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| **Common Core State Standards** | **Exceeds** | **Meets** | **Nearly Meets** | **Does Not Yet Meet** |
| [CCSS.ELA-LITERACY.L.6.1.A](http://www.corestandards.org/ELA-Literacy/L/6/1/a/) Ensure that pronouns are in the proper case (subjective, objective, possessive). |  |  |  |  |
| [CCSS.ELA-LITERACY.L.6.1.B](http://www.corestandards.org/ELA-Literacy/L/6/1/b/) Use intensive pronouns (e.g., myself, ourselves). |  |  |  |  |
| [CCSS.ELA-LITERACY.L.6.1.C](http://www.corestandards.org/ELA-Literacy/L/6/1/c/) Recognize and correct inappropriate shifts in pronoun number and person.\* |  |  |  |  |
| [CCSS.ELA-LITERACY.L.6.1.D](http://www.corestandards.org/ELA-Literacy/L/6/1/d/) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\* |  |  |  |  |
| [CCSS.ELA-LITERACY.L.6.1.E](http://www.corestandards.org/ELA-Literacy/L/6/1/e/) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\* |  |  |  |  |
| [CCSS.ELA-LITERACY.L.6.2.B](http://www.corestandards.org/ELA-Literacy/L/6/2/b/) Spell correctly. |  |  |  |  |
| [CCSS.ELA-LITERACY.L.6.3.A](http://www.corestandards.org/ELA-Literacy/L/6/3/a/) Vary sentence patterns for meaning, reader/listener interest, and style.\* |  |  |  |  |
| [CCSS.ELA-LITERACY.L.6.3.B](http://www.corestandards.org/ELA-Literacy/L/6/3/b/) Maintain consistency in style and tone.\* |  |  |  |  |
| [CCSS.ELA-LITERACY.L.6.4.A](http://www.corestandards.org/ELA-Literacy/L/6/4/a/) 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. |  |  |  |  |
| [CCSS.ELA-LITERACY.L.6.4.C](http://www.corestandards.org/ELA-Literacy/L/6/4/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. |  |  |  |  |
| [CCSS.ELA-LITERACY.W.6.2.A](http://www.corestandards.org/ELA-Literacy/W/6/2/a/) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  [CCSS.ELA-LITERACY.W.6.2.B](http://www.corestandards.org/ELA-Literacy/W/6/2/b/) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |  |  |  |  |
| [CCSS.ELA-LITERACY.W.6.2.D](http://www.corestandards.org/ELA-Literacy/W/6/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic. |  |  |  |  |
| [CCSS.ELA-LITERACY.W.6.2.F](http://www.corestandards.org/ELA-Literacy/W/6/2/f/) Provide a concluding statement or section that follows from the information or explanation presented. |  |  |  |  |
| [CCSS.ELA-LITERACY.W.6.3.A](http://www.corestandards.org/ELA-Literacy/W/6/3/a/) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |  |  |  |  |
| [CCSS.ELA-LITERACY.W.6.3.C](http://www.corestandards.org/ELA-Literacy/W/6/3/c/) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |  |  |  |  |
| [CCSS.ELA-LITERACY.W.6.3.E](http://www.corestandards.org/ELA-Literacy/W/6/3/e/) Provide a conclusion that follows from the narrated experiences or events |  |  |  |  |
| [CCSS.ELA-LITERACY.W.6.4](http://www.corestandards.org/ELA-Literacy/W/6/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  [CCSS.ELA-LITERACY.W.6.5](http://www.corestandards.org/ELA-Literacy/W/6/5/) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 [here](http://www.corestandards.org/ELA-Literacy/L/6/).)  [CCSS.ELA-LITERACY.W.6.6](http://www.corestandards.org/ELA-Literacy/W/6/6/) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |  |  |  |  |
| [CCSS.ELA-LITERACY.W.6.7](http://www.corestandards.org/ELA-Literacy/W/6/7/) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  [CCSS.ELA-LITERACY.W.6.8](http://www.corestandards.org/ELA-Literacy/W/6/8/) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |  |  |  |  |
| [CCSS.ELA-LITERACY.W.6.10](http://www.corestandards.org/ELA-Literacy/W/6/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |  |  |  |  |
| [CCSS.ELA-LITERACY.RI.6.4](http://www.corestandards.org/ELA-Literacy/RI/6/4/) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |  |  |  |  |
| [CCSS.ELA-LITERACY.RI.6.7](http://www.corestandards.org/ELA-Literacy/RI/6/7/) 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. |  |  |  |  |
| [CCSS.ELA-LITERACY.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |  |  |  |  |
| [CCSS.ELA-LITERACY.RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |  |  |  |  |
| **Total /100** | | | | |