

## English Language Arts Grade 6

PLD	Standard	Novice	Partially Proficient	Proficient	Advanced
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently.
		For a range of grade-appropriate texts, the Level 1 student	For a range of grade-appropriate texts, the Level 2 student	For a range of grade-appropriate texts, the Level 3 student	For a range of grade-appropriate texts, the Level 4 student
<b>Reading: Literature/Fiction</b>					
Range	RL.6.1	generally refers to the text to support analysis of what the text says explicitly; provides a basic sequence of events of a text.	identifies textual evidence to support analysis of what the text says explicitly; provides a simple summary of a text distinct from personal opinions or judgments.	reads closely to comprehend texts; cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; provides a summary of the text distinct from personal opinions or judgments.	reads closely to explain texts; cites strong textual evidence to support a complex inference or analysis of the text; provides a comprehensive summary of a text distinct from personal opinions or judgments.
Range	RL.6.2	identifies an explicit theme or central idea of a text.	identifies a theme or a central idea of a text.	determines a theme or a central idea of a text and explains how it is conveyed through particular details	evaluates themes or central ideas and explains how they are conveyed through particular details.
Range	RL.6.3	identifies a basic plot of a particular story or drama and how the main character changes.	describes how the plot of a particular story or drama unfolds and how the characters change.	explains how the plot of a particular story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	analyzes how the plot of a particular story or drama unfolds, as well as how the responses and changes of complex characters contribute to the plot as it moves toward a resolution.
Range	RL.6.4	identifies the literal meaning of words and phrases as they are used in a text; identifies the tone of a text.	determines literal, figurative, and connotative meanings of words and phrases as they are used in a text; identifies the impact of a specific word choice on meaning and tone.	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 (Figurative language may include simile, metaphor, hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm).	analyzes the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; evaluates the impact of specific word choice on meaning and tone.
Range	RL.6.5	identifies a part of a text that contributes to the overall structure of a text.	describes how part of a text contributes to the overall structure of a text.	analyzes how part of a text (e.g., 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.	analyzes and evaluates how part of a text affects the overall structure of a text and contributes to the development of the theme, setting, or plot throughout the text.
Range	RL.6.6	identifies a narrator's or speaker's explicitly stated point of view in a text.	describes the point of view of the narrator or speaker in a text.	explains how an author develops the point of view (e.g., first or third person narration, character's perspective) of the narrator or speaker in a text.	analyzes how an author develops the point of view of the narrator or speaker in a text, citing evidence to support the analysis.

## English Language Arts Grade 6

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Range	RL.6.7	compares the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.	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.	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 he or she "sees" and "hears" when reading the text compared to perceiving when listening or watching.	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 analyzing what he or she "sees" and "hears" when reading the text compared to perceiving when listening or watching. Evidence is provided from the different versions of the text to support his or her perceptions.
Range	RL.6.9	identifies explicit differences in textual elements in different forms or genres with similar themes or topics.	identifies differing textual elements in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) with similar themes or topics.	compares and contrasts 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.	compares, contrasts and evaluates 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.
<b>Reading: Informational/Nonfiction Text</b>					
Range	RI.6.1	identifies textual evidence to support analysis of what the text says explicitly; provides a basic sequence of events.	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text; provides a simple summary of the text distinct from personal opinions or judgments.	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; provides a summary of the text distinct from personal opinions or judgments.	cites thorough textual evidence to support analysis of what the text says explicitly as well as abstract and complex inferences drawn from the text; provides a comprehensive summary of the text distinct from personal opinions or judgments.
Range	RI.6.2	identifies an explicitly stated central idea of a text.	identifies a central idea of a text.	determines a central idea of a text and explains how it is conveyed through particular details.	evaluates central ideas and explains how they are conveyed through particular details in a text.
Range	RI.6.3	identifies how a key individual, event, or idea is introduced and illustrated in a text.	explains how a key individual, event, or idea is introduced, illustrated, and elaborated in a 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).	analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes), Use evidence from the text to evaluate relationships among key individuals, events, or ideas.
Range	RI.6.4	identifies the literal meaning of words and phrases as they are used in a text.	determines between literal, figurative, and connotative meanings of words and phrases as they are used in a text.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the impact of a specific word choice.
Range	RI.6.5	identifies a paragraph, chapter, or section that contributes to the basic structure or ideas a text.	describes how a paragraph, chapter, or section contributes to the basic structure or ideas of a text.	explains how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	analyzes why the author uses a particular paragraph, chapter, or section in the overall structure of a text and explains how it contributes to the development of the ideas, citing evidence from the text to support the response.

## English Language Arts Grade 6

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Range	RI.6.6	identifies an author's explicitly stated point of view or purpose in a text.	identifies an author's point of view or purpose in a text and gives an example of how it is conveyed in the text.	determines an author's point of view or purpose in a text and explains how it is conveyed in the text.	analyzes an author's point of view <i>and</i> purpose in a text; provides textual evidence to show how the author's purpose is conveyed in the text.
Range	RI.6.7	identifies key information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text.	integrates information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to show a partially developed understanding of a topic or issue.	integrates information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.	synthesizes information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a comprehensive understanding of a topic or issue.
Range	RI.6.8	identifies specific claims, reasoning, and evidence in a text.	traces the argument and specific claims, reasoning, and evidence in a text.	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. (Supported claims may include historical or scientific evidence; non-supported claims may include propaganda and advertising.)	traces and evaluates the argument and specific claims in a text, explaining why the reasoning and evidence supports or does not support the claim.
Range	RI.6.9	compares and contrasts one author's presentation of an event with that of another's, identifying explicit similarities and differences.	compares and contrasts one author's presentation of essential events with that of another's.	compares and contrasts one author's presentation of events with that of another's (e.g., a memoir by one person and a biography on the same person).	compares and contrasts one author's presentation of events with that of another's (e.g., a memoir by one person and a biography on the same person); provides evidence to illustrate the impact of the different presentations.
<b>Writing</b>					
Range	W.6.1	writes arguments to support claim(s) (thesis statement). <b>a.</b> Introduces claim(s). <b>b.</b> Supports the claim(s) with reasons, using sources or non-textual evidence but demonstrating a basic understanding of the topic or text. <b>c.</b> Uses words, phrases, and clauses as transitions to state the relationships among claim(s) and reasons. <b>d.</b> Uses an informal writing style. <b>e.</b> Provides a concluding statement or section that partially or illogically follows from the argument presented.	writes arguments to support claim(s) (thesis statement) with clear reasons and evidence. <b>a.</b> Introduces claim(s) and organizes the evidence. <b>b.</b> Supports claim(s) with reasons and evidence, using appropriate sources and demonstrating an understanding of the topic or text. <b>c.</b> Uses words, phrases, and clauses as transitions to state the relationships among claim(s) and reasons. <b>d.</b> Establishes a formal writing style. <b>e.</b> Provides a concluding statement or section that partially follows from the argument presented.	writes arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence. <b>a.</b> Introduces claim(s) and organizes the reasons and evidence clearly. <b>b.</b> Supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. <b>c.</b> Uses words, phrases, and clauses as transitions to clarify the relationships among claim(s) and reasons. <b>d.</b> Establishes and maintains a formal writing style. <b>e.</b> Provides a concluding statement or section that follows from the argument presented.	writes arguments that support claim(s) (thesis statement) with clear reasons and relevant evidence. <b>a.</b> Introduces solid claim(s) and organizes the reasons and evidence clearly. <b>b.</b> Supports the claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating a strong understanding of the topic or text. <b>c.</b> Uses words, phrases, and clauses as transitions to clarify and elaborate on the relationships among claim(s) and reasons. <b>d.</b> Establishes and maintains a formal writing style. <b>e.</b> Provides a well-developed concluding section that closely follows from the argument presented.

## English Language Arts Grade 6

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Range	W.6.2	<p>writes informative/explanatory texts to restate a topic and convey ideas, concepts, and information through the selection, organization of content.</p> <p><b>a.</b> introduces a topic; organizes ideas, concepts, and information, inconsistently applying strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p><b>b.</b> develops the topic with facts.</p> <p><b>c.</b> uses words, phrases, and clauses to form basic transitions to connect the relationships among ideas and concepts.</p> <p><b>d.</b> uses some domain-specific vocabulary to inform about or explain the topic.</p> <p><b>e.</b> uses an informal writing style.</p> <p><b>f.</b> provides a concluding statement or section that partially follows from the information or explanation presented.</p>	<p>writes informative/explanatory texts to explain a topic and convey ideas, concepts, and information through the selection and organization of relevant content.</p> <p><b>a.</b> introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings), graphics (e.g., charts, tables) when useful to aid comprehension.</p> <p><b>b.</b> develops the topic with facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>c.</b> uses appropriate words, phrases, and clauses as transitions to connect the relationships among ideas and concepts.</p> <p><b>d.</b> uses some precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>e.</b> establishes a formal writing style.</p> <p><b>f.</b> provides a basic concluding statement or section that follows from the information or explanation presented.</p>	<p>writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>a.</b> introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) and multimedia when useful to aid comprehension.</p> <p><b>b.</b> develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>c.</b> uses appropriate words, phrases, and clauses as transitions to clarify the relationships among ideas and concepts.</p> <p><b>d.</b> uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>e.</b> establishes and maintains a formal writing style.</p> <p><b>f.</b> provides a concluding statement or section that follows from the information or explanation presented.</p>	<p>writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>a.</b> introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) and multimedia in a way that enhances the explanation.</p> <p><b>b.</b> develops the topic with significant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>c.</b> uses appropriate words, phrases, and clauses as transitions to clarify and elaborate on the relationships among ideas and concepts.</p> <p><b>d.</b> uses precise language and domain-specific vocabulary to enhance the explanation of the topic.</p> <p><b>e.</b> establishes and maintains a formal writing style.</p> <p><b>f.</b> provides a well-developed concluding statement or section that follows from the information or explanation presented.</p>
Range	W.6.4-6	<p>produces clear writing in which the development, organization, and style are evident; develops writing with some planning, revising, and editing, including editing for conventions.</p>	<p>produces clear writing in which the development, organization, and style are appropriate to purpose and audience; develops writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions.</p>	<p>produces clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences; develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions.</p>	<p>produces clear and well-developed writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences; develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions.</p>
Range	W.6.7-8	<p>conducts short research projects to answer a question, drawing on several sources; gathers information from multiple sources; paraphrases the conclusions of others while avoiding plagiarism.</p>	<p>conducts short research projects to answer a question, drawing on several sources; gathers information from multiple sources; assesses the credibility of sources as appropriate; paraphrases the data and conclusions of others while avoiding plagiarism.</p>	<p>conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant information from multiple sources; assesses the credibility of sources as appropriate; quotes or paraphrases the data and conclusions of others while avoiding plagiarism.</p>	<p>conducts research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant information from multiple sources; assesses the credibility of sources as appropriate; cites the data and conclusions of others while avoiding plagiarism and using standard format for citation.</p>

Listening

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PLD	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	SL.6.2	uses inconsistent note-taking strategies to recall basic information presented in diverse media and formats and identifies a topic, text, or issue under study.	uses introductory note-taking strategies to recall information presented in diverse media and formats and describes details related to a topic, text, or issue under study.	uses introductory note-taking strategies to interpret information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study.	uses note-taking strategies to interpret and evaluate information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
Range	SL.6.3	identifies a speaker's argument and specific claims.	identifies a speaker's argument and specific claims and makes some distinctions about claims that are supported by reasons and evidence from claims that are not.	evaluates a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	analyzes a speaker's argument and specific claims, critiquing claims that are supported by reasons and evidence from claims that are not.
Language					
Range	L.6.1	attempts to meet the basics of English writing and speaking, including the limited ability to: produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; explain the function of and use linking verbs; use verb tense to convey various times and sequences; use relative pronouns; use relative adverbs.	demonstrates a basic understanding of English writing and speaking, including the inconsistent ability to: produce complex and compound-complex sentences; arrange complete simple and compound sentences of a variety of lengths; ensure pronoun-antecedent agreement; use correlative conjunctions; resolve issues of complex or contested usage, consulting reliable references as needed; produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; explain the function of and use linking verbs; use verb tense to convey various times and sequences; use relative pronouns; use relative adverbs.	demonstrates command of English writing and speaking, including the ability to: produce complex and compound-complex sentences; arrange complete simple and compound sentences of a variety of lengths; ensure pronoun-antecedent agreement; use correlative conjunctions; resolve issues of complex or contested usage, consulting reliable references as needed; produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; explain the function of and use linking verbs; use verb tense to convey various times and sequences; use relative pronouns; explain the function of pronouns; use relative adverbs.	demonstrates strong command of English writing and speaking, including the solid ability to: recognize and correct inappropriate shifts in verb tense; ensure that pronouns are in the proper case; recognize and correct inappropriate shifts in pronoun number and person; use coordinating and subordinating conjunctions; produce complex and compound-complex sentences; arrange complete simple and compound sentences of a variety of lengths; ensure pronoun-antecedent agreement; use correlative conjunctions; resolve issues of complex or contested usage, consulting reliable references as needed; produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; explain the function of and use linking verbs; use verb tense to convey various times and sequences; use relative pronouns; explain the function of pronouns; use relative adverbs.
Range	L.6.2	attempts to meet the basics of English writing and speaking, but the limited ability to: spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations; use commas and quotation marks in dialogue; add prefixes and suffixes to base words.	demonstrates a basic understanding of English writing and speaking, including the inconsistent ability to: spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations; use commas and quotation marks in dialogue; add prefixes and suffixes to base words.	demonstrates command of English writing and speaking, including the ability to: spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations; use commas and quotation marks in dialogue; add prefixes and suffixes to base words.	demonstrates strong command of English writing and speaking, including the solid ability to: spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations; use commas and quotation marks in dialogue; add prefixes and suffixes to base words.

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Range	L.6.4	with support, determines or clarifies the explicit meaning of basic words and phrases, using context, Greek and Latin affixes and roots as clues to the meaning, consulting reference materials as needed.	generally determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: uses context as a clue to the meaning of a word or phrase; uses common Greek and Latin affixes and roots as clues to the meaning of the word; consults reference materials as needed.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: uses context as a clue to the meaning of a word or phrase; uses common Greek and Latin affixes and roots as clues to the meaning of the word; consults reference materials as needed.	analyzes the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: uses context as a clue to the meaning of a word or phrase; uses common Greek and Latin affixes and roots as clues to the meaning of the word; consults reference materials as needed.
Range	L.6.5	demonstrates a limited understanding of figurative language and word relationships in word meanings, including identifying figures of speech, and inconsistently identifying the connotations of words with similar denotations.	demonstrates a basic understanding of figurative language, word relationships (analogies), and nuances in word meanings, including identifying figures of speech in context, and identifying the connotations of words with similar denotations.	demonstrates understanding of figurative language, word relationships (analogies), and nuances in word meanings, including interpreting figures of speech in context, and distinguishing among the connotations of words with similar denotations.	demonstrates command of figurative language, word relationships (analogies), and nuances in word meanings, including interpreting figures of speech in context, and distinguishing among the connotations of words with similar denotations and applying them when speaking and writing.