



English Language Arts Grade 6 Compose and Create					
OUTCOMES		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
CC6.2 I can choose and use appropriate strategies to communicate meaning. <i>The strategies listed explicitly in the shaded column are to be emphasized in Grade 6 and used in conjunction with other strategies outlined in the curriculum.</i>	Before, esp. identifying the purpose and audience.	<ul style="list-style-type: none"> I can identify the purpose and audience of my piece, with help, but my thinking is often limited or unfocused. I use a few “before” strategies with help to communicate meaning. 	<ul style="list-style-type: none"> I can identify the purpose of my piece before writing, and show some awareness of my audience. I use some “before” strategies to communicate meaning. 	<ul style="list-style-type: none"> I can clearly identify my purpose and the audience of my piece. I use a variety of “before” strategies to communicate meaning. 	<ul style="list-style-type: none"> I thoughtfully consider the purpose and audience of my piece, and clearly identify my stance/role/voice. I choose “before” strategies according to my purpose and audience from a variety of strategies to communicate meaning.
	During, esp. keeping track of where the information comes from.	<ul style="list-style-type: none"> It is unclear where I am getting my information from. I use a few “during” strategies to communicate meaning, with help. 	<ul style="list-style-type: none"> I can keep track of where information is coming from and with help, use that in my piece of writing. I use some “during” strategies to communicate meaning. 	<ul style="list-style-type: none"> I can appropriately keep track of where information comes from, and appropriately use the information and sources in my piece of writing. I use a variety of “during” strategies to communicate meaning. 	<ul style="list-style-type: none"> I can appropriately keep track of where information comes from, and use this information and the sources in an original and thoughtful way to enhance my piece of writing. I choose “during” strategies according to my purpose and audience from a variety of strategies to communicate meaning..



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	After, esp. revising to make the text clearer.	<ul style="list-style-type: none"> I can make limited and general revisions, such as adding and deleting, with help. I use a few “after” strategies to communicate meaning, with help. 	<ul style="list-style-type: none"> I can make satisfactory but unrefined revisions. I use some “after” strategies to communicate meaning. 	<ul style="list-style-type: none"> I can make specific and straightforward revisions to my work to make the text more clear. I use a variety of “after” strategies to communicate meaning. 	<ul style="list-style-type: none"> I purposefully revise my work and make original and insightful revisions to my draft. I choose “after” strategies according to my purpose and audience from a variety of strategies to communicate meaning.
Comments					
CC6.3 I can use cues construct meaning. <i>The cues listed explicitly in the shaded column are to be emphasized in Grade 6 and used in conjunction with other cues</i>	I can explain function and purpose of texts. <ul style="list-style-type: none"> - Inform - Narrate - Describe - Persuade 	<ul style="list-style-type: none"> I can identify the purpose of texts I create, with help. 	<ul style="list-style-type: none"> I can identify the purpose of texts I create, based on given criteria. 	<ul style="list-style-type: none"> I can identify and explain the purpose of texts I create, based on given criteria. 	<ul style="list-style-type: none"> On my own, I can use the purpose and function of my text to enhance my piece of writing.
	I use paragraphs.	<ul style="list-style-type: none"> I can write paragraphs with help. 	<ul style="list-style-type: none"> Sometimes, I can write paragraphs to communicate meaning (one main idea in each paragraph, and the paragraphs in a logical order). 	<ul style="list-style-type: none"> I have one main idea in each paragraph, and the paragraphs are in a logical order. 	<ul style="list-style-type: none"> I can write paragraphs effectively to communicate meaning (one main idea in each paragraph, logical order of paragraphs, and some connections between paragraphs).



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<i>outlined in the curriculum.</i>	I can use complete sentences with subordination.	<ul style="list-style-type: none"> I can use complete sentences, with help. 	<ul style="list-style-type: none"> I understand and can use complete sentences, and I can appropriately use subordination, with prompting. 	<ul style="list-style-type: none"> I have a clear understanding of sentence structure, and can appropriately use complete sentences with subordination, when required. 	<ul style="list-style-type: none"> I have a deep understanding of sentence structure, and thoughtfully use complete sentences with subordination on my own.
	I can use words in their figurative sense. <ul style="list-style-type: none"> Personification Similes Metaphors 	<ul style="list-style-type: none"> I can identify basic personification and similes with help. 	<ul style="list-style-type: none"> I can use basic personification and similes, when prompted. 	<ul style="list-style-type: none"> I can use personification, similes and metaphors. 	<ul style="list-style-type: none"> On my own, I choose to use personification, similes and metaphors effectively to enhance the meaning of my piece.
	I can use spelling rules and strategies to spell correctly.	<ul style="list-style-type: none"> I can spell simple words correctly, with help. 	<ul style="list-style-type: none"> I can spell most simple words correctly. 	<ul style="list-style-type: none"> My spelling is generally under control, simple and challenging words spelled correctly. 	<ul style="list-style-type: none"> My spelling is completely under control.
	I can use appropriate volume and tone of voice when I speak.	<ul style="list-style-type: none"> When I speak, I can use suitable volume and tone of voice, with coaching. 	<ul style="list-style-type: none"> When I speak, I sometimes use suitable volume and tone for the situation. 	<ul style="list-style-type: none"> When I speak, I use suitable volume and tone for the situation. 	<ul style="list-style-type: none"> When I speak, I take note of the specific situation, and thoughtfully adjust the volume and tone.
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CC6.4 I can create and present representations which will inform, persuade, or entertain. I also use illustrations, diagrams, posters, displays and cartoons.		<ul style="list-style-type: none"> I can create a simple representation to purpose to inform, persuade, or entertain, with help. I can use simple visuals, but they don't always enhance the impact of my work. 	<ul style="list-style-type: none"> I can create a simple representation to inform, persuade, or entertain. I use a limited selection of visuals to enhance the impact of my work. 	<ul style="list-style-type: none"> I can create a variety of representations with the clear purpose to inform, persuade, or entertain. I use a variety of visuals appropriately to enhance the impact of my work. 	<ul style="list-style-type: none"> I can create original and insightful representations with the purpose to inform, persuade, or entertain. I purposefully and thoughtfully use a variety of visuals to enhance the impact of my work.
Comments					
CC6.5, CC6.6 I can use oral language to <ul style="list-style-type: none"> interact with others appropriately express information and ideas in: an oral report, a presentation, a short dramatization 	I can use oral language appropriately	<ul style="list-style-type: none"> I can sometimes use oral language appropriately, with help. 	<ul style="list-style-type: none"> I sometimes use oral language that is appropriate to the situation. 	<ul style="list-style-type: none"> I can use oral language that is appropriate to the situation. 	<ul style="list-style-type: none"> I consistently use appropriate language and carefully consider how to best present my views.
	I can present a report based on <u>research</u> .	<ul style="list-style-type: none"> With help, I can research a topic, and present some of my findings. 	<ul style="list-style-type: none"> I can present a simple report based on research (formal introduction and summation; speak clearly). 	<ul style="list-style-type: none"> I can present an effective report based on research (formal introduction and summation; speak clearly; adjust voice, tone and language where needed). 	<ul style="list-style-type: none"> I can present a polished report based on research (formal introduction and summation; speak clearly; adjust voice, tone and language where needed; use body language and gestures).



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	I can give an oral presentation (topic under study, or of personal interest).	<ul style="list-style-type: none"> I can prepare a simple presentation that includes a beginning, middle and end, and can give a simple presentation, with help. 	<ul style="list-style-type: none"> I can prepare and give a simple oral presentation that includes an appropriate beginning, middle and end, and in which I speak clearly. 	<ul style="list-style-type: none"> I can prepare and give an effective oral presentation that includes an appropriate beginning, middle and end and in which I can adjust voice, tone and language where needed. 	<ul style="list-style-type: none"> I can prepare and give an oral presentation that includes an appropriate beginning, middle and end and in which I can adjust voice, tone and language where needed, and use body language and gestures.
	I can present a short dramatization.	<ul style="list-style-type: none"> I can use dramatization as a way to express a simple idea, with help. 	<ul style="list-style-type: none"> I can use dramatization as a way to express a simple idea. 	<ul style="list-style-type: none"> I can use dramatization as a way to clearly express an idea. 	<ul style="list-style-type: none"> I can use dramatization to effectively present an idea, and engage my audience.
	I can present a demonstration.	<ul style="list-style-type: none"> I can present a demonstration with an introduction and clear steps, with help 	<ul style="list-style-type: none"> I can present a demonstration with an introduction and clear steps. 	<ul style="list-style-type: none"> I can present a demonstration with an introduction, clear and logical steps, and a conclusion. 	<ul style="list-style-type: none"> I can present an effective demonstration with an introduction, clear and logical steps, a conclusion, and voice and gestures which engage my audience.
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CC6.7, CC6.8 I can write to: <ul style="list-style-type: none"> Describe a place Tell about an incident in my life (composition with a few paragraphs; friendly letter) Explain and inform (multi-step directions and a short report presenting a problem and a solution) To persuade an audience of my opinion. 	Pre-writing	<ul style="list-style-type: none"> My pre-writing is insufficient. My pre-writing is not organized. There is no connection between my draft and the pre-writing. The draft shows little evidence of a beginning, a middle, OR an end. 	<ul style="list-style-type: none"> My pre-writing sketches the ideas of the text. The pre-writing shows some organization. My draft is somewhat connected to the pre-writing. My draft shows some evidence of a beginning, middle, OR an end. 	<ul style="list-style-type: none"> The pre-writing is complete. The pre-writing is organized. There is a connection between the draft and the pre-writing. The draft shows evidence of a beginning, a middle AND an end. 	<ul style="list-style-type: none"> The pre-writing is extensive. The pre-writing is clearly organized. The draft has a strong connection to the pre-writing. The introduction, body and conclusion of the text are clearly evident.
	Ideas and Content	<ul style="list-style-type: none"> I am still searching for a topic. I give equal importance given to everything. My topic is too short or a simple restatement of the assignment. I use few details and/or inaccurate details. 	<ul style="list-style-type: none"> My topic is Identifiable but broad. My topic is somewhat narrow. I give only a glimpse at what matters. I use general, imprecise details. 	<ul style="list-style-type: none"> My topic is clear. I have a focused, manageable topic. My topic is supported by credible evidence. I use many accurate, precise details. 	<ul style="list-style-type: none"> I have a unique, original topic. My piece has a laser-sharp focus on the topic. My topic supported by credible, reliable evidence. I use “just-right” details create insider’s perspective.
		<ul style="list-style-type: none"> I can write a simple paragraph about a topic. 	<ul style="list-style-type: none"> I can write several simple paragraphs but may not fulfill the minimum requirement 	<ul style="list-style-type: none"> I can organize paragraphs logically to form a cohesive text that fulfills the basic requirements 	<ul style="list-style-type: none"> I can make informed and deliberate choices about organizing paragraphs according to audience and



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	Organization	<ul style="list-style-type: none"> I have no real lead. My thoughts are random with no connections. My text has no sense of order or logic. I have no real conclusion. 	(3-5 paragraphs & 400-600 words). <ul style="list-style-type: none"> I use a predictable lead. I use common sequence and transitional words. I use a canned structure. I have a forced ending. 	(3-5 paragraphs of 400-600 words). <ul style="list-style-type: none"> I create an effective, appropriate lead. I use original sequence and transition words. I use well-placed details. I create a satisfying ending. 	purpose and meet or exceed the minimum requirement. <ul style="list-style-type: none"> I create an enticing, strong lead. I use sequence and transition words artfully. I use a highly effective structure. I create a powerful ending.
	Voice	<ul style="list-style-type: none"> I use a lifeless, mechanical tone. My purpose unclear. My connection to reader nonexistent. 	<ul style="list-style-type: none"> I use a sincere but passionless tone. My purpose is somewhat clear. My connection to reader fades in and out. 	<ul style="list-style-type: none"> I use an expressive, compelling tone at times. My purpose is clear. My connection to reader strong. 	<ul style="list-style-type: none"> I have an expressive, compelling tone throughout. My purpose drives the voice. My voice comes from the connection to reader.



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		<ul style="list-style-type: none"> I have an unoriginal, uninspiring voice. 	<ul style="list-style-type: none"> I show only a few moments of real voice. 	<ul style="list-style-type: none"> I have an original, forceful voice. 	<ul style="list-style-type: none"> My voice that meets writer's audience and purpose.
	Word Choice	<ul style="list-style-type: none"> I use everyday verbs only. I have not yet attempted figurative language. I use repetitive, vague, or inappropriate words. I use imprecise, distracting language. 	<ul style="list-style-type: none"> I use verbs with little punch. I have a few successful attempts at figurative language. I occasionally use carefully selected words. I use correct but uninspired language. 	<ul style="list-style-type: none"> I use many strong verbs. I use some successful figurative language. I use many carefully selected words. I use exceptional language here and there. 	<ul style="list-style-type: none"> I use strong verbs throughout. I have good use of figurative language and other techniques. I choose every word carefully. I use language that elevates the piece's meaning.
	Sentence Fluency	<ul style="list-style-type: none"> My work shows no evidence of "sentence" sense. My work has no sentence variety. My work has a disconnected, discordant flow. 	<ul style="list-style-type: none"> My work shows an awkward blend of simple and complex sentences. My work has some sentence variety. My work is more mechanical than fluid. 	<ul style="list-style-type: none"> My work shows a pleasing blend of simple and complex sentences. My work has a solid assortment of effective sentences My work is fluid-easy to read aloud. 	<ul style="list-style-type: none"> My work shows a powerful blend of well-crafted sentences. The fluency and meaning is enhanced by sentence variety. My work shows smooth, rhythmic flow throughout.



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		<ul style="list-style-type: none"> My sentences are random, out of control. 	<ul style="list-style-type: none"> My work has an awkward blend of complete and incomplete sentences. 	<ul style="list-style-type: none"> I break rules for apparent stylistic reasons. 	<ul style="list-style-type: none"> I break rules for clear stylistic reasons.
	Conventions	<ul style="list-style-type: none"> My piece is unreadable because of poor spelling. My work shows no attention to punctuation and paragraphing. My work shows no adherence to capitalization rules. My piece is unreadable because of grammar and usage issues. 	<ul style="list-style-type: none"> My work shows that simple words are spelled correctly. My work shows that basic punctuation and paragraphing are handled well. My work shows adherence to simple capitalization rules. My work shows errors that impair the piece's readability. 	<ul style="list-style-type: none"> My spelling is generally under control. My work shows a range of punctuation and paragraphing skills. My work shows solid control over capitalization. My work shows that grammar and usage rules are followed consistently and correctly. 	<ul style="list-style-type: none"> My spelling is completely under control. I only break rules for stylistic reasons. My work shows a deep understanding of capitalization. My work shows a clear mastery of the rules of standard English.
	Revision	<ul style="list-style-type: none"> I did not make any meaningful changes to the content or structure of my draft. 	<ul style="list-style-type: none"> I made a few meaningful changes to the content or structure of my text. 	<ul style="list-style-type: none"> I made several meaningful changes to the content or structure of my text. 	<ul style="list-style-type: none"> I made many meaningful changes to the content or structure of my text.



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		<ul style="list-style-type: none"> I made one or two language corrections, with help. 	<ul style="list-style-type: none"> I made quite a few language correction. 	<ul style="list-style-type: none"> I corrected my text systematically. 	<ul style="list-style-type: none"> I corrected my text thoroughly.
Comments					
CC6.9 I can prepare an inquiry report with guidance from my teacher.		<ul style="list-style-type: none"> I can create a simple inquiry project if given consistent help throughout. 	<ul style="list-style-type: none"> I can create a simple inquiry project based on a theme or issue studied in class. 	<ul style="list-style-type: none"> I can plan, research, and create a clear and straightforward inquiry report based on one of the themes or issues studied in class. 	<ul style="list-style-type: none"> I can connect my learning from class to other subject areas and create an original inquiry report that incorporates themes or issues studied in class, in an original way.
Comments					