

Sixth Grade Literacy Scales

Students will be able to use combined knowledge of letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.

4	Student is able to meet all level 3 objectives in above grade level texts.
3	Student is able to meet all of level 2 objectives and recognizes of word parts automatically. Students use knowledge of letters and sounds, syllable patterns and morphology to read grade level words in a text with accuracy.
2	Student is able to meet all of level 1 objectives and can decode word parts, but do not have automaticity. Student uses some, but not all, grade level syllable patterns and morphology to read grade level words in text/lists, with accuracy.
1	Student is able to understand what syllables are, what a meaningful word part is (morphology), and that words are made of parts.

Students will be able to read with sufficient accuracy and fluency to support comprehension.

4	Student is able to meet all level 3 objectives in above grade level texts.
3	Student is able to read grade level text with appropriate rate, expression, and phrasing to support comprehension.
2	Student is able to do all level one objectives without help and read with accuracy. Student's rate, expression and/or phrasing is below benchmark.
1	Student is able to define accuracy, rate, expression and phrasing with help.

Students will be able to determine a theme or central idea of a narrative text and provide a summary.

4	Student is able to meet all level 3 objectives and is able to connect the theme with another text.
3	Student is able to meet all level 2 objectives and write a summary independently.
2	Student is able to meet level 1 objective(s) and identify a theme of a text and can provide a summary with support.
1	Student is able to define theme.

Students will be able to write narrative pieces to develop real or imagined experiences or events using effective technique, appropriate details, and event sequences.

4	Student is able to meet all level 3 objectives independently from a different perspective.
3	Student is able to meet all level 2 objectives independently and write narrative pieces to develop real or imagined experiences using effective technique, appropriate details, and event sequences.
2	Student is able to meet all level 1 objectives and create an organized sequence of events with sensory detail and dialogue with help (e.g. graphic organizer).
1	Student is able to develop a focused topic and can identify the elements of a narrative

Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (also including capitals, punctuation, paragraphing, spelling)

4	Student is able to demonstrates skills above grade level with virtually no errors in the five conventions (capitalization, punctuation, paragraphing, spelling, and grammar/usage)
3	Student is able to meet level 2 objectives and use complex sentences effectively.
2	Student is able to meet all level 1 objectives and use consistent verb tense and/or use complex sentence structures with help.
1	Student is able to communicate using grammatically correct simple sentences.

Students will be able to integrate information from a variety of media sources or formats to understand a topic.

4	Student is able to meet all level 3 objectives in above grade level texts.
3	Student is able to meet level 2 objectives and use information from text/graphic features to show understanding of a topic.
2	Student is able to explain how one identified text/graphic feature helps illustrate a topic to the reader with the help.
1	Student is able to identify a variety of text/graphic features

Students will be able to determine the author's point of view or purpose in an informational text and explain how it is conveyed.

4	Student is able to meet all level 3 objectives in above grade level texts.
3	Student is able to meet level 2 objectives and explain how the point of view is communicated with textual evidence.
2	Student is able to Identify author's point of view but cannot yet support it with text evidence, or can only do so with support.
1	Student is able to define author's point of view.

Students will be able to analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes and explained in an informational text.).

4	Student is able to meet all level 3 objectives in above grade level texts.
3	Student is able to independently use adequate text evidence to support an explanation of how a key individual, event or idea is introduced and explained.
2	Student is able to meet level one objectives, and use text evidence to support an explanation of how a key individual, event or idea is introduced and explained with a graphic organizer.
1	Student is able to identify key individuals, events or ideas in a text and explain the sequence of events or ideas in a text.

Growing Learners, Preparing Students

Students will be able to compare and contrast texts in different forms (e.g. listening/watching vs. reading).

4	Student is able to meet all level 3 objectives in above grade level texts with text evidence to support.
3	Student is able to meet all level 2 objectives independently.
2	Student is able to meet all of level 1 objectives independently and compares and contrasts texts in different forms with a graphic organizer.
1	Student is able to define compare and contrast.

Students will be able to analyze the overall structure of a text and how it contributes to the development of the theme, setting or plot.

4	Student is able to meet all level 3 objectives in above grade level texts.
3	Student is able to analyze the overall structure of a text and how it contribute(s) to the development of the theme, in addition to setting and plot.
2	Student is able to meet all level 1 objectives and can analyze how the setting or structure contributes to the development of the plot.
1	Student is able to define elements of a text structure such as chapters, scenes and stanzas. Student can identify the setting of a narrative.

Students will be able to identify and evaluate an argument distinguishing claims that are supported by reasons and evidence.

4	Student is able to meet all level 3 objectives in above grade level texts.
3	Student is able to meet all level 2 objectives independently and distinguish claims that are supported by reasons and evidence from those that are not supported with reasons and evidence.
2	Student is able to meet level 1 objectives and can identify claims, evidence and reasons in a text with support. (Sentence frames, word banks, fill in the blank, etc.)
1	Student is able to define the words fact, opinion, claims, evidence, and reasons.

Students will be able to compare and contrast an author's presentation of events with that of another text. (memoir and a biography on the same person.)

4	Student is able to meet all level 3 objectives in above grade level texts.
3	Student is able to compare and contrast different author's presentations of the same event/person independently.
2	Student is able to meet level 1 objectives and Compare and contrast different author's presentations of the same event/person with support (e.g. teacher led, paragraph frame)
1	Student is able to define compare and contrast.

Students will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

4	Student is able to meet all level 3 objectives with above grade level sentence structure.
3	Student is able to meet all level 2 objectives independently and can produce clear writing with appropriate style and purpose.
2	Student is able to meet all of level 1 objectives independently and can produce clear writing in which the development and organization are appropriate with help (e.g. graphic organizer).
1	Student is able to explain the writing process.

Students will be able to conduct short research projects to answer a question, drawing on several sources.

4	Student is able to meet all level 3 objectives in above grade level topics.
3	Student is able to meet all level 2 objectives independently and can identify and evaluate credible sources to draw on for research.
2	Student is able to meet all of level 1 objectives independently and identify sources and draw on them to answer a question with help and can organize research with help (e.g. graphic organizer)
1	Student is able to explain the process of conducting short research projects.

Students will be able to come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

4	Student is able to meet all level 3 objectives independently, above grade level.
3	Student is able to meet all level 2 independently objectives and can probe and reflect on ideas under discussion.
2	Student is able to meet level one objectives and is able to explicitly draw on material/text, or refer to evidence, with help.
1	Student is able to demonstrate preparation for discussion and can participate demonstrating basic understanding, if not able to explicitly draw on their preparation.

Students will be able to use a variety of strategies (knowledge of Greek/Latin Roots and forming of words, context) to determine the meaning of unknown/multiple meaning words or phrases as they are used in a text.

4	Student is able to meet all level 3 objectives in above grade level texts.
3	Student is able to meet level 2 objectives and use multiple strategies to determine the meaning of unknown/multiple meaning words or phrases.
2	Student is able to meet level 1 objective(s) and use at least one strategy to determine the meaning of unknown/multiple meaning words or phrases.
1	Student is able to define inference, context clues, prefixes and suffixes.

These are end of the year 6th Grade Literacy goals

