Student Personal Learning Goals – ELA (Grade 6) Edition

Standard	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
6.RL.1 (EbSR, HT, MC, MS, InC)	I can refer to the text generally to support my analysis of what the text says explicitly	I can identify textual evidence that supports my analysis of what the text says explicitly.	I can cite textual evidence to support my analysis of what the text says explicitly. I can cite textual evidence to support my inferences drawn from the text.	I can apply strong textual evidence in supporting my complex inference. I can apply strong textual evidence in supporting my analysis of the text.
6.RL.2 (EbSR, HT, MC, MS, InC, GM-GMT, M-TM)	I can identify a theme or central idea of a text. I can provide a basic list of events in a text.	I can identify a theme or central idea of a text. I can provide a simple summary of a text distinct from personal opinions or judgments.	I can determine a theme or central idea of a text and how it is conveyed through particular details. I can provide a summary of the text distinct from personal opinions or judgments.	I can evaluate themes or central ideas in regard to major/minor themes and how they are conveyed through particular details. I can provide a comprehensive summary of a text distinct from personal opinions or judgments.
6.RL.3 (EbSR, HT, MC, MS, InC, GM-GMT, M-TM)	I can identify a basic plot of a particular story or drama. I can recognize that the characters change during the story.	I can describe how the plot of a particular story or drama unfolds. I can describe how the characters change overall.	I can describe how the plot of a particular story or drama unfolds in a series of episodes. I can describe how the characters respond or change as the plot moves toward a resolution.	I can analyze how the plot of a particular story or drama unfolds in a series of episodes. I can analyze how the responses and changes of complex characters contribute to the plot as it moves toward a resolution.
6.RL.4 (EbSR, HT, MC, MS, GM-GMT)	I can identify the literal meaning of simple words and phrases as they are used in a text.	I can distinguish between literal, figurative, and connotative meanings of words and phrases as they are used in a text. I can identify the impact of specific word choice on meaning and tone.	I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. I can analyze the impact of specific word choice on meaning and tone.	I can analyze the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and assess their effectiveness. I can evaluate the impact of specific word choice on meaning and tone.

6.RL.5 (EbSR, HT, MC, MS, InC, GM-GMT)	I can identify a particular sentence, chapter, scene, or stanza that contributes to the overall structure of a text.	I can describe how a particular sentence, chapter, scene, or stanza contributes to the overall structure and development of a text	I can 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.	I can articulate why the author includes a particular sentence, chapter, scene, or stanza, and analyzes how it affects the overall structure of a text and contributes to the development of the theme, setting, or plot throughout the text.
6.RL.6 (EbSR, HT, MC, MS, InC, GM-GMT, M-TG)	I can identify the point of view of the narrator or speaker in a text.	I can describe the point of view of the narrator or speaker in a text.	I can explain how an author develops the point of view of the narrator or speaker in a text.	I can analyze how an author develops the point of view of the narrator or speaker in a text. I can cite evidence to support my analysis.
6.RL.7 (EbSR, HT, MC, MS, InC, GM-GMT, M-TG, SCR)	I can determine the similarities in the experience of reading a story, drama, or poem and listening to or viewing an audio, video, or live version of the text.	I can compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.	I can compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. I can include contrasting what he or she "sees" and "hears" when reading the text with what he or she perceives when listening or watching.	I can compare and contrast, then analyze, the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. I can analyze what he or she "sees" and "hears" when reading the text compared to what he or she perceives when listening or watching.
6.RL.9 (EbSR, HT, MC, MS, InC, GM-GMT, M-TG, SCR)	I can identify various textual elements in different forms or genres with similar themes or topics	I can determine 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 can compare, contrast, and analyze/evaluate 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.

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6.RI.1 (EbSR, HT, MC, MS, InC, GM-GMT, M-TG)	I can refer to the text generally to support my analysis of what the text says explicitly.	I can identify textual evidence that supports my analysis of what the text says explicitly.	I can cite textual evidence to support my analysis of what the text says explicitly. I can cite textual evidence to support my inferences drawn from the text.	I can apply strong textual evidence in supporting my complex inference. I can apply strong textual evidence in supporting my analysis of the text.
6.RI.2 (EbSR, HT, MC, MS, InC, GM-GMT)	I can identify a central idea of a text. I can provide a basic list of events in a text.	I can identify a central idea of a text. I can provide a simple summary of a text distinct from personal opinions or judgments.	I can determine a central idea of a text and how it is conveyed through particular details. I can provide a summary of the text distinct from personal opinions or judgments.	I evaluate central ideas and how they are conveyed through particular details. I can provide a comprehensive summary of a text distinct from personal opinions or judgments.
6.RI.3 (EbSR, HT, MC, MS, InC, GM-GMT, M-TG, SCR)	I can identify how a key individual, event, or idea is introduced and illustrated in a text.	I can explain how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).	I can analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).	I can analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes) . I can analyze relationships among key individuals, events, or ideas.
6.RI.4 (EbSR, HT, MC, MS)	I can identify the literal meaning of simple words and phrases as they are used in a text.	I can distinguish between some literal, figurative, and connotative meanings of words and phrases as they are used in a text.	I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	I can analyze the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. I can evaluate the impact of specific word choice.

6.RI.5 (EbSR, HT, MC, MS, InC, GM-GMT, M-TG)	I can locate a particular sentence, paragraph, chapter, or section that contributes to the development of the key ideas of a text.	I can explain how a particular sentence, paragraph, chapter, or section contributes to the overall structure of a text and contributes to the development of the ideas.	I can 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.	I can articulate why the author uses a particular sentence, paragraph, chapter, or section, and analyzes how it affects the overall structure of a text and contributes to the development of the ideas.
6.RI.6 (EbSR, HT, MC, MS, InC, GM-GMT, M-TG, SCR)	I can identify an author's explicit point of view or purpose in a text.	I can identify an author's point of view or purpose in a text. I can identify an example of where it is conveyed in the text.	I can determine an author's point of view or purpose in a text. I can explain how it is conveyed in the text.	I can analyze an author's point of view and purpose in a text. I can provide textual evidence to show how the author's point of view and purpose are conveyed in the text.
6.RI.7 (GR, EbSR, MS, MC, SCR)	I can identify key information presented in different media or formats (e.g., visually, quantitatively) as well as in words.	I can integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to show a partially developed understanding of a topic or issue.	I can 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.	I can evaluate and synthesize information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a comprehensive understanding of a topic or issue.
6.RI.8 (EbSR, HT, MC, MS, InC, GM-GMT, M-TG)	I can identify specific claims, reasoning, and evidence in a text.	I can determine the argument and specific claims, reasoning, and evidence in a text.	I can 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.	I can trace and evaluate the argument and specific claims in a text, analyzing how the reasoning and evidence support or do not support the claim.
6.RI.9 (EbSR, HT, MC, MS, InC, GM-GMT, M-TG, SCR)	I can identify explicit similarities or differences between two authors' presentations of events.	I can compare and contrast the ways in which two authors present events differently.	I can compare and contrast one author's presentation of events with that of another.	I can compare and contrast one author's presentation of events with that of another. I can evaluate the effect and impact of the different presentations.

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Standard	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
6.W.1 (WP)	I can write arguments to support claims: a. introduce claim(s). b. support claim(s) with reasons, using sources or non-textual evidence and demonstrating a basic understanding of the topic or text. c. use words, phrases, and clauses to state the claim(s) and reasons. d. use an informal style. e. provide a concluding statement or section that illogically follows from the argument presented.	I can write arguments to support claims with clear reasons and evidence: a. introduce claim(s) and organizes the reasons and evidence with purpose. b. support claim(s) with reasons and evidence, using appropriate sources and demonstrating a general understanding of the topic or text. c. use words, phrases, and clauses to state the relationships among claim(s) and reasons. d. establish a formal style but does not consistently maintain it. e. provide a concluding statement or section that partially follows from the argument presented.	I can write arguments to support claims with clear reasons and relevant evidence: a. introduce claim(s) and organizes the reasons and evidence clearly. b. support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. establish and maintain a formal style. e. provide a concluding statement or section that follows from the argument presented.	I can write arguments to support claims with clear reasons and relevant evidence: a. introduce solid claim(s) and organize the reasons and evidence clearly and logically. b. support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating a thorough understanding of the topic or text. c. use words, phrases, and clauses to clarify and elaborate on the relationships among claim(s) and reasons. d. establish and maintains a formal style. e. provide a well-developed concluding section that clearly and logically follows from the argument presented.
6.W.2 (WP)	I can write informative/explanatory texts to restate a topic and convey ideas, concepts, and information through the selection and organization of content:	I can write informative/explanatory texts to explain a topic and convey ideas, concepts, and information through the selection and organization of relevant content:	I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: a. introduce a topic; organizes ideas, concepts, and information, use strategies such as	I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: a. clearly introduce a topic; logically organizes ideas,

	a. partially introduce a topic; organizes ideas, concepts, and information, but inconsistently apply strategies such as definition, classification, comparison/contrast, and cause/effect. b. develop the topic with facts. c. use basic transitions to connect ideas and concepts. d. use some domain-specific vocabulary to inform about or explain the topic. e. use an informal style. f. provide a concluding statement or section that illogically follows from the information or explanation presented.	a. introduce a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings), graphics (e.g., charts, tables) when useful to aiding comprehension. b. develop the topic with facts, definitions, details, quotations, or other information and examples. c. use appropriate transitions to connect ideas and concepts. d. use some precise language and domain- specific vocabulary to inform about or explain the topic. e. establish a formal style but does not consistently maintain it. f. provide a basic concluding statement or section that partially follows from the information or explanation presented.	definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings) and graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension. b. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. use appropriate transitions to clarify the relationships among ideas and concepts. d. use precise language and domain-specific vocabulary to inform about or explain the topic. e. establish and maintains a formal style. f. provide a concluding statement or section that follows from the information or explanation presented.	concepts, and information, use strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) in a way that enhances the explanation. b. develop the topic with significant facts, definitions, concrete details, insightful quotations, or other information and examples. c. use appropriate transitions to clarify and elaborate on the relationships among ideas and concepts. d. use precise language and domain-specific vocabulary to enhance the explanation of the topic. e. establish and maintain a formal style. f. provide a well-developed concluding statement or section that clearly and logically follows from the information or explanation presented.

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6.SL.2 (EbSR, MC, MS)	I can recall information presented in diverse media and formats and identify a topic, text, or issue under study.	I can recall information presented in diverse media and formats and describe details related to a topic, text, or issue under study.	I can interpret information presented in diverse media and formats. I can explain how it contributes to a topic, text, or issue under study.	I can interpret and evaluate information presented in diverse media and formats. I can explain how it contributes to a topic, text, or issue under study.
6.SL.3 (EbSR, MC, MS)	I can identify a speaker's argument and specific claims.	I can identify a speaker's argument and specific claims. I can recognize that some claims are not supported by reasons and evidence.	I can delineate a speaker's argument and specific claims. I can distinguish claims that are supported by reasons and evidence from claims that are not.	I can delineate a speaker's argument and specific claims. I can critique claims and evaluate whether or not they are supported by reasons and evidence.
6.L.1 (MC, EbSR)	I can demonstrate some understanding of the conventions of Standard English grammar and usage when writing or speaking: a. can sometimes identify pronouns in the proper case (subjective, objective, and possessive) and inconsistently uses them. b. sometimes use intensive pronouns (myself, ourselves). c. sometimes recognize and correct inappropriate shifts in pronoun number and person.	I can demonstrate understanding of the conventions of Standard English grammar and usage when writing or speaking: a. identify pronouns in the proper case (subjective, objective, and possessive) and generally ensure they are used appropriately. b. generally use intensive pronouns (myself, ourselves). c. generally recognize and correct inappropriate shifts in pronoun number and person. d. generally recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	I can demonstrate command of the conventions of Standard English grammar and usage when writing or speaking: a. ensure that pronouns are in the proper case (subjective, objective, and possessive). b. use intensive pronouns (e.g., myself, ourselves). c. recognize and correct inappropriate shifts in pronoun number and person. d. recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	I can demonstrate strong command of the conventions of Standard English grammar and usage when writing or speaking: a. consistently ensure that pronouns are in the proper case (subjective, objective, and possessive). b. use intensive pronouns (e.g., myself, ourselves). c. recognize and correct inappropriate shifts in pronoun number and person. d. recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

	d. inconsistently recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).			
6.L.2 (MC, EbSR)	I can demonstrate basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. inconsistently use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. spell below-grade-level words correctly.	I can demonstrate understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. generally use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. spell most grade-level words correctly.	I can demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. spell grade-level words correctly.	I can demonstrate strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. spell grade-level words correctly.
6.L.4 (EbSR, HT, MC, MS)	I can inconsistently determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from at least one strategy: a. use below-grade Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). b. use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in	I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choose flexibly from one or more strategies: a. use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). b. 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.	I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: a. use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). b. 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. c. consult reference materials (e.g., dictionaries, glossaries,	I can authoritatively determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: a. use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). b. 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. c. consult reference materials (e.g., dictionaries, glossaries,

	a sentence) as a clue to the meaning of a straightforward word or phrase. c. consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. verify the preliminary determination of the meaning of a below-grade word or phrase.	c. consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. verify the preliminary determination of the meaning of a word or phrase.	thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. verify the preliminary determination of the meaning of a word or phrase.	thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. verify the preliminary determination of the meaning of a word or phrase.
6.L.5 (MC, MS)	I can demonstrate limited understanding of figurative language, word relationships, and nuances in word meanings: a. inconsistently recognize figures of speech (e.g., personification) in context. b. inconsistently use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to	I can demonstrate basic understanding of figurative language, word relationships, and nuances in word meanings: a. recognize figures of speech (e.g., personification) in context. b. generally use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. recognize the connotations (associations) of words with similar denotations	I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings: a. interpret figures of speech (e.g., personification) in context. b. use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	I can demonstrate deep understanding of figurative language, word relationships, and nuances in word meanings: a. interpret figures of speech (e.g., personification) in context. b. use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy,

	better understand each of the words. c. inconsistently recognize the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	(definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).		scrimping, economical, unwasteful, thrifty).