grade-appropriate academic/tier 2 words or phrases to convey the precise meaning of a text to inform or explain; identify and use concrete or sensory words or phrases to convey experiences or events in narrative writing; identify words or phrases to precisely convey ideas in a text; and identify general academic/tier 2 words or phrases to use in a text to precisely convey actions, emotions, or states of being that are basic to a particular topic and specific to a writing purpose or an audience.	Students can identify and use the best academic/tier 2 or grade-level or below domain-specific/tier 3 vocabulary words or phrases to convey the precise or intended meaning of a text to inform or explain; identify and use the best concrete or sensory words or phrases to precisely convey experiences or events in narrative writing; identify and use the best words or phrases to precisely convey ideas in a text; and identify the best general academic/tier 2 or domain-specific/tier 3 words or phrases to use in a text to precisely convey actions, emotions, or states of being that are basic to a particular topic and specific to a writing purpose or an audience.	Students can identify and use the best academic/tier 2 or grade-level or above domain-specific/tier 3 words or phrases to convey the precise or intended meaning of a text to inform or explain; identify and use the best concrete and sensory words or phrases to precisely convey experiences or events in narrative writing; identify and use the best words or phrases to precisely convey ideas in a text; identify and use the best general academic/tier 2 and domain-specific/tier 3 words or phrases to use in a text to precisely convey actions, emotions, and states of being that are basic to a particular topic and specific to a writing purpose and an audience; and evaluate the effect of word choice on the audience in achieving a purpose.

Claim 2, Target 9

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

DOK 1

W.6.10: Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.

    b.   Ensure that pronouns are in the proper case (subjective, objective, possessive).

    c.   Use intensive pronouns (e.g., *myself*, *ourselves*).

    Recognize and correct inappropriate shifts in pronoun number and person.

    d.   Recognize and correct vague pronouns.

    e.   Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.

    f.   Maintain consistency in style and tone.

W.6.11: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

    a.   Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

    b.   Spell correctly.

LEVEL 2	LEVEL 3	LEVEL 4
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.

Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement; pronoun-antecedent agreement; corrections for inappropriate sentence fragments and run-on sentences; frequently confused words (*to*/*too*/*two*; *there*/*their*); corrections for inappropriate shifts in verb tense; punctuation to separate items in a series; use of subjective pronouns, objective pronouns, possessive pronouns, and intensive pronouns; identification of inappropriate shifts in pronoun number and person and vague, ambiguous, or unclear pronoun references; use of correct punctuation, such as commas, parentheses, and dashes, to set off nonrestrictive or parenthetical elements; and spelling of grade-appropriate words and may also include conventions from the previous two grades. | Students can apply and edit most grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/ informational, and argumentative texts.

Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement; pronoun-antecedent agreement; corrections for inappropriate sentence fragments and run-on sentences; frequently confused words (*to*/*too*/*two*; *there*/*their*); corrections for inappropriate shifts in verb tense; punctuation to separate items in a series; use of subjective pronouns, objective pronouns, possessive pronouns, and intensive pronouns; identification of inappropriate shifts in pronoun number and person and vague, ambiguous, or unclear pronoun references; use of correct punctuation, such as commas, parentheses, and dashes, to set off nonrestrictive or parenthetical elements; and spelling of grade-appropriate words and may also include conventions from the previous two grades. | Students can apply and edit almost all grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/ informational, and argumentative texts.

Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement; pronoun-antecedent agreement; corrections for inappropriate sentence fragments and run-on sentences; frequently confused words (*to*/*too*/*two*; *there*/*their*); corrections for inappropriate shifts in verb tense; punctuation to separate items in a series; use of subjective pronouns, objective pronouns, possessive pronouns, and intensive pronouns; corrections for inappropriate shifts in pronoun number and person and vague, ambiguous, or unclear pronoun references; use of correct punctuation, such as commas, parentheses, and dashes, to set off nonrestrictive or parenthetical elements; and spelling of grade-appropriate words and may also include conventions from the previous two grades. |