

Performance Level Descriptors (PLDs)				
	Level 1	Level 2	Level 3	Level 4
Policy Statement	The student has a minimal understanding of grade-level standards and is likely to need additional support at this level of learning as described in the Alabama Course of Study.	The student has a partial understanding of grade-level standards and is likely to need some additional support at this level of learning as described in the Alabama Course of Study.	The student has a strong understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.	The student has an advanced understanding of grade-level standards and exceedingly demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.
The performance level descriptors describe what a typical student scoring at each performance level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular performance level on a particular test in order to score at that level.				
	Reading			
	A student at this level	A student at this level	A student at this level	A student at this level
6.RL.RR.9 6.RI.RR.19	<ul style="list-style-type: none"> reads and minimally comprehends literature and informational texts in the grade 6 text complexity level. 	<ul style="list-style-type: none"> reads and partially comprehends literature and informational texts in the grade 6 text complexity level. 	<ul style="list-style-type: none"> reads and proficiently comprehends literature and informational texts in the grade 6 text complexity level. 	<ul style="list-style-type: none"> reads and thoroughly comprehends literature and informational texts in the grade 6 text complexity level.
6.RL.KI.1	<ul style="list-style-type: none"> attempts to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> cites some textual evidence to support analysis of what the text says explicitly as well as some inferences drawn from the text. 	<ul style="list-style-type: none"> cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> thoroughly cites textual evidence to support in-depth analysis of what the text says explicitly as well as inferences drawn from the text.
6.RL.KI.2	<ul style="list-style-type: none"> attempts to determine a theme or central idea of a text and how it is conveyed through particular details; attempts to provide 	<ul style="list-style-type: none"> determines an explicit theme or central idea of a text and a partial understanding of how it is conveyed through details; provides a partial summary of the text 	<ul style="list-style-type: none"> determines a theme or central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments. 	<ul style="list-style-type: none"> determines an implied theme or central idea of a text and how it is conveyed through particular details; provides a thorough summary of the text

6.RL.KI.3	<p>a summary of the text distinct from personal opinions or judgments.</p> <ul style="list-style-type: none"> attempts to 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 resolution. 	<p>distinct from personal opinions or judgments.</p> <ul style="list-style-type: none"> partially describes how a particular story's or drama's plot unfolds in a series of episodes as well as how some characters respond or change as the plot moves toward resolution. 	<ul style="list-style-type: none"> describes 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 resolution. 	<p>distinct from personal opinions or judgments.</p> <ul style="list-style-type: none"> thoroughly describes how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward resolution.
6.RL.CS.4	<ul style="list-style-type: none"> attempts to determine the meaning of words or phrases as they are used in a text, including figurative and connotative meanings; attempts to analyze the impact of a specific word choice on meaning and tone. 	<ul style="list-style-type: none"> determines the meaning of some words and phrases as they are used in a text, including figurative and/or connotative meanings; provides some analysis of the impact of a specific word choice on meaning and/or tone. 	<ul style="list-style-type: none"> determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of a specific word choice on meaning and tone. 	<ul style="list-style-type: none"> consistently determines the meaning of words and phrases as they are used in a text, including complex figurative and connotative meanings; thoroughly analyzes the impact of a specific word choice on meaning and tone.
6.RL.CS.5	<ul style="list-style-type: none"> attempts to 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. 	<ul style="list-style-type: none"> partially analyzes how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and/or contributes to the development of the theme, setting, or plot. 	<ul style="list-style-type: none"> analyzes 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. 	<ul style="list-style-type: none"> thoroughly analyzes 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.

6.RL.CS.6	<ul style="list-style-type: none"> attempts to explain how an author develops the point of view of the narrator or speaker in a text. 	<ul style="list-style-type: none"> partially explains how an author develops the point of view of the narrator or speaker in a text. 	<ul style="list-style-type: none"> explains how an author develops the point of view of the narrator or speaker in a text. 	<ul style="list-style-type: none"> thoroughly explains how an author develops the point of view of the narrator or speaker in a text.
6.RL.IK.8	<ul style="list-style-type: none"> attempts to differentiate among odes, ballads, epic poetry, and science fiction 	<ul style="list-style-type: none"> differentiates among some odes, ballads, epic poetry, and/or science fiction. 	<ul style="list-style-type: none"> differentiates among odes, ballads, epic poetry, and science fiction. 	<p>[Level 3 is the highest level supported by this standard.]</p>
6.RL.IK.9	<ul style="list-style-type: none"> attempts to 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 or topics. 	<ul style="list-style-type: none"> partially compares and contrasts texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes or topics. 	<ul style="list-style-type: none"> compares and contrasts texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics 	<ul style="list-style-type: none"> thoroughly compares and contrasts texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
6.RI.KI.11	<ul style="list-style-type: none"> attempts to cite textual evidence to support a simplistic analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> cites some textual evidence to support a partial analysis of what the text says explicitly as well as some inferences drawn from the text. 	<ul style="list-style-type: none"> cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 	<ul style="list-style-type: none"> thoroughly cites textual evidence to support in-depth analysis of what the text says explicitly as well as inferences drawn from the text.
6.RI.KI.12	<ul style="list-style-type: none"> attempts to determine a theme or central idea of a 	<ul style="list-style-type: none"> determines an explicit central idea of a text and a partial understanding of 	<ul style="list-style-type: none"> determines a central idea of a text and how it is conveyed through 	<ul style="list-style-type: none"> determines an implied central idea of a text and how it is conveyed

<p>6.RI.KI.13</p>	<p>text and attempts to state how it is conveyed through particular details; attempts to provide a summary of the text distinct from personal opinions or judgments.</p> <ul style="list-style-type: none"> attempts to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes). 	<p>how it is conveyed through details; provides a partial summary of the text distinct from personal opinions or judgments.</p> <ul style="list-style-type: none"> partially analyzes how a key individual, event, or idea is introduced, illustrated, and/or elaborated on in a text (e.g., through examples or anecdotes). 	<p>particular details; provides a summary of the text distinct from personal opinions or judgments.</p> <ul style="list-style-type: none"> analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes). 	<p>through particular details; provides a thorough summary of the text distinct from personal opinions or judgments.</p> <ul style="list-style-type: none"> thoroughly analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
<p>6.RI.CS.14</p>	<ul style="list-style-type: none"> attempts to determine the meanings of words and phrases as they are used in a text, including figurative, connotative, and/or technical meanings. 	<ul style="list-style-type: none"> determines the meanings of some words and phrases as they are used in a text, including figurative, connotative, and/or technical meanings. 	<ul style="list-style-type: none"> determines the meanings of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 	<ul style="list-style-type: none"> consistently determines the meanings of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<p>6.RI.CS.15</p>	<ul style="list-style-type: none"> attempts to 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. 	<ul style="list-style-type: none"> partially analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and/or contributes to the development of the ideas. 	<ul style="list-style-type: none"> analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 	<ul style="list-style-type: none"> thoroughly analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

6.RI.CS.16	<ul style="list-style-type: none"> attempts to determine an author's point of view or purpose in a text and attempts to explain how it is conveyed in the text. 	<ul style="list-style-type: none"> determines an author's point of view or purpose in a text and partially explains how it is conveyed in the text. 	<ul style="list-style-type: none"> determines an author's point of view or purpose in a text and explains how it is conveyed in the text. 	<ul style="list-style-type: none"> determines an author's point of view or purpose in a text and thoroughly explains how it is conveyed in the text.
6.RI.IK.17	<ul style="list-style-type: none"> attempts to 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. 	<ul style="list-style-type: none"> integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a partially coherent understanding of a topic or issue. 	<ul style="list-style-type: none"> integrates 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. 	<ul style="list-style-type: none"> integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop an in-depth and coherent understanding of a topic or issue.
6.RI.IK.18	<ul style="list-style-type: none"> attempts to 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. 	<ul style="list-style-type: none"> traces and evaluates the argument and explicit claims in a text, partially distinguishing claims that are supported by reasons and evidence from claims that are not. 	<ul style="list-style-type: none"> traces and evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 	<ul style="list-style-type: none"> traces and thoroughly evaluates the argument and implicit claims in a text, consistently distinguishing claims that are supported by reasons and evidence from claims that are not.
6.RI.IK.19	<ul style="list-style-type: none"> attempts to compare and contrast one author's presentation of 	<ul style="list-style-type: none"> partially compares and contrasts one author's presentation of events with that of another (e.g., a memoir written by and a 	<ul style="list-style-type: none"> compares and contrasts one author's presentation of events with that of another (e.g., a memoir written by and a 	<ul style="list-style-type: none"> thoroughly compares and contrasts one author's presentation of events with that of another (e.g., a memoir written by and

	events with that of another (e.g., a memoir written by and a biography on the same person).	biography on the same person).	biography on the same person).	a biography on the same person).
	Writing			
6.W.TTP.21	<p>A student at this level</p> <ul style="list-style-type: none"> attempts to write arguments to support claims with clear reasons and relevant evidence: attempts to introduce claim(s) and organize the reasons and evidence clearly; attempts to support claim(s) with clear reasons and relevant evidence, using credible sources and attempting to demonstrate an understanding of the topics or text; attempts to use words, phrases, and clauses to clarify the relationships among claim(s) and reasons; attempts to establish and maintain a formal style; attempts to 	<p>A student at this level</p> <ul style="list-style-type: none"> writes simplistic arguments to support claims with clear reasons and relevant evidence: introduces claim(s) and organizes the reasons and evidence; supports claim(s) with clear reasons or evidence, using credible sources or demonstrating a partial understanding of the topic or text; uses words, phrases, or clauses to clarify the relationships among claim(s) or reasons; establishes a formal style; provides a simplistic concluding statement or section that follows from the argument presented. 	<p>A student at this level</p> <ul style="list-style-type: none"> writes arguments to support claims with clear reasons and relevant evidence: introduces claim(s) and organizes the reasons and evidence clearly; supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text; uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons; establishes and maintains a formal style; provides a concluding statement or section that follows from the argument presented. 	<p>A student at this level</p> <ul style="list-style-type: none"> writes in depth arguments to support claims with clear reasons and relevant evidence: introduces claim(s) and organizes the reasons and evidence clearly and logically; supports claim(s) with clear reasons and well-chosen relevant evidence, using credible sources and demonstrating a thorough understanding of the topic or text; consistently uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons; establishes and maintains a formal style; provides an effective concluding statement or section that follows from the argument presented.

6.W.TTP.22	<p>provide a concluding statement or section that follows from the argument presented.</p> <ul style="list-style-type: none"> attempts to write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: attempts to introduce a topic; attempts to organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; attempts to include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; attempts to develop the topic with 	<ul style="list-style-type: none"> writes simplistic informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, or analysis of relevant content: introduces a topic; partially organizes ideas, concepts, or information, using strategies such as definition, classification, comparison or contrast, or cause and effect; includes some formatting (e.g., headings), graphics (e.g., charts, tables), or multimedia; partially develops the topic with facts, definitions, quotations, or other information or examples; uses some transitions to clarify the relationships among ideas or concepts; uses some precise language or some domain-specific vocabulary to inform about or explain the topic; 	<ul style="list-style-type: none"> writes informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; uses appropriate transitions to clarify the relationships among ideas and concepts; uses precise language and domain-specific vocabulary to 	<ul style="list-style-type: none"> writes in depth informative or explanatory texts to thoroughly examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: effectively introduces a topic; logically organizes ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; develops the topic with well-chosen relevant facts, definitions, concrete details, quotations, or other information and examples; consistently uses appropriate transitions to clarify the
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6.W.TTP.23	<p>relevant facts, definitions, quotations, or other information and examples; attempts to use appropriate transitions to clarify the relationships among ideas and concepts; attempts to use precise and domain-specific vocabulary to inform about or explain the topic; attempts to establish and maintain a formal style; attempts to provide a concluding statement or section that follows from the information or explanation presented.</p> <ul style="list-style-type: none"> attempts to write narratives to develop real or imagined experiences or events using effective technique, relative descriptive details, and well-structured event sequences: 	<p>establishes a formal style; provides a simplistic concluding statement or section that follows from the information or explanation presented.</p> <ul style="list-style-type: none"> writes simplistic narratives to develop real or imagined experiences or events using technique, details, or event sequences: engages or orients the reader by partially establishing a context or introducing a narrator, characters, or both; organizes an event 	<p>inform about or explain the topic; establishes and maintains a formal style; provides a concluding statement or section that follows from the information or explanation presented.</p> <ul style="list-style-type: none"> writes narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: engages and orients the reader by establishing a context and introducing a narrator, 	<p>relationships among ideas and concepts; consistently uses precise, language and domain-specific vocabulary to inform about or explain the topic; establishes and maintains a formal style; provides an effective concluding statement or section that follows from the information or explanation presented.</p> <ul style="list-style-type: none"> writes narratives to develop in depth real or imagined experiences or events consistently using effective technique, relevant descriptive details, and well-structured event sequences: effectively engages and orients the reader by establishing a
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	<p>attempts to engage and orient the reader by establishing a context and introducing a narrator, characters, or both; attempts to organize an event sequence that unfolds naturally and logically; attempts to use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; attempts to use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; attempts to use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events; attempts to provide a conclusion that follows from the narrated</p>	<p>sequence; uses narrative techniques, such as dialogue, pacing, or description, to develop experiences, events, and/or characters; uses transition words, phrases, or clauses to convey sequence or signal shifts from one time frame or setting to another; uses precise words or phrases, some relevant descriptive details, and/or some sensory language to convey experiences or events; provides a simplistic conclusion that follows from the narrated experiences or events.</p>	<p>characters, or both; organizes an event sequence that unfolds naturally and logically; uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events; provides a conclusion that follows from the narrated experiences or events.</p>	<p>context and introducing a narrator, characters, or both; strategically organizes an event sequence that unfolds naturally and logically; consistently uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; consistently uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; consistently uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events; provides a conclusion that follows from the narrated experiences or events.</p>
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6.W.R.27	<p>experiences or events.</p> <ul style="list-style-type: none"> attempts to conduct short research projects to answer a question, drawing on several sources and attempting to refocus the inquiry when appropriate. 	<ul style="list-style-type: none"> conducts simplistic short research projects to answer a question, drawing on some sources and refocusing the inquiry when appropriate. 	<ul style="list-style-type: none"> conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 	<ul style="list-style-type: none"> thoroughly conducts short research projects to answer a question, consistently drawing on several sources and refocusing the inquiry when appropriate.
6.W.R.28	<ul style="list-style-type: none"> attempts to gather relevant information from multiple print and digital sources; attempts to assess the credibility of each source; attempts to quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing bibliographic information for sources. 	<ul style="list-style-type: none"> gathers some relevant information from multiple print and digital sources; assesses the credibility of some sources; and quotes or paraphrases some data and conclusions of others while avoiding plagiarism and providing some bibliographic information for sources. 	<ul style="list-style-type: none"> gathers relevant information from multiple print and digital sources; assesses the credibility of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 	<ul style="list-style-type: none"> strategically gathers relevant information from multiple print and digital sources; consistently assesses the credibility of each source; and strategically quotes or paraphrases the data and conclusions of others while avoiding plagiarism and providing complete bibliographic information for sources.
6.W.R.29	<ul style="list-style-type: none"> attempts to draw evidence from literary or informational texts to support analysis, reflection, and/or research. 	<ul style="list-style-type: none"> draws some evidence from literary or informational texts to partially support analysis, reflection, and/or research. 	<ul style="list-style-type: none"> draws evidence from literary or informational texts to support analysis, reflection, and research. 	<ul style="list-style-type: none"> draws relevant evidence from literary or informational texts to support thorough analysis, reflection, and research.

Language				
	A student at this level	A student at this level	A student at this level	A student at this level
6.L.C.37	<ul style="list-style-type: none"> demonstrates emerging command of the conventions of Standard English grammar and usage when writing or speaking; attempts to demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects; attempts to ensure that pronouns are in the proper case (subjective, objective, possessive); attempts to use intensive pronouns (e.g., <i>myself, ourselves</i>); attempts to recognize inappropriate shifts in pronoun number and person; attempts to recognize vague 	<ul style="list-style-type: none"> partially demonstrates command of the conventions of Standard English grammar and usage when writing or speaking; demonstrates some knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, or with indefinite pronouns as subjects; ensures that some pronouns are in the proper case (subjective, objective, possessive); uses some intensive pronouns (e.g., <i>myself, ourselves</i>); recognizes and corrects inappropriate shifts in pronoun number or person; recognizes or corrects some vague pronouns (i.e., ones with unclear or ambiguous antecedents); recognizes some variations from Standard English in his or her own and others' writing and identifies or uses some strategies to improve expression in conventional language. 	<ul style="list-style-type: none"> demonstrates command of the conventions of Standard English grammar and usage when writing or speaking; demonstrates knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects; ensures that pronouns are in the proper case (subjective, objective, possessive); uses intensive pronouns (e.g., <i>myself, ourselves</i>); recognizes and corrects inappropriate shifts in pronoun number and person; recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous antecedents); recognizes variations from Standard English in his or her own and others' writing and identifies and uses strategies to improve expression in conventional language. 	<ul style="list-style-type: none"> consistently demonstrates command of the conventions of Standard English grammar and usage when writing or speaking; consistently demonstrates knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects; consistently ensures that pronouns are in the proper case (subjective, objective, possessive); consistently uses intensive pronouns (e.g., <i>myself, ourselves</i>); consistently recognizes and corrects inappropriate shifts in pronoun number and person; consistently recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous antecedents); consistently recognizes variations from Standard English in his or her own

	<p>pronouns (i.e., ones with unclear or ambiguous antecedents); attempts to recognize variations from Standard English in his or her own and others' writing and attempts to identify and use strategies to improve expression in conventional language.</p>			<p>and others' writing and consistently identifies and uses strategies to improve expression in conventional language.</p>
6.L.C.38	<ul style="list-style-type: none"> demonstrates emerging command of the conventions of Standard English capitalization, punctuation, and spelling when writing: attempts to use basic punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; attempts to spell correctly. 	<ul style="list-style-type: none"> partially demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing: uses some punctuation (commas, parentheses, dashes) to set off some nonrestrictive/parenthetical elements; spells some words correctly. 	<ul style="list-style-type: none"> demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing: uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells correctly. 	<ul style="list-style-type: none"> consistently demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing: consistently uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells unfamiliar words correctly.
6.L.V.40	<ul style="list-style-type: none"> attempts to determine or clarify the meaning of unknown and 	<ul style="list-style-type: none"> determines or clarifies the meaning of some unknown and multiple-meaning words and 	<ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on 	<ul style="list-style-type: none"> consistently determines or clarifies the meaning of unknown and multiple-meaning words and

	<p>multiple-meaning words and phrases based on <i>Grade 6 reading and content</i>, choosing flexibly from a range of strategies: attempts to 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; attempts to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>audiences, auditory, audible</i>); attempts to 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; attempts to verify the preliminary determination of</p>	<p>phrases based on <i>Grade 6 reading and content</i>, choosing flexibly from a range of strategies: uses some 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; uses some common, grade-appropriate Greek or Latin affixes or roots as clues to the meaning of a word (e.g., <i>audiences, auditory, audible</i>); consults 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; verifies the preliminary determination of the meaning of some words or phrases (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><i>Grade 6 reading and content</i>, choosing flexibly from a range of strategies: uses 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; uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>); consults 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; verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>phrases based on <i>Grade 6 reading and content</i>, choosing flexibly from a range of strategies: consistently uses 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 an unfamiliar word or phrase; consistently uses grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>audiences, auditory, audible</i>); consults 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; consistently verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
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6.L.V.41	<p>the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> demonstrates emerging understanding of figurative language, word relationships, and nuances in word meanings: attempts to interpret figures of speech (e.g., personification) in context; attempts to use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words; attempts to distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>). 	<ul style="list-style-type: none"> demonstrates simplistic understanding of figurative language, word relationships, or nuances in word meanings: interprets some figures of speech (e.g., personification) in context; uses the relationship between some particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words; distinguishes among the connotations (associations) of some words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>). 	<ul style="list-style-type: none"> demonstrates understanding of figurative language, word relationships, and nuances in word meanings: interprets figures of speech (e.g., personification) in context; uses the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words; distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>). 	<ul style="list-style-type: none"> consistently demonstrates understanding of figurative language, word relationships, and nuances in word meanings: interprets figures of speech (e.g., personification) in context; uses the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words; consistently distinguishes among the connotations (associations) of unfamiliar words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).
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