

## Sixth Grade Priority Standards and Rubrics

Domain: Reading Information	
Standard RI.6.2	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. (DOK 2,3)
PPD	Determine a central idea of a text; provide a summary without opinions or judgments
<p><b>Standard Proficiency Rubric: To be marked on report card.</b></p> <p><b>3- Meets or Exceeds EOY expectations</b> The summary accurately identifies the central idea with three or more details and is without opinion/judgement.</p> <p><b>2- Shows progress to meet EOY expectations</b> Central idea is identified, but the summary lacks detail or includes opinion/judgement.</p> <p><b>1- Shows progress yet far from EOY expectations or shows limited progress</b> The central idea is not accurately identified.</p>	
Domain: Reading Information	
Standard RI.6.8	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. (DOK 2,3)
PPD	Trace and evaluate the argument and specific claims in a text
<p><b>Standard Proficiency Rubric: To be marked on report card.</b></p> <p><b>3- Meets or Exceeds EOY expectations</b> All 3 criteria below must be present:</p> <ul style="list-style-type: none"> <li>● Accurately identify argument within the text</li> <li>● State 2 pieces of factual evidence from the text</li> <li>● Explain how the factual evidence supports the argument</li> </ul> <p><b>2- Shows progress to meet EOY expectations</b> 2 of the three criteria below must be present:</p> <ul style="list-style-type: none"> <li>● Accurately identify argument within the text</li> <li>● State 2 pieces of factual evidence from the text</li> <li>● Explain how the factual evidence supports the argument</li> </ul> <p><b>1- Shows progress yet far from EOY expectations or shows limited progress</b> Less than 2 of the criteria below are present:</p>	

- Accurately identify argument within the text
- State 2 pieces of factual evidence from the text
- Explain how the factual evidence supports the argument

Domain: Reading Literature

Standard RL.6.9	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. (DOK 3,4)
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PPD	Compare and contrast texts in different forms or genres
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**Standard Proficiency Rubric: To be marked on report card.**

**3- Meets or Exceeds EOY expectations**

Compare and Contrast 2 or more texts from different forms or genres and find similar themes or topics

**2- Shows progress to meet EOY expectations**

Able to Compare OR Contrast and may/may not be able to find similar themes or topics

**1- Shows progress yet far from EOY expectations or shows limited progress**

Unable to Compare or Contrast

Domain: Writing

Standard W.6.1	W.6.1 Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> <li>Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the argument presents.</li> </ol> (DOK 3, 4)
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PPD	Write arguments to support claims with clear reasons and relevant evidence
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**Standard Proficiency Rubric: To be marked on report card.**

**3- Meets or Exceeds EOY expectations**

Write arguments to support claims which include ALL of the following:

- Introduce claim(s)
- Support claim(s) with clear reasons and relevant evidence
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

- Establish and maintain a formal style.
- Provide a concluding statement or section

**2- Shows progress to meet EOY expectations**

Can successfully complete a portion of the standard, but not to the level listed above.

**1- Shows progress yet far from EOY expectations or shows limited progress**

Unable to write an argumentative piece or supportive claims.

Domain: Writing

Standard  
W.6.2

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.

- 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.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style
- Provide a concluding statement or section that follows from the information or explanation presented. **(DOK 3,4)**

PPD

Write informative/explanatory text

**Standard Proficiency Rubric: To be marked on report card.**

**3- Meets or Exceeds EOY expectations**

Write informative/explanatory including all of the following:

- Introduce a topic
- Develop the topic (using relevant facts, definitions, concrete details, quotations, or other information and examples).
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style
- Provide a concluding statement or section that follows from the information or explanation presented.

**2- Shows progress to meet EOY expectations**

Can successfully complete a portion of the standard, but not to the level listed above.

**1- Shows progress yet far from EOY expectations or shows limited progress**

Unable to write an argumentative piece or supportive claims.

Domain: Language	
Standard L.6.1	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a.Ensure that pronouns are in the proper case (subjective, objective, possessive). b.Use intensive pronouns (e.g., <i>myself, ourselves</i> ). c.Recognize and correct inappropriate shifts in pronoun number and person.* d.Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e.Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* <b>(DOK 1)</b>
Standard L.6.5	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a.Interpret figures of speech (e.g., personification) in context. b.Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. e.Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i> ). <b>(DOK 1,2,3)</b>
PPD	Demonstrate mastery of <i>Sixth Grade</i> language skills (See supporting checklist)
<p><b>Standard Proficiency Rubric: To be marked on report card</b>  <i>(L.6.1, L.6.5 are to be recorded together as one standard)</i></p> <p><b>3- Meets or Exceeds EOY expectations</b></p> <ul style="list-style-type: none"> <li>● Demonstrates 7-8 out of 8 skills on the supporting checklist.</li> </ul> <p><b>2- Shows progress to meet EOY expectations</b></p> <ul style="list-style-type: none"> <li>● Demonstrates 6 out of 8 skills on the supporting checklist.</li> </ul> <p><b>1-Shows progress yet far from EOY expectations or shows limited progress</b></p> <ul style="list-style-type: none"> <li>● Demonstrates 5 or fewer skills on the supporting checklist.</li> </ul>	
Domain: Speaking and Listening	
Standard SL.6.4	SL.6.4 Present claims and findings. Sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation <b>(DOK 1, 2, 3)</b>
PPD	Present claims and findings (sequence ideas, use descriptions, facts, and details)
<p><b>Standard Proficiency Rubric: To be marked on report card.</b></p>	

**3- Meets or Exceeds EOY expectations**

Able to present claims and findings including ALL of the following:

- Sequencing ideas logically and using pertinent descriptions
- facts and details to accentuate main ideas or themes
- use appropriate eye contact, adequate volume, and clear pronunciation

**2- Shows progress to meet EOY expectations**

Can successfully complete a portion of the standard, but not all of the bulleted skills above.

**1- Shows progress yet far from EOY expectations or shows limited progress**

Unable to present claims and findings

Reading Proficiency

Standard  
RL.6.10, RI.6.10

RL/RI 610. Read and comprehend grade level texts independently and proficiently

PPD

Read and comprehend grade level texts independently and proficiently

**Standard Proficiency Rubric: To be marked on report card**

**3- Meets or Exceeds EOY expectations**

Proficient on CBM end of year expectations AND can comprehend grade level text.

**2- Shows progress to meet EOY expectations**

Proficient on CBM current benchmark expectations AND can comprehend grade level text.

**1- Shows progress yet far from EOY expectations or shows limited progress**

Below proficiency on CBM current benchmark expectations OR does not comprehend grade level text.