

Student Baseline and Post-Instruction Checklist
Common Core Essential Elements and Instructional Achievement Level Descriptors
English Language Arts GRADE 6

Student Name: _____ Student Grade: _____
 Teacher: _____ Date: _____

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.6.1. Determine what a text says explicitly as well as what simple inferences should be drawn.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Analyze a text to identify the information that is used in making an inference. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Determine what a text says explicitly as well as what inferences should be drawn. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify information that is and is not directly stated in the text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Answer a question about explicit information provided in the text. 	___Y ___N

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.6.2. Determine the theme or central idea of a familiar story and identify details that relate to it.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Determine the theme or central idea of an unfamiliar story and details that relate to it. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Determine the theme or central idea of a familiar story and identify details that relate to it. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify the theme or central idea of a familiar story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify details from a familiar story. 	___Y ___N

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.6.3. Identify the episodes or significant events in a story or drama.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Recount a story’s beginning, middle, and end, highlighting the significant events or episodes in each part. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify the episodes or significant events in a story or drama. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify a significant event in a story or drama. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify an event in a familiar story or drama. 	___Y ___N

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.6.4. Determine the meaning of simple idioms and figures of speech as they are used in a text.		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Explain the meaning of simple idioms and figures of speech as they are used in a text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Determine the meaning of simple idioms and figures of speech as they are used in a text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Recognize when a simple idiom or figure of speech is used in text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Recognize a repeated expression used in text. 	___Y ___N

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.6.5. Determine how a sentence, paragraph, scene, or stanza fits into the overall structure of the text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Explain how a sentence, paragraph, scene, or stanza fits into the overall structure of the text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Determine how a sentence, paragraph, scene, or stanza fits into the overall structure of the text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Select or provide a sentence that completes the overall structure of a text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Provide a repeated word, phrase, or sentence from a familiar poem or story. 	___Y ___N

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.6.6. Use an example from a text to describe the point of view of the narrator.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Explain the point of view of the narrator using examples from the text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use an example from a text to describe the point of view of the narrator. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify the narrator. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify the narrator when a character is narrating the story. 	___Y ___N

Common Core State Standard: RL.6.7. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.6.7. Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Compare a text version of a story, drama, or poem with an audio, video, or live version of the text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify one way that a text version of a story, drama, or poem is like an audio, video, or live version. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> :	

	<ul style="list-style-type: none"> Recognize the text version of a story, drama, or poem that matches the audio, video, or live version. 	___Y ___N
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Common Core State Standard: RL.6.8. (Not applicable in literature.)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.6.8. N/A		Indicate Yes or No

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.6.9. (See EERL.6.7.)		Indicate Yes or No

Common Core State Standard: RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.6.10. **This Literature Essential Element references all elements above.		Indicate Yes or No

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.6.1. Analyze a text to determine what it says explicitly as well as what inferences should be drawn.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Analyze a text to identify the information that is used in making an inference. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Analyze a text to determine what it says explicitly as well as what inferences should be drawn. 	___Y ___N

Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Given multiple sentences from informational text, find a fact. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Answer a question about explicit information provided in the text. 	___Y ___N

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.6.2. Determine the central idea of a short passage and details or facts related to it.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Given a text, determine several details or facts that support their choice of the central idea. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Determine the central idea of a short passage and details or facts related to it. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Given sentences from a text, identify a central idea. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify an important detail from informational text. 	___Y ___N

Common Core State Standard: 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).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.6.3. Identify the progression of a key individual, event, or idea throughout an informational text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Describe the progression of a key individual, event, or idea throughout an informational text. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify the progression of a key individual, event, or idea throughout an informational text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify an example of important information from the text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify an event or idea in a familiar text. 	___Y ___N

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.6.4. Determine the meaning of simple idioms and figures of speech as they are used in a text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Explain the meaning of simple idioms and figures of speech as they are used in a text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Determine the meaning of simple idioms and figures of speech as they are used in a text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Recognize when a simple idiom or figure of speech is used in text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Recognize a repeated expression used in text. 	___Y ___N

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.6.5. Describe how an element of the text fits into the		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
overall structure of the text.		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Determine how a sentence, scene, or stanza fits into the overall structure of the text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Describe how an element of the text fits into the overall structure of the text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify a sentence from the overall structure of the text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify an illustration that fits into the overall theme of the text. 	___Y ___N

Common Core State Standard: RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.6.6. Use an example from text to describe the author’s purpose or point of view.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Explain why the author wrote the text, citing examples. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use an example from text to describe the author’s purpose or point of view. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify a word that represents the purpose of a text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Point to a picture that shows what happened in a text designed to recount an event. 	___Y ___N

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.6.7. Integrate information from different media and formats of texts.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Integrate information from different media to develop understanding of a topic. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Integrate information from different media and formats of texts. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify information from media and other formats of text that are about similar topics. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify information from one source/text. 	___Y ___N

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.6.8. Distinguish claims in a text supported by reason.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Distinguish claims supported by a reason from those that are not. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Distinguish claims in a text supported by reason. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify claims in a text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Recognize a claim in a text. 	___Y ___N

Common Core State Standard: 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).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.6.9. (See EERI.6.7.)		Indicate Yes or No

Common Core State Standard: RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.6.10. **This Informational Text Essential Element references all elements above.		Indicate Yes or No

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.1.a-b. With guidance and support, write a claim and support it with reasons.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> • Write a claim and support it with reasons. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> • With guidance and support, write a claim and support it with reasons. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> • With guidance and support, write a claim and support it with one reason. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> • With guidance and support, state a claim. 	___Y ___N

Common Core State Standard: W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.1.c. N/A		Indicate Yes or No

Common Core State Standard: W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
 d. Establish and maintain a formal style.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.1.d. N/A		Indicate Yes or No

Common Core State Standard: W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
 e. Provide a concluding statement or section that follows from the argument presented.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.1.e. N/A		Indicate Yes or No

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.2.a-b. Write to convey ideas and information including facts, details, and other information.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> • Write to convey ideas and information including facts, details, and other information. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> • Write to convey ideas and information including facts and details. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, write to convey ideas and information clearly including facts and details. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Participate in shared writing to convey ideas and information including facts, details, or other information. 	___Y ___N

Common Core State Standard: 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.
 c. Use appropriate transitions to clarify the relationships among ideas and concepts.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.2.c. N/A		Indicate Yes or No

Common Core State Standard: 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.
 d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.2.d. N/A		Indicate Yes or No

Common Core State Standard: 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.
 e. Establish and maintain a formal style.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.2.e. N/A		Indicate Yes or No

Common Core State Standard: 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.
 f. Provide a concluding statement or section that follows from the information or explanation presented.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.2.f. N/A		Indicate Yes or No

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.3. Select an event or personal experience and write about it. a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> • Introduce the experience or situation, multiple characters, and multiple events in sequence. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> • Introduce the experience or situation, at least one character, and two or more events in sequence. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> • With guidance and support, introduce the experience or situation, at least one character, and two or more events in sequence. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> • With guidance and support, communicate about a personal experience. 	___Y ___N

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

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.3.c. N/A		Indicate Yes or No

Common Core State Standard: W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.3.d. N/A		Indicate Yes or No

Common Core State Standard: W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 e. Provide a conclusion that follows from the narrated experiences or events.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.3.e. N/A		Indicate Yes or No

Common Core State Standard: W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.4. Produce writing that is appropriate for the task, purpose, or audience.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Produce writing that is appropriate to the task, purpose, and specific audience. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Produce writing that is appropriate to the task, purpose, or audience. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, produce writing that is appropriate to the task, purpose, or audience. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, produce writing for a variety of purposes. 	___Y ___N

Common Core State Standard: W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> With guidance and support from adults and peers, plan writing and revise writing using the editing process. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults and peers, plan by brainstorming to strengthen own writing. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support from peers and adults, write. 	___Y ___N

Common Core State Standard: W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
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Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.6. Use technology, including the Internet, to produce writing while interacting and collaborating with others.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use technology, including the Internet, to produce writing while interacting and collaborating with others. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use technology, including the Internet, to produce writing while interacting and collaborating with others. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, use technology to participate in group writing projects. 	___Y ___N

Common Core State Standard: W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.7. Conduct research to answer a question based on two or more sources of information.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Conduct research to answer a question based on several sources of information. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Conduct research to answer a question based on two or more sources of information. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, conduct research to answer a question based on one source of information. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Participate in group research and writing activities. 	___Y ___N

Common Core State Standard: W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.8. Identify quotes from print or digital sources that provide information about a topic.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Select quotes from print or digital sources that provide information about a topic. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify quotes from print or digital sources that provide information about a topic. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify quotes on a given topic from a familiar print or digital source. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support while engaging in shared reading of a text, identify words related to a topic. 	___Y ___N

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

- 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.”).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.9. Use information from literary and informational text to support writing. <ol style="list-style-type: none"> Apply <i>Essential Elements of Grade 6 Reading</i> 		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<i>Standards to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.”).</i>		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: <ul style="list-style-type: none"> • N/A 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> • Apply <i>Essential Elements of Grade 6 Reading Standards</i> to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.”). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> • With guidance and support, apply <i>Essential Elements of Grade 6 Reading Standards</i> to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.”). 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> • With guidance and support, participate in shared writing activities that follow up shared reading activities. 	___Y ___N

Common Core State Standard: 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”).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.6.9.b. Apply <i>Essential Elements of Grade 6 Reading Standards</i> to informational text (e.g., “Distinguish claims in a text supported by reason.”).		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: <ul style="list-style-type: none"> • N/A 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> • Apply <i>Essential Elements of Grade 6 Reading Standards</i> to informational text (e.g., “Distinguish claims in a text supported by reason.”). 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, apply <i>Essential Elements of Grade 6 Reading Standards</i> to informational text (e.g., “Distinguish claims in a text supported by reason.”). 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, participate in shared writing activities that build on shared reading activities. 	___Y ___N

Common Core State Standard: SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
SL.6.1. Participate in collaborative discussions. a. Prepare for discussion through prior study.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Prepare for discussions through prior study combined with the preparation of notes or other support materials. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Prepare for discussion through prior study. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Prepare for discussions. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With support, review pictures, symbols, objects, or artifacts to use in a discussion. 	___Y ___N

Common Core State Standard: SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
SL.6.1.b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Follow simple, agreed-upon rules for discussions and carry out assigned role. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Contribute to classroom discussions. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> When prompted, add prepared information to a discussion. 	___Y ___N

Common Core State Standard: SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
SL.6.1.c. Ask and answer questions specific to the topic, text, or issue under discussion.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Ask and answer questions specific to the topic, text, or issue under discussion and include details when answering questions. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Ask and answer questions specific to the topic, text, or issue under discussion. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> • Answer questions about the topic under discussion. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> • Answer questions during a discussion using preprogrammed or practiced responses. 	___Y ___N

Common Core State Standard: SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
SL.6.1.d. Restate key ideas expressed in the discussion.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> • Restate key ideas expressed in the discussion including own ideas. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> • Restate key ideas expressed in the discussion. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> • Identify key ideas expressed in the discussion. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> • With support, identify a key issue after the discussion. 	___Y ___N

Common Core State Standard: SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.6.2. Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text.		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Describe how information presented in graphical, oral, visual, or multimodal formats relates to a topic or text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify graphical, oral, visual, or multimodal displays that relate to a topic or text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Match a missing element to the appropriate oral, visual, or multimodal display. 	___Y ___N

Common Core State Standard: SL.6.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.6.3. Identify points the speaker makes to support an argument or claim.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify the argument or claim a speaker makes and the points that support it. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify points that the speaker makes to support an argument or claim. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify the main point a speaker makes. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Recognize speaker. 	___Y ___N

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.6.4. Present findings including descriptions, facts, or details related to a topic.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Present own findings including descriptions, facts, or details related to a topic. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Present findings including descriptions, facts, or details related to a topic. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Present findings including details related to a familiar, personally relevant topic. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Indicate a detail from a presentation on a selected topic. 	___Y ___N

Common Core State Standard: SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.6.5. Select an auditory, visual, or tactual display to clarify the information in presentations.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Create an auditory, visual, or tactual display to enhance and clarify information in the presentations. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Select an auditory, visual, or tactual display to clarify the information in presentations. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Select an auditory, visual, or tactual display to accompany a presentation. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Select from an array of appropriate auditory, visual, or tactual display to accompany a presentation. 	___Y ___N

Common Core State Standard: SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.6.6. Use formal and informal language as appropriate to the communication partner and situation.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Shift between formal and informal language as appropriate to the communication partner and situation. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use formal and informal language as appropriate to the communication partner and situation. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Use formal and informal language. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With support as needed, use symbolic language to communicate informally with others. 	___Y ___N

Common Core State Standard: 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).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.6.1. Demonstrate standard English grammar and usage when communicating. <p>a. Use personal pronouns (e.g., <i>he, she, they</i>) correctly.</p>		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use names <i>and</i> pronouns interchangeably when communicating about specific people, places, or things. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use personal pronouns (e.g., <i>he, she, they</i>) correctly. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Uses personal pronoun correctly to refer to self (e.g., <i>I, me, and we</i>). 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, use <i>me</i> to refer to self. 	___Y ___N

Common Core State Standard: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.6.1.b. N/A		Indicate Yes or No

Common Core State Standard: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Recognize and correct inappropriate shifts in pronoun number and person.*[sic]

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.6.1.c. N/A		Indicate Yes or No

Common Core State Standard: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*[sic]

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.6.1.d. N/A		Indicate Yes or No

Common Core State Standard: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 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.*[sic]

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.6.1.e. N/A		Indicate Yes or No

Common Core State Standard: L.6.2. 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.*[sic]

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<p>EEL.6.2. Demonstrate understanding of conventions of standard English when writing.</p> <ul style="list-style-type: none"> a. Use question marks at the end of written questions. 		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> • Write own questions using question marks appropriately. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> • Use question marks at the end of written questions. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> • Distinguishes between question marks and periods in written text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> • Responds to simple questions. 	___Y ___N

Common Core State Standard: L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- b. Spell correctly.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.6.2.b. Spell untaught words phonetically, drawing on letter-sound relationships and common		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
spelling patterns.		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use complete phonetic representations (initial, final, medial) when spelling untaught words, drawing on common spelling patterns as appropriate. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Change the onset of words spelled with common spelling patterns to read and spell other words. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Demonstrate awareness of letters and words. 	___Y ___N

Common Core State Standard: L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Vary sentence patterns for meaning, reader/listener interest, and style.*[sic]

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.6.3. Use language to achieve desired meaning in communication. a. Vary use of language when the listener or reader does not understand the initial attempt.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Vary use of language and provide additional information when the listener or reader does not understand initial communication effort. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Vary use of language when the listener or reader does not understand the initial attempt. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Use language to achieve meaning when communicating. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Acknowledge and respond to communication. 	___Y ___N

Common Core State Standard: L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

b. Maintain consistency in style and tone.*[sic]

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.6.3.b. N/A		Indicate Yes or No

Common Core State Standard: L.6.4. 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 (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.6.4. Demonstrate knowledge of vocabulary drawn from reading and content areas. <p>a. Use context to identify which word in an array of content-related words is missing from a sentence.</p>		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use context to determine the meaning of a new word. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use context to identify which word in an array of content-related words is missing from a sentence. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Match vocabulary to meaning. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Demonstrate an understanding of the meaning of common words. 	___Y ___N

Common Core State Standard: L.6.4. 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.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.6.4.b. N/A		Indicate Yes or No

Common Core State Standard: L.6.4. 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.

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.6.4.c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> • EEL.6.4.c. N/A 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> • Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> • Recognize a new word when encountered while reading or communicating. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> • Asks for help when needed. 	___Y ___N

Common Core State Standard: L.6.4. 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.

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).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.6.4.d. N/A		Indicate Yes or No

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.6.5. Demonstrate word relationships. Interpret similes (e.g., The man was as big as a tree.).		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use similes in writing or communication. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Interpret similes. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify word relationships. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Given the category, sort words. 	___Y ___N

Common Core State Standard: L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.6.5.b. N/A		Indicate Yes or No

Common Core State Standard: L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.6.5.c. N/A		Indicate Yes or No

Common Core State Standard: L.6.6. 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.6.6. Use general academic and domain-specific words and phrases.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Acquire and use general academic and domain-specific words and phrases. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Use general academic and domain-specific words and phrases. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Demonstrate understanding of general academic and domain-specific words. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Identify pictures and other symbols that represent general academic and domain-specific words. 	___Y ___N