

6th Grade Language Arts Power Standards

1. Text Types and Purposes in Writing

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
<p>Student creates and writes appropriately to text type using claims with clear reasoning, and relevant, original evidence.</p> <p>Student writes narratives to develop real or imagined experiences using distinctive technique.</p> <p>Student produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Student provides unique descriptive details, and distinctly well-structured event sequences when needed.</p>	<p>Student writes appropriately to text type using claims with clear reasoning and relevant evidence.</p> <p>Student writes narratives to develop real or imagined experiences using effective technique.</p> <p>Student produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, providing relevant descriptive details, and well-structured event sequences when needed.</p>	<p>Student writes appropriately to text type using claims with some reasoning and relevant evidence.</p> <p>Student writes narratives to develop real or imagined experiences, but is inconsistent using effective technique.</p> <p>Student lacks clear and coherent writing at times. Development, organization, and style are sometimes inappropriate to task, purpose, and audience. Student needs to provide more relevant descriptive details, and well-structured event sequences with more independence.</p>	<p>Student struggles to write appropriately to text type using claims with little to absent reasoning and relevant evidence.</p> <p>Student writes narratives to develop real or imagined experiences, but consistently lack coherency and clarity.</p> <p>Development, organization, and style are often inappropriate to task, purpose, and audience. Student rarely provides relevant descriptive details, and lacks well-structured event sequences unless provided by teacher.</p>

2. Writing Process, Including Research to Build and Present Knowledge

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
<p>Student develops and strengthens writing beyond expectations. Student's planning, revising, editing, and rewriting skills far exceed grade-level target.</p> <p>Student independently uses technology to gather relevant information, produce and publish writing, and with little guidance can provide basic bibliographic information for sources.</p> <p>Student draws evidence with ease from literary or informational text to support analysis, reflection, and research.</p>	<p>Student develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Student uses technology to gather relevant information, produce and publish writing, and with guidance can provide basic bibliographic information for sources.</p> <p>Student draws evidence from literary or informational text to support analysis, reflection, and research.</p>	<p>Student develops and strengthens writing as needed with assistance. Planning, revising, editing, rewriting, or trying a new approach occurs with teacher support.</p> <p>Student uses technology with close supervision to gather relevant information, produce and publish writing. Student needs guided teacher support to provide basic bibliographic information for sources.</p> <p>Student struggles to draw evidence from literary or informational text to support analysis, reflection, and research.</p>	<p>Student needs much support to develop and strengthens writing. Attempts at planning, revising, editing, and rewriting occur with close teacher intervention.</p> <p>Student uses technology with close supervision to gather relevant information, produce and publish writing. Student struggles to provide basic bibliographic information for sources.</p> <p>Student cannot draw evidence from literary or informational text to support analysis, reflection, and research without extensive help from teacher.</p>

3. Range of Writing

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
<p>Student writes with ease over extended time frames: for research and reflection, and revision.</p> <p>Student writes for shorter time frames, (a single sitting or a day or two), for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Student writes when required over extended time frames: for research and reflection, and will revise when asked. Student writes for shorter time frames, (a single sitting or a day or two), for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Student writes when required over extended time frames: for research and reflection. Revision is difficult. Student writes for shorter time frames, (a single sitting or a day or two),but has a limited range regarding discipline-specific tasks, purposes, and audiences</p>	<p>Student struggles to write over extended time frames: for research or reflection. Revision is difficult. Student writes for shorter time frames, (a single sitting or a day or two), but has a limited range regarding discipline-specific tasks, purposes, and audiences.</p>

4. Word Knowledge and Writing Conventions

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
<p>Student consistently demonstrates age appropriate conventions of grammar and usage, by using proper spelling, punctuation, pronoun usage, and varying sentence patterns while maintaining consistency and style.</p> <p>Student can consistently determine or clarify the meaning of unknown and multiple-meaning words, while understanding phrases and figurative language.</p>	<p>Student usually demonstrates age appropriate conventions of grammar and usage, by using proper spelling, punctuation, pronoun usage, and varying sentence patterns while maintaining consistency and style.</p> <p>Student can determine or clarify the meaning of unknown and multiple-meaning words, while understanding phrases and figurative language.</p>	<p>Student inconsistently demonstrates age appropriate conventions of grammar and usage, by using proper spelling, punctuation, pronoun usage, and varying sentence patterns while maintaining consistency and style.</p> <p>Student can inconsistently determine or clarify the meaning of unknown and multiple-meaning words, while inconsistently understanding phrases and figurative language.</p>	<p>Student rarely demonstrates age appropriate conventions of grammar and usage, by using proper spelling, punctuation, pronoun usage, and varying sentence patterns while maintaining consistency and style.</p> <p>Student rarely can determine or clarify the meaning of unknown and multiple-meaning words, while rarely understanding phrases and figurative language.</p>

5. Speaking and Listening

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
<p>Student always prepares and effectively engages in collaborative discussions while expressing their ideas clearly.</p> <p>Student vibrantly presents claims and findings logically while using pertinent details to accentuate main ideas.</p> <p>Student consistently uses appropriate eye contact, adequate volume, clear pronunciation, and posture.</p>	<p>Student prepares and effectively engages in collaborative discussions while expressing their ideas clearly.</p> <p>Student presents claims and findings logically while using pertinent details to accentuate main ideas.</p> <p>Student uses appropriate eye contact, adequate volume, clear pronunciation, and posture.</p>	<p>Student sometimes prepares and engages in collaborative discussions while expressing their ideas.</p> <p>Student sometimes presents claims and findings logically while using some details to support main ideas.</p> <p>Student sometimes uses appropriate eye contact, adequate volume, clear pronunciation, and posture.</p>	<p>Student is rarely prepared and ineffectively engages in collaborative discussions while inappropriately expressing their ideas.</p> <p>Student rarely presents claims and findings logically while using minimal to no details to support main ideas.</p> <p>Student rarely uses appropriate eye contact, adequate volume, clear pronunciation, and posture.</p>