

6th Grade Reading

Literature

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1, 2, 3	Cite textual evidence and make connections to support analysis and explanation of literal and inferential understanding. RL.6.1	The student is seldom able to cite textual evidence and make connections to support analysis and explanation of literal and inferential understanding.	The student sometimes cites textual evidence and makes connections to support analysis and explanation of literal and inferential understanding.	The student usually cites textual evidence and makes connections to support analysis and explanation of literal and inferential understanding.	The student is able to cite textual evidence and make connections to support analysis and explanation of literal and inferential understanding.
1, 3	Determine key details in a text to identify theme, and demonstrate understanding RL 6.2. RL.6.5	The student is seldom able to determine the 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 judgements; 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.	The student sometimes determines the theme or central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgements; analyzes 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.	The student usually determines the theme or central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgements; analyzes 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.	The student is able to determine the theme or central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgements; analyzes 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.
1, 3	Describe how a particular story's plot unfolds and moves toward resolution. RL.6.3	The student is seldom able to 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	The student sometimes describes 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	The student usually describes 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	The student is able to 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.	toward a resolution.	toward a resolution.	toward a resolution.
1, 2, 3	Determine the meaning of words and phrases as they are used in a text and analyze the impact of a specific word choice on meaning and tone. RL.6.4	The student is seldom able to 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.	The student sometimes determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of a specific word choice on meaning and tone.	The student usually determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of a specific word choice on meaning and tone.	The student is able to determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of a specific word choice on meaning and tone.
1, 3	Determine and explain various points of view. RL.6.6	The student is seldom able to explain how an author develops the point of view of the narrator, character, or speaker in a text.	The student sometimes explains how an author develops the point of view of the narrator, character, or speaker in a text.	The student usually explains how an author develops the point of view of the narrator, character, or speaker in a text.	The student is able to explain how an author develops the point of view of the narrator, character, or speaker in a text.
1, 2, 3	Compares, contrasts, and reflects on texts in different forms or genres in terms of their approaches to similar themes and topics. RL.6.7, 6.9	The student is seldom able to compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch; compare, contrast and reflect on texts in different forms or genres in terms of their approaches to similar themes and topics.	The student sometimes compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch; compares, contrasts and reflects on texts in different forms or genres in terms of their approaches to similar themes and topics.	The student usually compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch; compares, contrasts and reflects on texts in different forms or genres in terms of their approaches to similar themes and topics.	The student is able to compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch; compares, contrasts and reflects on texts in different forms or genres in terms of their approaches to similar themes and topics.

Informational

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
2, 3	Cite specific textual evidence and make connections to support analysis and explanation of literal and inferential understanding RI.6.1, RI.6.3, RI.6.4	The student is seldom able to cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text; analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes); determine the meaning of unknown words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	The student sometimes cites textual evidence and makes relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text; analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes); determines the meaning of unknown words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	The student usually cites textual evidence and makes relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text; analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes); determines the meaning of unknown words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	The student is able to cite textual evidence and makes relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text; analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes); determines the meaning of unknown words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
2, 3	Determines and analyzes key details in a text to identify theme, and provides a summary of the text distinct from personal opinions or judgements. RI.6.2, RI.6.5	The student is seldom able to 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 judgements; 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.	The student sometimes determines a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgements; analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	The student usually determines a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgements; analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	The student is able to determine a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgements; analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

2, 3	Determine and explain various points of view. RI.6.6	The student is seldom able to determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	The student sometimes determines an author's point of view or purpose in a text and explains how it is conveyed in the text.	The student usually determines an author's point of view or purpose in a text and explains how it is conveyed in the text.	The student is able to determine an author's point of view or purpose in a text and explains how it is conveyed in the text.
1, 2, 3	Integrates information from multiple sources on the same topic. RI.6.7, RI.6.8, RI.6.9	The student is seldom able to integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue; 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; compare, contrast, and reflect on one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	The student sometimes integrates information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue; traces and evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not; compares, contrasts, and reflects on one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	The student usually integrates information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue; traces and evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not; compares, contrasts, and reflects on one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	The student is able to integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue; traces and evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not; compares, contrasts, and reflects on one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).