**Student Personal Learning Goals – ELA Edition**

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| **Charting My Progress Grade 6 page 1 of 14** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **6.RL.1** | I refer to the texts to support analyses of what texts say explicitly. | I identify textual evidence to support my analyses of what texts say explicitly. | I cite textual evidence to support my analyses of what texts say explicitly.  I cite textual evidence to support my inferences drawn from the texts. | I cite strong and thorough textual evidence to support my in- depth analyses of what texts say explicitly.  I cite strong and thorough textual evidence to support my elaboration on my inferences drawn from the texts. |
| **6.RL.2** | I identify themes or central ideas of texts.  I provide simple summaries of texts. | I describe themes or central ideas of texts.  I provide basic summaries of texts distinct from my personal opinions or judgments. | I determine themes and/or central ideas of texts and how they are conveyed through particular details.  I provide summaries of texts distinct from my personal opinions or judgments. | I analyze themes or central ideas and how they are conveyed through particular details.  I provide comprehensive summaries of texts distinct from my personal opinions or judgments. |
| **6.RL.3** | I identify basic plots of particular stories or dramas.  I refer to characters. | I explain how plots of particular stories or dramas.  I explain how main characters change | I describe how plots of particular stories or dramas unfold in a series of episodes.  I describe how characters respond or change as plots move toward resolutions. | I analyze how the responses and changes of complex characters contribute to the plots of stories and dramas as they move toward resolutions. |
| **6.RL.4** | I use apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings of words and phrases as they are used in texts. | I use apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings, including basic figurative and connotative meanings, of words and phrases as they are used in texts.  I identify the impact of word choices on meaning and tone. | I determine meanings, including figurative and connotative meanings, of words and phrases as they are used in texts.  I analyze the impact of specific word choices on meaning and tone. | I determine meanings, including figurative and connotative meanings, of words and phrases as they are used in texts.  I analyze and critique the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone). |
| **6.RL.5** | I identify particular sentences, chapters, scenes, or stanzas that contribute to the overall structure of texts. | I describe how particular sentences, chapters, scenes, or stanzas contribute to the overall structure of texts. | I analyze how particular sentences, chapters, scenes, or stanzas fit into the overall structure of texts and contribute to the development of themes, settings, or plots. | I analyze how sophisticated sentences, chapters, scenes, or stanzas affect the overall structure of texts and contribute to the development of themes, settings, or plots. |
| **6.RL.6** | I page4image1565716672identify the narrators’ or speakers’ points of view in texts. | I describe the narrators’ or speakers’ points of view in texts. | I explain how authors develop the narrators’ or speakers’ points of view in texts. | I analyze how an author develops the narrators’ or speakers’ points of view in texts.  I cite evidence from the texts to support my analyses. |
| **6.RL.7** | I compare the experience of reading stories, dramas, or poems to listening to or viewing audio, video, or live versions of the texts. | I compare and contrast the experience of reading stories, dramas, or poems to listening to or viewing audio, video, or live versions of the texts. | I compare and contrast the experience of reading stories, dramas, or poems to listening to or viewing audio, video, or live versions of the texts,  I contrast what I “see” and “hear” when reading texts to what is perceived when I listen or watch. | I compare and contrast the experience of reading stories, dramas, or poems to listening to or viewing audio, video, or live versions of the texts.  I analyze what I “see” and “hear” when reading the text compared to what I perceive when listening or watching.  I provide evidence from the different versions of the texts to support my perceptions. |
| **6.RL.8** | N/A | N/A | N/A | N/A |
| **6.RL.9** | I identify overtly differing textual elements in different forms or genres with similar themes or topics. | I identify differing textual elements in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) with similar themes or topics. | I 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. | I compare, contrast, and analyze 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. |
| **Charting My Progress Grade 6 page 3 of 14** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **6.RI.1** | I generally refer to the texts to support my analyses of what texts say explicitly. | I identify textual evidence to support my analyses of what texts say explicitly. | I cite textual evidence to support my analyses of what texts say explicitly.  I cite textual evidence to support my inferences drawn from the texts. | I cite strong and thorough textual evidence to support my in- depth analyses of what texts say explicitly.  I cite textual evidence to elaborate on my inferences drawn from the texts. |
| **6.RI.2** | I identify central ideas of texts.  I provide simple summaries of texts. | I describe central ideas of texts.  I provide basic summaries of texts distinct from personal opinions or judgments. | I determine central ideas of texts and how they are conveyed through particular details.  I provide summaries of texts distinct from personal opinions or judgments. | I analyze central ideas of the texts and how they are conveyed through particular details.  I provide objective summaries of texts. |
| **6.RI.3** | I identify how key individuals, events, or ideas are introduced and illustrated in texts. | I explain how key individuals, events, or ideas are introduced, illustrated, and elaborated in texts. | I analyze in detail how key individuals, events, or ideas are introduced, illustrated, and elaborated in texts (e.g., through examples or anecdotes). | I analyze in detail how key individuals, events, or ideas are introduced, illustrated, and elaborated in texts (e.g., through examples or anecdotes).  I use evidence from texts to evaluate relationships among key individuals, events, or ideas. |
| **6.RI.4** | I use apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings of words and phrases as they are used in texts. | I use apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings, including basic figurative, connotative, and technical meanings, of words and phrases as they are used in texts. | I use apparent and inferential textual evidence to determine meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in texts. | I use apparent and inferential textual evidence to determine meanings, including figurative, connotative, and technical meanings, of nuanced words and phrases as they are used in texts. |
| **6.RI.5** | I identify particular sentences, paragraphs, chapters, or sections that contribute to the development of key ideas in texts. | I describe how particular sentences, paragraphs, chapters, or sections contribute to the structure of texts and the development of ideas. | I analyze how particular sentences, paragraphs, chapters, or sections fit into the overall structure of texts and contribute to the development of ideas. | I evaluate why authors use particular sentences, paragraphs, chapters, or sections in the overall structure of texts.  I explain how particular sentences, paragraphs, chapters, or sections contribute to the development of ideas, citing evidence from texts as support. |
| **6.RI.6** | I identify authors’ explicitly stated purposes in texts. | I identify authors’ points of view or purposes in texts.  I give examples of how authors’ points of views are conveyed. | I determine authors’ points of view or purposes in texts.  I explain how the authors’ points of view are conveyed in the texts. | I analyze authors’ points of view and purposes in texts.  I provide strong textual evidence to show how the authors’ purposes are conveyed in texts. |
| **6.RI.7** | I identify information presented in different media or formats (e.g., visually, quantitatively) as well as in words. | I integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to show a general understanding of the topics or issues. | I integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop coherent understandings of topics or issues. | I synthesize information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop comprehensive understandings of topics or issues. |
| **6.RI.8** | I page6image28083712identify the argument and specific claims that are supported in texts. | I trace arguments and specific claims in texts.  I use reasoning and/or evidence from texts as support. | I trace and evaluate arguments and specific claims in texts.  I distinguish claims that are supported by reasons and evidence from claims that are not. | I trace and evaluate arguments and specific claims in texts.  I explain why the reasoning and/or evidence supports or does not support the claims. |
| **6.RI.9** | I identify explicit similarities and differences between one author’s presentation of events with that of another author. | I compare and contrast one author’s presentation of important events with that of another author. | I compare and contrast one author’s presentation of events with that of another (e.g., a memoir by one person and a biography of the same person). | I compare and contrast one author’s presentation of events with that of another (e.g., a memoir by one person and a biography of that person).  I provide strong evidence from the texts to illustrate the impact of the different presentations. |
| **Charting My Progress Grade 6 page 6 of 14** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **6.W.1** | I write argumentative pieces to support my claims with clear reasons and relevant evidence.  My introduction and conclusion are either missing or lack clarity;.  I demonstrate a basic understanding of the topic or text by supporting my claims with some reasons and effective evidence.  I use words, phrases, and clauses to clarify some relationships between claims and reasons.  I attempt to establish a formal style. | I write argumentative pieces to support my claims with clear reasons and relevant evidence.  My claims are introduced, and a concluding statement or section is included.  I create an organization that generally establishes relationships among claims, reasons, and evidence.  I identify reasons and evidence that support my claims.  I use words, phrases, and clauses to link sections of texts and to clarify relationships between claims and reasons.  I establish a formal style. | I write argumentative pieces to support my claims with clear reasons and relevant evidence.  I introduce my claims and organizes the reasons and evidence clearly.  I support my claims with clear reasons and relevant evidence.  I use credible sources.  I demonstrate an understanding of the topics or texts.  I use words, phrases, and clauses to clarify the relationships among my claims and reasons.  I establishe and maintain a formal style.  I provide concluding statements or sections that follow from the arguments presented. | I write effective, compelling argumentative pieces to support my claims with clear and effective reasons and highly relevant evidence.  I introduce strong and precise claims.  I create an effective organization that strategically establishes clear, strong relationships among my claims and reasons.  I supply the most relevant and complete evidence for each claim from highly credible sources.  I effectively establish and maintain a sophisticated formal style.  I use highly effective words, phrases, and clauses to clarify the relationships among my claims and reasons.  I provide strong concluding statements or sections that follow from my arguments presented. |
| **6.W.2** | I write informative/explanatory pieces to examine topic and convey ideas, concepts, and information through the selection, organization, and analysis of content.  My introduction and/or conclusion are either missing or lack clarity.  My organization of ideas and concepts are unclear at times.  I include little formatting to aid comprehension of the topic (e.g., headings, graphics).  I attempt to develop topics by selecting some relevant facts, definitions, concrete details, quotations, or other information and examples.  I use some transitions to clarify some relationships among ideas and concepts.  I use some language and domain-specific vocabulary to describe topics.  I attempt to establish a formal style. | I write informative/explanatory pieces to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of content.  I state topics.  I generally organize my ideas, concepts, and information to make broad connections and distinctions.  I include some formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia in an attempt to aid comprehension.  I attempt to develop topics with relevant facts, definitions, concrete details, quotations, or other information and examples.  I use appropriate transitions to clarify relationships among ideas and concept.  I attempt to use language and domain-specific vocabulary to manage topics.  I establish a formal style.  I provide concluding statements or sections that support the information or explanations presented. | I write informative/explanatory pieces to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  I introduce my topic.  I organize my ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.  I include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  I develop my topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  I use appropriate transitions to clarify the relationships among my ideas and concepts.  I use precise language and domain-specific vocabulary to inform about or explain my topic.  I establish and maintain a formal style.  I provide concluding statements or sections that follow from the information or explanations presented. | I write highly effective, compelling informative/ explanatory pieces to examine a topic, convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of highly relevant content.  I clearly introduce topics.  I strategically organize complex ideas, concepts, and information, using highly effective strategies such as definition, classification, comparison/contrast, and cause/effect.  I include significant formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  I develop topics strategically with highly relevant and effective facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of topics.  I effectively use appropriate and varied transitions to link the major sections of texts to create cohesion and clarify relationships among complex ideas and concepts.  I effectively use the most appropriate and precise language and domain- specific vocabulary to manage the complexity of topics.  I establish and consistently maintain a formal style.  I provide insightful, effective concluding statements or sections that follow from and support the information or explanations presented. |
| **6.W.3** | I write narrative pieces to develop real or imagined experiences or events using few effective techniques, relevant details, and well-structured event sequences.  I introduce characters and some events.  I use simple narrative techniques, such as dialogue, to develop the events and/or characters.  I use some transitions to signal shifts in time frames.  I use words and phrases to convey pictures of the experiences and/or events.  I provide simple conclusions. | I write narrative pieces to develop real or imagined experiences or events using some effective techniques, some details, and event sequences.  I engage the reader by introducing characters and providing a sequence of events.  I use some dialogue, pacing, and description to develop experiences, events, and/or characters.  I use basic techniques to show that one event builds on another while creating the sequence of events.  I use appropriate words and phrases and telling details to convey experiences and/or events.  I provide conclusions that follow from what is experienced over the course of the text. | I write narrative pieces to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well- structured event sequences.  I engage and orient the reader by establishing a context and introducing a narrator and/or character.  I organize an event sequence that unfolds naturally and logically.  I use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  I use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  I use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  I provide a conclusion that follows from the narrated experiences or events. | I write narrative pieces to develop real or imagined experiences or events using highly effective techniques, descriptive details, and clear, well-structured event sequences.  I engage and orient the reader by establishing a context and introducing a strong narrator and/or character.  I create effective and smooth progressions of events.  I use narrative techniques, such as dialogue, pacing, and description, to effectively develop experiences, events, and/or characters.  I use a variety of effective transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another.  I use precise words and phrases, relevant and descriptive details, and sensory language to convey vivid pictures of the experiences and events.  I provide engaging conclusions that follow from and reflect on what is experienced, observed, or resolved over the course of the text. |
| **6.W.4** | I produce writing in which the development, organization, and style are inadequate to tasks, purposes, and audiences. | I produce writing in which the development, organization, and style are inadequate or incomplete to tasks, purposes, and audiences. | I produce clear and coherent writing in which development, organization, and style are appropriate to tasks, purposes, and audiences. | I produce effective writing in which the development, organization, and style are complete and appropriate to tasks, purposes, and audiences. |
| **6.W.5** | With guidance and support from peers and adults, I develop and strengthen my writing as needed by planning, revising, editing, and rewriting | With guidance and support from peers and adults, I develop and strengthen my writing as needed by planning, revising, editing, rewriting, or trying new approaches. | With minimal guidance and support from peers and adults, I develop and strengthen my writing as needed by planning, revising, editing, rewriting, and trying new approaches. | With support from peers and adults, I develop and strengthen my writing as needed by using strategic planning, concise revising, accurate editing and rewriting, and trying new approaches. |
| **6.W.6** | I attempt to use technology to produce writings.  I use basic keyboarding skills to type writings that may take longer than one sitting. | I use technology to produce and publish basic writings.  I use technology to interact with others.  I use sufficient keyboarding skills to type three pages. | I use technology, including the Internet, to produce and publish writings.  I use technology, including the Internet, to interact and collaborate with others.  I demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | With minimal guidance and support, I use technology, including the Internet, to produce and publish highly effective types of writings.  I use technology, including the Internet, to interact and collaborate with others.  I demonstrate strong keyboarding skills. |
| **6.W.7** | I conduct basic research projects to answer simple questions.  I use individual pieces of information from sources on topic. | I conduct short research projects to answer simple questions.  I draw on several sources. | I conduct short research projects to answer questions.  I draw on several sources.  I refocus my inquiry when appropriate. | I conduct short research projects to answer complex questions.  I draw on several high quality sources.  I refocus my inquiry when appropriate. |
| **6.W.8** | I gather basic information from print and digital sources.  I quote or paraphrase data and conclusions from a credible source.  I avoid plagiarism.  I note any source used to obtain information. | I gather relevant information from multiple print and digital sources.  I assess the credibility of sources.  I provide some quotes or paraphrases to support the data and conclusions of others.  I avoid plagiarism.  I provide a list of sources used. | I gather relevant information from multiple print and digital sources.  I assess the credibility of each source.  I quote or paraphrase the data and conclusions of others while avoiding plagiarism.  I provide basic bibliographic information for sources. | I gather relevant information from multiple authoritative print and digital sources efficiently.  I assess the credibility of all sources.  I integrate highly effective quotes.  I paraphrase strong data and conclusions of others while avoiding plagiarism.  I provide standard bibliographic information for sources. |

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| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **6.L.1** | I demonstrate limited understanding of the conventions of standard English grammar and usage when writing or speaking.  I inconsistently use pronouns in the proper case.  I inconsistently recognize inappropriate shifts in pronoun number and person.  I recognize variations from standard English.  I use simple strategies to improve expression in conventional language | I demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking.  I ensure that pronouns are in the proper case.  I use intensive pronouns.  I recognize inappropriate shifts in pronoun number and person.  I recognize vague pronouns.  I recognize variations from standard English.  I use strategies to improve expression in conventional language. | I demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  I ensure that pronouns are in the proper case.  I use intensive pronouns.  I recognize and correct inappropriate shifts in pronoun number and person.  I recognize and correct vague pronouns.  I recognize variations from standard English in my own and others’ writing and speaking.  I identify and use strategies to improve expression in conventional language. | I demonstrate thorough command of the conventions of standard English grammar and usage when writing or speaking.  I ensure that pronouns are in the proper case.  I use intensive pronouns.  I recognize and correct inappropriate shifts in pronoun number and person.  I recognize and correct vague pronouns.  I recognize variations from standard English.  I identify and use strategies to improve expression in conventional language. |
| **6.L.2** | I page8image1530617952 demonstrate limited understanding of the conventions of standard English capitalization, punctuation, and spelling when writing.  I inconsistently use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.  I spell simple grade-appropriate words correctly. | I demonstrate understanding of the conventions of standard English capitalization, punctuation, and spelling when writing.  I usually use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  I spell grade- appropriate words correctly. | I demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  I use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  I spell correctly. | I demonstrate sophisticated command of the conventions of standard English capitalization, punctuation, and spelling when writing.  I use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  I spell correctly. |
| **6.L.3** | I attempt to use knowledge of language and its conventions when writing, speaking, reading, or listening.  I use simple variations in sentence patterns for meaning, reader/listener interest, and style.  I attempt to maintain consistency in style and tone. | I apply knowledge of language and its conventions when writing, speaking, reading, or listening.  At times, I use varying sentence patterns for meaning, reader/listener interest, and style.  I display some evidence of maintaining consistency in style and tone. | I use knowledge of language and its conventions when writing, speaking, reading, or listening.  I vary sentence patterns for meaning, reader/listener interest, and style.  I maintain consistency in style and tone. | I use highly effective knowledge of language and its conventions when writing, speaking, reading, or listening.  I use complex and varying sentence patterns for meaning, reader/listener interest, and style.  I maintain a highly effective consistency in style and tone. |
| **6.L.4** | I attempt to clarify the meaning of unknown and multiple- meaning words using simple strategies.  I use explicit context and/or Greek and Latin affixes and roots as clues to the meaning of words.  I consult provided reference materials (e.g., dictionaries, glossaries, thesauruses) to find the meaning of a word and/or its part of speech when needed. | I usually determine or clarify the meaning of unknown and multiple-meaning words and phrases.  I choose from a range of strategies.  I use context clues and/or common Greek and Latin affixes and roots as clues to the meaning of words.  I consult provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciations, meanings, or parts of speech of various words.  I verify the preliminary determination of the meaning of a word or phrase. | I determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  I use context as a clue to the meaning of words or phrases.  I use common Greek and Latin affixes and roots as clues to the meaning of words.  I consult provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of words or determine or clarify their meaning and part of speech.  I 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). | I authoritatively determine or clarifies the meaning of unknown and multiple- meaning words and phrases.  I choose from a range of strategies.  I use context as a clue to the meaning of a word or phrase.  I use common Greek and Latin affixes and roots as clues to the meaning of a word.  I consult provided reference materials as needed.  I verify the preliminary determination of the meaning of a word or phrase. |
| **6.L.5** | page8image3788184512I attempt to show an understanding of figurative language and word relationships in word meanings.  I recognize figures of speech.  I use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  At times, I distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty). | I demonstrate a basic understanding of figurative language, word relationships, and nuances in word meanings.  I identify figures of speech in context.  I use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  I distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty). | I demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  I interpret figures of speech in context.  I use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  I distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty). | I demonstrate command of figurative language, sophisticated word relationships, and slight nuances in word meanings.  I interpret advanced figures of speech in context.  I evaluate the sophisticated relationship between particular words to better understand each of the words.  I distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty) while applying these types of words in speaking and writing. |
| **6.L.6** | I use simple general, academic, and domain-specific words and phrases. | I use general, academic, and domain-specific words and phrases accurately when writing. | I acquire and use grade- appropriate general, academic, and domain-specific words and phrases accurately.  I gather my vocabulary knowledge when considering the importance of words or phrases to comprehension and expression. | I acquire and use sophisticated general, academic, and domain-specific words and phrases accurately and skillfully.  I expand my vocabulary knowledge when considering the importance of sophisticated words or phrases to comprehension or expression. |

**Student Personal Learning Goals – ELA Edition**

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| **Charting My Progress Grade 7 page 1 of 15** | | | | |
| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **7.RL.1** | I identify basic text to support a simple analysis of what the text says explicitly. | I identify textual evidence to support my analysis of what the text says explicitly. | I cite several pieces of textual evidence to support my analysis of what the text says explicitly.  I cite several pieces of textual evidence to support inferences drawn from the text. | I cite extensive and significant textual evidence to support an elaborate inference.  I cite several pieces of textual evidence to support my thorough analysis of a text. |
| **7.RL.2** | I identify a theme or central idea of a text.  I provide a simple sequence of events in a text. | I identify a theme or central idea of a text.  I provide a basic, objective summary of a text. | I determine a theme or central idea of a text.  I analyze ithe development of a theme or central idea throughout a text.  I provide a detailed, objective summary of the text. | I evaluate and summarize complex themes or central ideas and their development over the course of a text.  I provide a thorough, objective summary of the text. |
| **7.RL.3** | I identify the basic elements of a story or drama (e.g., setting, characters). | I explain how specific elements of a story or drama interact (e.g., how setting shapes the characters or plot). | I analyze how specific elements of a story or drama interact (e.g., how setting shapes the characters or plot). | I evaluate the impact of relationships between specific elements of a story or drama (e.g., how setting shapes the characters or plot). |
| **7.RL.4** | I determine the literal meanings of words and phrases as they are used in a text through the use of textual support (e.g. context clues, embedded definition).  I identify the impact of a specific word choice on meaning. | I determine the meanings, including figurative and connotative meanings, of words and phrases as they are used in a text through the use of textual support (e.g., context clues, embedded definitions).  I describe the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of poem or section of story. | I determine the meanings, including figurative and connotative meanings, of words and phrases as they are used in a tex.t  I analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | I determine the meanings, including figurative and connotative meanings, and analyzes the impact of words and phrases as they are used in a text.  I determine their effectiveness.  I analyze and evaluate the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama. |
| **7.RL.5** | I describe the form or structure of a simple drama or poem (e.g., soliloquy, sonnet). | I describe and identify how the form or structure of a drama or poem (e.g., soliloquy, sonnet) contributes to its meaning. | I analyze how the form or structure of a drama or poem (e.g., soliloquy, sonnet) contributes to its meaning. | I analyze and evaluate how the form or structure of a drama or poem (e.g., soliloquy, sonnet) contributes to its meaning and effectiveness. |
| **7.RL.6** | I page4image1565716672describe the points of view of different characters or narrators in a text. | I explain the points of view of different characters or narrators in a text. | I analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | I analyze the techniques the author uses to develop and contrast the points of view of different characters or narrators in a text.  I evaluate the effectiveness of the points of view. |
| **7.RL.7** | I make a basic comparison of a written story, drama, or poem to its audio, filmed, staged, or multimedia version. | I compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.  I identify some techniques that are unique to each medium (e.g., lighting, sound, color, camera focus and angles in a film). | I compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.  I analyze the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles in a film). | I compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.  I evaluate the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles in a film). |
| **7.RL.8** | N/A | N/A | N/A | N/A |
| **7.RL.9** | I make a basic comparison between a fictional portrayal of a time, place, or character and a historical account of the same period. | I compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.  I recognize how the author uses or alters history. | I compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | I cite textual evidence.  I compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period to support an analysis and evaluation of how authors of fiction use or alter history. |
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| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **7.RI.1** | I provide references to the text to support my analysis of what the text says explicitly. | I cite textual evidence to support my analysis of what the text says explicitly. | I cite several pieces of textual evidence to support my analysis of what the text says explicitly.  I cite several pieces of textual evidence to support my inferences drawn from the text. | I cite significant and relevant textual evidence to support a complete analysis of what the text says explicitly.  I cite significant and relevant textual evidence to support my complex inferences drawn from the text. |
| **7.RI.2** | I identify a central idea of the text.  I provide a basic sequence of events.  I provide a summary of ideas in the text. | I determine a central idea of the text.  I provide a simple summary of the text. | I determine two or more central ideas in a text.  I analyze their development over the course of the text.  I provide an objective summary of the text. | I analyze and evaluate two or more central ideas and their development over the course of the text.  I provide an in- depth, objective summary of the text. |
| **7.RI.3** | I identify the basic interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events). | I identify the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events). | I analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events). | I analyze and evaluate the interactions and relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events). |
| **7.RI.4** | I determine the literal meanings of words and phrases as they are used in a text through the use of textual support (e.g., context clues, embedded definition).  I identify the impact of a specific word choice on the meaning of a text. | Through the use of textual support, I determine the meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in a text.  I describe the impact of a specific word choice on the meaning and tone of a text. | I determine the meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in a text.  I analyze the impact of a specific word choice on the meaning and tone of a text. | I analyze the meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in a text.  I assess the rhetorical effect of a specific word choice on meaning and tone. |
| **7.RI.5** | I describe the structure an author uses to organize a text.  I recognize the major sections of the text. | I identify and explain the structure an author uses to organize a text.  I identify and describe how the major sections contribute to the whole and to the development of the ideas in the text. | I analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas in the text. | I analyze and evaluate the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas in the text.  I communicate how a different text structure might impact the meaning of the text. |
| **7.RI.6** | I identify an author’s basic purpose in a text and what distinguishes his or her position from that of others. | I identify an author’s point of view or purpose in a text.  I state how the author distinguishes his or her position from that of others. | I determine an author’s point of view or purpose in a text.  I analyze how the author distinguishes his or her position from that of others. | I identify and analyze an author’s point of view and purpose in a text.  I evaluate how effectively the author distinguishes his or her position from that of others. |
| **7.RI.7** | I compare and contrast a text to an audio, a video, or a multimedia version of the text. | I compare and contrast a text to an audio, a video, or a multimedia version of the text.  I describe each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | I compare and contrast a text to an audio, a video, or a multimedia version of the text.  I analyze each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | I compare and contrast a text to an audio, a filmed, a staged, or a multimedia version.  I assess each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).  I provide specific evidence to support my evaluation. |
| **7.RI.8** | I identify the argument, basic claim, and counterclaim in a text. | I trace the argument and claims in a text.  I explain the reasoning and evidence used to support the claims. | I trace and evaluate the argument and specific claims in a text.  I assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | I analyze and evaluate the argument and specific claims in a complex text.  I cite specific information from the text in an assessment of whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| **7.RI.9** | I give an explanation of how two or more authors writing about the same topic shape their presentations of key information. | I explain how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence. | I analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | I cite textual evidence in an evaluation of the different methods used by two or more authors writing about the same topic to shape their presentations of key information by explicitly emphasizing different evidence or advancing different interpretations of facts. |
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| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **7.W.1** | I write arguments that include a claim and basic reasons to support the claim:  a. I introduce my claim and organizes the reasons.  b. I support my claim with reasoning, demonstrating a basic understanding of the topic or text.  c. I use basic transitional words to link the claim, reasons, and evidence.  d. I attempt to establish a formal style.  e. I provide a concluding statement or section. | I write arguments to support a claim with evidence to support the claim:  a. I introduce my claim and organize the reasons and evidence with some logic.  b. I support my claim with reasoning and evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  c. I use words, phrases, and clauses to link my claim, reasons, and evidence.  d. I establishe a formal style.  e. I provide a concluding statement or section that follows from the argument presented. | I write arguments to support my claim with clear reasons and relevant evidence:  a. I introduce my claim, acknowledge alternate or opposing claims, and organize my reasons and evidence logically.  b. I support my claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  c. I use words, phrases, and clauses to create cohesion and clarify the relationships among my claim, reasons, and evidence.  d. I establish and maintains a formal style.  e. I provide a concluding statement or section that follows from and supports my argument presented. | I write arguments to support my claim with thoughtful, clear reasons and relevant evidence:  a. I introduce a solid claim, acknowledge and evaluate alternate or opposing claims, and organize my reasons and evidence in a logical sequence.  b. I support my claim with logical reasoning and specific evidence, using accurate, credible sources and demonstrating an astute understanding of the topic or text.  c. I use precise words, phrases, and clauses to create cohesive links between major sections of the essay and to clearly show the relationships among the claim, reasons, and evidence.  d. I establish and maintain a formal style and an objective tone.  e. I provide a meaningful concluding statement or section that includes analysis of the evidence and follows and supports my argument presented. |
| **7.W.2** | I write basic informative/explanatory texts to examine a topic:  a. I introduce a topic clearly; organize ideas and information, use strategies such as definition, classification, comparison/contrast, and cause/effect; and attempts to include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  b. I develop the topic with relevant facts or other information and examples.  c. I use appropriate transitions.  d. I use appropriate language and domain-specific vocabulary to explain the topic.  e. I attempt to establish a formal style.  f. I provide a concluding statement. | I write general informative/explanatory texts to examine a topic.  I convey ideas and information through the selection and organization of the content:  a. I introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; and includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  b. I develop the topic with relevant facts, concrete details, or other information and examples.  c. I use appropriate transitions to create cohesion between ideas and concepts.  d. I use appropriate language and domain-specific vocabulary to inform about or explain the topic.  e. I establish a formal style.  f. I provide a concluding statement or section that follows from the information presented. | I write informative/explanatory texts to examine a topic.  I convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:  a. I introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, use strategies such as definition, classification, comparison/contrast, and cause/effect; and includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  b. I develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c. I use appropriate transitions to create cohesion and to clarify the relationships between ideas and concepts. d. Uses precise language and domain-specific vocabulary to inform about or explain the topic.  e. I establish and maintain a formal style.  f. I provide a concluding statement or section that follows from and supports the information or explanation presented. | I write precise informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, analysis, and evaluation of relevant content:  a. I introduce a topic concisely, explicitly previewing what is to follow; expertly organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; and includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.  b. I clearly develop the topic with only relevant facts, definitions, concrete details, quotations, or other information and examples.  c. I use appropriate transitions to create cohesion and to clarify the relationships between ideas and concepts.  d. I use precise language and domain-specific vocabulary to explicitly inform about or explain the topic.  e. I clearly establishe and maintain a formal style.  f. I provide a compelling concluding statement or section that follows from, supports, and evaluates the information or explanation presented. |
| **7.W.3** | I write narratives to recount real or imagined experiences or events:  a. I engage the reader by establishing a point of view and introducing a narrator and/or characters and organizes an event sequence.  b. I use narrative techniques, such as dialogue and description.  c. I use a variety of transition words.  d. I use appropriate words and details to explain events.  e. I provide a conclusion. | I write narratives to recount real or imagined experiences or events using relevant descriptive details and event sequences:  a. I engage the reader by establishing a point of view and introducing a narrator and/or characters and organizes an event sequence that unfolds naturally.  b. I use narrative techniques, such as dialogue, pacing, and description, to develop events. c. Uses a variety of transition words and phrases to convey sequence.  d. I use appropriate words, phrases, and descriptive details to capture the action and convey experiences and events.  e. I provide a conclusion that follows from the narrated experiences or events. | I write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences:  a. I engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters and organizes an event sequence that unfolds naturally and logically.  b. I use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. I use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.  d. I use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  e. I provide a conclusion that follows from and reflects on the narrated experiences or events. | I write narratives to elaborate real or imagined experiences or events using a variety of effective techniques, relevant descriptive details, and well- structured event sequences:  a. I engage, entertain, and orient the reader by establishing a context and point of view and introducing a narrator and/or characters and organizes a thoughtful event sequence that unfolds naturally and logically.  b. I use narrative techniques, such as dialogue, pacing, and description, to elaborate on experiences, events, and/or characters.  c. I use a wide variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.  d. I use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences, feelings, and events.  e. I provide an elaborate conclusion that follows from and reflects on the narrated experiences or events. |
| **7.W.4** | I produce writing in which the development, organization, and style are inadequate for tasks, purposes, and audiences. | I produce writing in which the development, organization, and style are incomplete or inadequate for tasks, purposes, and audiences. | I produce clear and coherent writing in which development, organization, and style are appropriate for tasks, purposes, and audiences. | I produce effective writing in which the development, organization, and style are complete and appropriate for tasks, purposes, and audiences. |
| **7.W.5** | With guidance and support from peers and adults, I strengthen my writing as needed by planning, revising, and editing. | With guidance and support from peers and adults, I develop and strengthen my writing by planning, revising, editing, and rewriting, taking into consideration how well purpose and audience have been addressed. | With minimal guidance and support from peers and adults, I develop and strengthen my writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | With support from peers and adults, I develop, elaborate on, and strengthen my writing as needed by using strategic planning, concise revising, accurate editing and rewriting, and trying new approaches, focusing on how well purpose and audience have been addressed. |
| **7.W.6** | I use technology, including the Internet, to produce my writing. | I use technology, including the Internet, to produce my writing and to link to and cite sources as well as to interact with others. | I use technology, including the Internet, to produce and publish my writing and to link to and cite sources as well as to interact and collaborate with others. | I use technology, including the Internet, to produce and publish effective or creative writing and to link to and cite sources as well as to effectively interact and collaborate with others. |
| **7.W.7** | I conduct short research projects to answer a question.  I draw on a source. | I conduct short research projects to answer a question.  I draw on a few sources.  I attempt to generate additional related questions. | I conduct short research projects to answer a question.  I draw on several sources.  I generate additional related, focused questions for further research and investigation. | I conduct short research projects to answer a question.  I draw on several reliable sources.  I generate additional related, focused, higher-level questions for further research and investigation. |
| **7.W.8** | I gather information from print and/or digital sources.  I attempt to use search terms.  I assess the accuracy of each source while avoiding plagiarism. | I gather information from multiple print and digital sources.  I use search terms.  I assess the accuracy of each source.  I paraphrase the conclusions of others while avoiding plagiarism.  I attempt to follow a standard format for citations. | I gather relevant information from multiple print and digital sources.  I use search terms effectively.  I assess the credibility and accuracy of each source.  I quote or paraphrase the data and conclusions of others while avoiding plagiarism.  I follow a standard format for citations. | I gather relevant and important information from multiple print and digital sources.  I use search terms effectively.  I evaluate and analyze the credibility and accuracy of each source.  I quote or precisely paraphrase the data and conclusions of others while avoiding plagiarism.  I always follow a standard format for citations. |

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| **Standard** | **Emerging (1)** | **Developing (2)** | **Proficient (3)** | **Distinguished (4)** |
| **7.L.1** | I demonstrate some understanding of the basic conventions of standard English grammar and usage when writing or speaking in the following areas:  a. I explain the functions of phrases and clauses in general.  b. I choose from simple and compound sentences to signal differing relationships among ideas.  c. I place phrases and clauses within a sentence. | I demonstrate some understanding of the conventions of standard English grammar and usage when writing or speaking in the following areas:  a. I explain the functions of phrases and clauses in general and their functions in specific sentences.  b. I choose from simple, compound, and complex sentences to signal differing relationships among ideas.  c. I place phrases and clauses within a sentence, sometimes recognizing and correcting misplaced and dangling modifiers. | I demonstrate command of the conventions of standard English grammar and usage when writing or speaking:  a. I explain the functions of phrases and clauses in general and their functions in specific sentences.  b. I choose from simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  c. I place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | I demonstrate a thorough command of the conventions of standard English grammar and usage when writing or speaking:  a. I consistently explain the functions of phrases and clauses in general and evaluate their functions in specific sentences.  b. I consistently chooses from simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  c. I consistently place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| **7.L.2** | I page8image1530617952demonstrate an understanding of the basic conventions of standard English capitalization, punctuation, and spelling when writing. | I demonstrate an understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:  a. I use a comma.  b. I attempt to spell correctly. | I demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:  a. I use a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie” but not “He wore an old [,] green shirt”).  b. I spell correctly | I demonstrate a thorough command of the conventions of standard English capitalization, punctuation, and spelling when writing:  a. I use a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie” but not “He wore an old[,] green shirt”).  b. I consistently spell correctly. |
| **7.L.3** | I attempt to use the basic conventions of language when writing, speaking, reading, or listening.  I inconsistently choose appropriate language that expresses ideas without wordiness and redundancy. | I generally use knowledge of language and its conventions when writing, speaking, reading, or listening.  I attempt to choose language that expresses ideas, recognizing and eliminating wordiness and redundancy. | I use knowledge of language and its conventions when writing, speaking, reading, or listening.  I choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | I use substantial knowledge of language and its conventions when writing, speaking, reading, or listening.  I make calculated choices of language that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| **7.L.4** | I tentatively determine or clarify the meaning of basic unknown and multiple-meaning words and phrases.  I use textual support and choose flexibly from a range of strategies:  a. I use explicit context (e.g., the overall meaning of a sentence or paragraph) as a clue to the meaning of a word or phrase.  b. I use some common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word or its part of speech.  c. I attempt to consult general reference materials (e.g., dictionaries, glossaries), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning or its part of speech.  d. I attempt to verify the preliminary determination of the meaning of a word or phrase (e.g., by checking in a dictionary or checking the inferred meaning in context). | I attempt to determine or clarify the meaning of some unknown and multiple-meaning words and phrases.  I choose flexibly from a range of strategies:  a. I 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.  b. I use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., rebel).  c. I attempt to consult general and specialized reference materials (e.g., dictionaries, glossaries), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning or its part of speech.  d. I attempt to verify the preliminary determination of the meanings of some words or phrases (e.g., by checking in a dictionary or checking the inferred meaning in context). | I determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:  a. I 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.  b. I use less common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  c. I consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning or its part of speech.  d. I verify the preliminary determination of the meaning of a word or phrase (e.g., by checking in a dictionary or checking the inferred meaning in context). | I consistently determine or clarify the meaning of unknown meaning words and phrases, choosing flexibly from a range of strategies:  a. I accurately 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.  b. I easily use less common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  c. I efficiently consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning or its part of speech.  d. I easily verify the preliminary determination of the meaning of a word or phrase (e.g., by checking in a dictionary or checking the inferred meaning in context). |
| **7.L.5** | page8image3788184512I demonstrate an understanding of basic figurative language, word relationships, and nuances in word meanings:  a. I identify some familiar figures of speech (e.g., literary, biblical, mythological allusions) in context.  b. I use the relationship between particular basic words (e.g., synonym/antonym, analogy) to better understand each of the words.  c. I attempt to distinguish from among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). | I demonstrate an understanding of some figurative language, word relationships, and nuances in word meanings:  a. I identify common figures of speech (e.g., literary, biblical, mythological allusions) in context.  b. I use the relationship between words (e.g., synonym/antonym, analogy) to better understand each of the words.  c. I distinguish from among the connotations (associations) of some words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). | I demonstrate an understanding of figurative language, word relationships, and nuances in word meanings:  a. I interpret figures of speech (e.g., literary, biblical, mythological allusions) in context.  b. I use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  c. I distinguish from among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending) | I demonstrate a solid understanding of figurative language, word relationships, and nuances in word meanings:  a. I easily interpret figures of speech (e.g., literary, biblical, mythological allusions) in context  b. I use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words and evaluate their uses.  c. I expertly distinguish and evaluate the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |
| **6.L.6** | I attempt to accurately use basic, grade-appropriate general, academic, and domain- specific words and phrases.  I attempt to gather basic vocabulary knowledge when considering a word or phrase. | I accurately use some grade- appropriate general, academic, and domain-specific words and phrases.  I attempt to gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | I acquire and accurately use grade-appropriate general, academic, and domain-specific words and phrases.  I gather vocabulary knowledge when considering a word or phrase important to comprehension or expression | I acquire, evaluate, and accurately use grade- appropriate general, academic, and domain-specific words and phrases.  I easily gather vocabulary knowledge when considering a word or phrase important to comprehension or expression and uses it appropriately in different situations. |