I AM Performance Level Descriptors (PLDs)
Grade 6 English/Language Arts (ELA)

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
Key Ideas and Textual Support/Vocabulary				
6.RL.2.1.a.1	Use specific details in a text to explain what a text says explicitly.	Utilizing supports, identify a detail in a low-complexity text when describing what the text says explicitly.	Refer to details in a low-complexity text when describing what the text says explicitly.	Refer to details in a low- to moderate-complexity text when explaining what the text says explicitly.
6.RL.2.1.a.2	Use specific details from the text to support inferences.	Utilizing supports, identify a detail in a low-complexity text when making inferences.	Refer to details in a low-complexity text when making inferences.	Refer to specific details in a low- to moderate-complexity text when making inferences.
6.RL.2.2.a.1	Determine how a theme or central idea of a work of literature is conveyed through particular details.	Utilizing supports, identify a detail conveying a stated central idea in a low-complexity literature text.	Identify a detail conveying a stated central idea in a low-complexity literature text.	Determine how particular details convey a stated central idea or theme in a low- to moderate-complexity literature text.
6.RL.2.2.a.2	Provide a detailed, objective summary of the text.	Utilizing supports, identify a summary statement from a low-complexity text.	Provide a summary statement of part of a low-complexity text.	Provide a detailed summary statement from a low- to moderate-complexity text.
6.RL.2.3.a.1	Explain how a plot unfolds in a series of episodes.	Utilizing supports, identify sequence of plot events in literature in a low-complexity text.	Sequence plot events in literature in a low-complexity text.	Explain the unfolding of plot in a series of episodes in a low- to moderate-complexity text.
6.RL.2.3.a.2	Explain how the characters respond or change as the narrative advances and moves toward a resolution.	Using visuals and support, identify change(s) in characters in a low-complexity text.	Identify change(s) in characters as the narrative advances and moves toward a resolution in a low-complexity text.	Explain how the characters respond or change as the narrative advances and moves toward a resolution in a moderate-complexity text.
6.RN.2.1.a.1	Use specific details in a text to explain what a text says explicitly.	Utilizing supports, identify a detail in a low-complexity text when describing what the text says explicitly.	Refer to specific details in a low-complexity text when describing what the text says explicitly.	Refer to specific details in a low- to moderate-complexity text when explaining what the text says explicitly.

I AM Performance Level Descriptors (PLDs)
Grade 6 English/Language Arts (ELA)

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
6.RN.2.1.a.2	Use specific details from the text to support inferences.	Utilizing supports, identify a detail in a low-complexity text when describing what the text implies.	Refer to specific details in a low-complexity text when describing what the text implies.	Refer to specific details in a low- to moderate-complexity text when explaining what the text implies.
6-8.LH.2.1.a.1	Cite specific textual evidence to support analysis of primary and secondary sources.	With supports, match details to primary and secondary sources in a low-complexity text.	Identify specific textual evidence to categorize for understanding primary and secondary sources in a low-complexity text.	Cite specific textual evidence to support analysis of primary and secondary sources in a low- to moderate-complexity text.
6-8.LST.2.1.a	Cite specific textual evidence to support analysis of science and technical texts.	With supports, identify details in low-complexity science and technical texts.	Identify specific textual evidence to categorize for understanding low-complexity science and technical texts.	Cite specific textual evidence to support analysis of low- to moderate-complexity science and technical texts.
6.RN.2.2.a.1	Determine how a central idea of a text is conveyed through particular details.	Utilizing supports, identify a detail conveying a stated central idea in a low-complexity text.	Identify a detail conveying a stated central idea in a low-complexity text.	Determine how a variety of particular details convey a stated central idea in a low- to moderate-complexity text.
6.RN.2.2.a.2	Provide a summary of the text distinct from personal opinions or judgments.	Utilizing supports, identify a summary statement of a low-complexity text.	Provide a summary statement of an event or part of a low-complexity text.	Provide an objective summary statement from a low- to moderate-complexity text.
6-8.LH.2.2	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.	With supports, identify an idea of a primary or secondary source; provide a summary of a low-complexity text.	Identify the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions of a low-complexity text.	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 of low- to moderate-complexity texts.
6-8.LST.2.2.a	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.	With supports, determine a central idea or conclusion of a text; provide a summary of the low-complexity text.	Identify the central ideas or conclusions of a text; provide an accurate, objective summary of the low-complexity text.	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the low- to moderate-complexity text.

I AM Performance Level Descriptors (PLDs)
Grade 6 English/Language Arts (ELA)

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
6.RN.2.3.a.1	Analyze in detail how a key individual is introduced, illustrated, and elaborated in a text.	Given visual aids and support, identify key individuals in a low-complexity text.	Identify key individuals in a low-complexity text and provide details about them.	Analyze in detail how a key individual is introduced, illustrated, and elaborated in a moderate-complexity text.
6.RN.2.3.a.2	Analyze in detail how a key event is introduced, illustrated, and elaborated in a text.	Given visual aids and support, identify key events in a low-complexity text.	Identify key events in a low-complexity text and provide details about them.	Analyze in detail how a key event is introduced, illustrated, and elaborated in a moderate-complexity text.
6.RN.2.3.a.3	Analyze in detail how a key idea is introduced, illustrated, and elaborated in a text.	Given visual aids and support, identify key ideas in a low-complexity text.	Identify key ideas in a low-complexity text and provide details about them.	Analyze in detail how a key idea is introduced, illustrated, and elaborated in a moderate-complexity text.
6.RV.2.1.a.1	Use context to determine the meaning of words or phrases.	Use support to determine the meaning of a word in surrounding context in a low-complexity text.	Use surrounding context to determine the meaning of a word in a low-complexity text.	Use context to determine the meaning of a word or phrase in a low- to moderate-complexity text.
6.RV.2.2.a.1	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Utilizing supports, match the relationship between two different words (e.g., cause/effect, part/whole, item/category) in a low-complexity text.	Identify the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words in a low-complexity text.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words in a low- to moderate-complexity text.
6.RV.2.3.a.1	Distinguish among the connotations of words with similar denotations.	Utilizing supports, match the connotations of words with similar denotations in a low-complexity text.	Identify the connotations of words with similar denotations in a low-complexity text.	Distinguish among the connotations of words with similar denotations in a low- to moderate-complexity text.
6.RV.2.4.a.1	Use common, grade-appropriate Greek or Latin roots and affixes and roots as clues to the meaning of a word.	Utilizing supports, match common, below grade level Greek or Latin affixes and roots as clues to the meaning of words in a low-complexity text.	Identify common, below grade level Greek or Latin affixes and roots as clues to the meaning of words in a low-complexity text.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words in a low- to moderate-complexity text.

I AM Performance Level Descriptors (PLDs)
Grade 6 English/Language Arts (ELA)

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
6.RV.3.1.a.1	Determine the meaning of words and phrases as they are used in a work of literature including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	Utilizing supports, match the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings in a low-complexity text.	Identify the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings in a low-complexity text.	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings in a low- to moderate-complexity text.
6.RV.3.1.a.2	Analyze the impact of a specific word choice on meaning and tone.	Using supports, match specific word choice for meaning or tone in a low-complexity text.	Identify specific word choices that impact meaning and tone in a low-complexity text.	Analyze specific word choices that impact meaning and tone in a moderate-complexity text.
6.RV.3.2.a.1	Determine the meaning of words and phrases as they are used in a nonfiction text including figurative (i.e., metaphors, similes, and idioms) connotative, and technical meanings.	Utilizing supports, match the meaning of words and phrases as they are used in a nonfiction text, including figurative and connotative meanings in a low-complexity text.	Identify the meaning of words and phrases as they are used in a nonfiction text, including figurative and connotative meanings in a low-complexity text.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative and connotative meanings in a low- to moderate-complexity text.
6-8.LH.3.1.a.1	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	With supports, match the meaning of words and phrases of specific vocabulary related to history/social studies in a low-complexity text.	Identify the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies in a low-complexity text.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies in a low- to moderate-complexity text.
6-8.LST.3.1.a	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	With supports, match the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Identify the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

I AM Performance Level Descriptors (PLDs)
Grade 6 English/Language Arts (ELA)

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
6.RV.3.3.a.1	Interpret figures of speech (e.g., personification) in context.	Using supports, match figures of speech in context in a low-complexity text.	Identify figures of speech in context in a low-complexity text.	Interpret figures of speech in context in a low- to moderate-complexity text.
Structural Elements/Connection of Ideas/Media Literacy				
6.ML.2.1.a.1	Use evidence to evaluate the accuracy of information presented in multiple media messages.	With support and limited options, identify which information is accurate from multiple media messages.	Identify accurate evidence presented in multiple media messages.	Use evidence to evaluate the accuracy of information presented in multiple media messages.
6.ML.2.2.a.1	Identify the target audience of a particular media message based on its context.	Using support, match the audience of a particular media message to the context.	Identify an audience based on the context of a media message.	Identify the target audience of a particular media message based on its context.
6.RL.3.1.a.1	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature.	Using supports, identify a structure in a work of a low-complexity work of literature.	Identify how a particular sentence, chapter, scene, or stanza fits into the overall structure of a low-complexity work of literature.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature.
6.RL.3.1.a.2	Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, characterization, setting, or plot.	Using supports, identify particular sentences that indicate the setting or plot of a low-complexity text.	Identify how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, characterization, setting, or plot of a low-complexity text.	Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, characterization, setting, or plot.
6.RL.3.2.a.1	Explain how an author develops the point of view of the narrator or speaker in a text.	Using supports, match the point of view of the narrator or speaker in a low-complexity text.	Identify the point of view of the narrator or speaker in a text.	Explain how an author develops the point of view of the narrator or speaker in a text.
6.RL.3.2.a.2	Explain how the narrator or speaker impacts the mood, tone, and meaning of a text.	Using supports and explicit context, identify the narrator or speaker's impact on the mood or tone in a low-complexity text.	Identify the narrator or speaker's impact the mood, tone, and meaning of a text.	Explain how the narrator or speaker impacts the mood, tone, and meaning of a text.

I AM Performance Level Descriptors (PLDs)
Grade 6 English/Language Arts (ELA)

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
6.RN.3.2.a.1	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.	Using supports, identify a structure in a work of a low-complexity text.	Identify how a particular paragraph, chapter, or section fits into the overall structure of a low-complexity text.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.
6.RN.3.2.a.2	Analyze how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas.	Using supports, match sentences to a particular paragraph of a low-complexity text.	Identify how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas of a low-complexity text.	Analyze how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas.
6-8.LH.3.2.a.1	Describe how a text presents information (e.g., sequentially, comparatively, causally).	With supports, identify how a text of low complexity presents information (e.g., sequentially, comparatively, causally).	Identify how a text of low to moderate complexity presents information (e.g., sequentially, comparatively, causally).	Describe how a text presents information (e.g., sequentially, comparatively, causally).

I AM Performance Level Descriptors (PLDs)
Grade 6 English/Language Arts (ELA)

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
6-8.LST.3.2.a	Describe the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	Using supports, identify the structure of a low-complexity text.	Identify the structure and how major sections contribute to the whole in a low- to moderate-complexity text.	Describe the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6.RN.3.3.a.1	Determine an author's perspective or purpose.	With given support and options, match author's purpose with a low-complexity text.	Select from options an author's perspective or purpose with a low-complexity text.	Determine an author's perspective or purpose with a low- to moderate-complexity text.
6-8.LH.3.3.a.1	Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Using supports, match aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Using supports, label aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
6-8.LST.3.3.a	Describe the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Identify an author's purpose for discussing an experiment in a text of low complexity.	Identify an author's purpose for discussing an experiment in a text.	Describe the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
6.RN.3.3.a.2	Explain how an author's perspective is conveyed.	With given support and options, match an author's explicit perspective to how it is conveyed in a low-complexity text.	Identify how an author's perspective is conveyed using a low-complexity text.	Explain how an author's perspective is conveyed in a low- to moderate-complexity text.
6.RN.4.1.a.1	Trace the argument and specific claims in a text.	With supports, identify the argument in a low-complexity text.	Identify the argument and identify claims supporting the argument in a low-complexity text.	Trace the argument and identify the specific claims in a low- to moderate-complexity text.
6.RN.4.1.a.2	Evaluate the claim or argument; determine if it is supported by evidence.	Identify the claim or argument in a low-complexity text.	Identify the claim and supporting evidence in a low-complexity text.	Evaluate the claim or argument; determine if it is supported by evidence in a low- to moderate-complexity text.
6-8.LH.4.2.a.1	Distinguish among fact, opinion, and reasoned judgment in a text.	Using supports, identify facts and opinion in a text of low complexity.	Identify facts, opinions, and reasoned judgements in a text of low to moderate complexity.	Distinguish among fact, opinion, and reasoned judgement in a moderate-complexity text.

I AM Performance Level Descriptors (PLDs)
Grade 6 English/Language Arts (ELA)

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
6-8.LST.4.2.a	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Using supports, identify facts and speculation in a text of low complexity.	Identify facts, reasoned judgments, and speculation in a low- to moderate-complexity text.	Differentiate among facts, reasoned judgment based on research findings, and speculation in a text of moderate complexity.
6-8.LH.4.1.a.1	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Match visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Categorize visual information (e.g., charts, graphs, photographs, videos, or maps) to use with other information in print and digital texts.	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
6-8.LST.4.1.a	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Match quantitative or technical information expressed in words in a text and a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Categorize quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
Writing				
6.W.3.1.a.1	Introduce claim(s), using strategies such as textual analysis, comparison/contrast, and cause/effect in an argument.	When given supports, identify a claim in a given mentor text of low complexity.	Recognize strategies such as textual analysis, comparison/contrast, and cause/effect for a given mentor text of low complexity.	Introduce claim(s), using strategies such as textual analysis, comparison/contrast, and cause/effect in an argument.
6.W.3.1.a.2	Use an organizational structure to group related ideas that support the argument.	Identify features of organizational structure using supports with a given mentor text of low complexity.	Choose an appropriate organizational structure from a list of possibilities with a given mentor text of low complexity.	Use an organizational structure to group related ideas that support the argument.
6.W.3.1.a.3	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text in an argument.	Identify the topic or text in an argument, using support.	Identify relevant evidence to support claims.	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text in an argument.

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6.W.3.1.a.4	Establish and maintain a consistent style and tone appropriate to purpose and audience in an argument.	Identify purpose and audience of an argument. Supports including visuals are used.	Establish style and tone appropriate to purpose and audience for an argument.	Establish and maintain a consistent style and tone appropriate to purpose and audience in an argument.
6.W.3.1.a.5	Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons in an argument.	Using supports (word bank), select transition words that are appropriate for use in a given text of low complexity.	Demonstrate use of sequential transition vocabulary (next, then, afterward, etc.).	Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons in an argument.
6.W.3.1.a.6	Provide a concluding statement or paragraph that follows from the argument presented.	Identify a writer's concluding statement when given support.	Provide a concluding statement for the argument.	Provide a concluding paragraph or statement that restates and supports the argument.
6.W.3.1.a.7	Write arguments in a variety of forms.	When given examples of argument and support, identify different forms of argumentative writing.	Identify appropriate forms of written arguments. Student may prewrite some elements on an argumentative topic but does not write a complete composition.	Write arguments in a variety of forms.
6-8.LH.5.1.a.1	Write arguments focused on discipline- specific content.	When given supports, identify arguments focused on discipline-specific content.	Write argumentative statements or sentences focused on discipline-specific content.	Write arguments focused on discipline- specific content.
6-8.LST.5.1.a	Write arguments focused on discipline-specific content.	When given supports, identify arguments focused on discipline-specific content.	Write argumentative statements or sentences focused on discipline-specific content.	Write arguments focused on discipline-specific content.
6.W.3.2.a.1	Introduce a topic in an informative composition.	Using supports, identify a topic in a given mentor text of low complexity.	Identify a topic in a given mentor text of low to moderate complexity.	Introduce a topic in an informative composition.

I AM Performance Level Descriptors (PLDs)
Grade 6 English/Language Arts (ELA)

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
6.W.3.2.a.2	Organize ideas, concepts, and information, using strategies such as definition and classification in an informative composition.	Using supports, recognize information relevant to a topic.	Select relevant information that organizes a composition from a given group of ideas or concepts.	Organize ideas, concepts, and information, using strategies such as definition and classification in an informative composition.
6.W.3.2.a.3	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts in an informative composition.	Choose facts, details, and information from support that would develop a given topic.	Identify relevant facts, examples, and details that develop the topic of an informative composition.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts in an informative composition.
6.W.3.2.a.4	Use appropriate transitions to clarify the relationships among ideas and concepts in an informative composition.	Use transition words when given options from which to choose and support.	Use transition words in an informative composition.	Use appropriate transitions to clarify the relationships among ideas and concepts in an informative composition.
6.W.3.2.a.5	Establish and maintain a style appropriate to purpose and audience in an informative composition.	Identify purpose and audience given support.	Choose instances of style and tone appropriate to purpose and audience.	Establish and maintain a style appropriate to purpose and audience in an informative composition.
6.W.3.2.a.6	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy in an informative composition.	Given support, identify the language and content-specific vocabulary appropriate to a given informative topic.	Use language and content-specific vocabulary in an informative composition.	Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy in an informative composition.
6.W.3.2.a.7	Include text features and multimedia when useful to aid comprehension in an informative composition.	Identify text features that aid in comprehension of a given text of low complexity.	Identify multimedia sources that aid in comprehension of a given text of low complexity.	Include text features and multimedia when useful to aid comprehension in an informative composition.
6.W.3.2.a.8	Provide a concluding statement or paragraph that follows from the information or explanation presented in an informative composition.	Identify a writer's concluding statement when given support.	Provide a concluding statement for the topic in an informative composition.	Provide a concluding statement or paragraph that follows from the information or explanation presented in an informative composition.

I AM Performance Level Descriptors (PLDs)
Grade 6 English/Language Arts (ELA)

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
6.W.3.2.a.9	Write informative compositions on a variety of topics.	When given support, identify different forms of informative writing.	Write an appropriate form of informative writing given a topic.	Write informative compositions on a variety of topics.
6-8.LH.5.2.a.1	Write informative texts, including analyses of historical events.	When given supports, identify historical events as topics for informative compositions.	Identify historical events as topics for informative compositions.	Write informational texts that analyze historical events.
6-8.LST.5.2.a	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	When given support, identify scientific or technical procedures for informative compositions.	Identify scientific or technical procedures for informative compositions.	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
6.W.3.3.a.1	Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters) in a narrative composition.	Using support, identify an element of exposition such as setting, situation, characters, etc. in a given mentor text of low complexity.	Using support, identify multiple elements of exposition such as setting, situation, characters, etc. in a given mentor text of low complexity.	Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters) in a narrative composition.
6.W.3.3.a.2	Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events from one timeframe to another in a narrative composition.	Develop an event sequence using support.	Develop an event sequence that connects ideas and/or events.	Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events from one timeframe to another in a narrative composition.
6.W.3.3.a.3	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters in a narrative composition.	From a set of supports, identify the events, experiences, or characters in narrative compositions.	Develop events, experiences, or characters in narrative compositions.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters in a narrative composition.
6.W.3.3.a.4	Use precise words and phrases, relevant descriptive details, and sensory language to convey	Choose pictures that represent an experience or event from narrative compositions.	Describe experiences and events in narrative compositions.	Use precise words and phrases, relevant descriptive details, and sensory language to convey

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
	experiences and events in a narrative composition.			experiences and events in a narrative composition.
6.W.3.3.a.5	Provide an ending that follows from the narrated experiences or events in a narrative composition.	Identify the conclusion of a narrative composition when given support.	Provide an ending in a narrative composition.	Provide an ending that follows from the narrated experiences or events in a narrative composition.
6.W.3.3.a.6	Write narrative compositions in a variety of forms.	When given support, identify different forms of narrative writing.	Identify appropriate forms of written narratives. Student may prewrite some elements on a topic but does not produce a complete composition.	Write narrative compositions on a variety of topics.
6.W.6.1a.a.1	Accurately use a variety of pronouns, including subject, object, possessive, and reflexive.	Using supports, identify basic pronoun use within a given text of low complexity.	Using support (word bank) categorize pronouns based upon type (subject, object, possessive, etc.).	Accurately use a variety of pronouns, including subject, object, possessive, and reflexive.
6.W.6.1a.a.2	Recognize and correct vague pronouns.	Identify pronouns from a given mentor text.	Recognize vague pronouns.	Recognize and correct vague pronouns.
6.W.6.1e.a.1	Write simple, compound, complex, and compound-complex sentences.	Match simple and compound sentences to visual cues or with support.	Use correct simple and compound sentences.	Write simple, compound, complex, and compound-complex sentences.
6.W.6.1e.a.2	Recognize sentence fragments and run-ons.	With support, recognize complete sentences from a group of sentences written both correctly and incorrectly.	Identify sentence fragments and run-ons.	Recognize sentence fragments and run-ons.
6.W.6.2b.a.1	Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/ parenthetical elements.	Identify a sentence that uses commas correctly in a series from a group of sentences of low complexity with support.	Identify a sentence that uses commas correctly to set off nonrestrictive elements from a group of sentences of low to moderate complexity.	Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/ parenthetical elements.
6.W.6.2b.a.2	Use semicolons to connect main clauses and colons to introduce a list or quotation.	Identify instances where a semicolon is used correctly with support.	Identify instances where semicolons and colons are used correctly.	Use semicolons to connect main clauses and colons to introduce a list or quotation.

I AM Performance Level Descriptors (PLDs)
Grade 6 English/Language Arts (ELA)

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
Speaking and Listening				
6.SL.3.1.a.1	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).	Recall information presented in media with supports.	Describe information presented in diverse media and formats.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).
6.SL.3.1.a.2	Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.	Recall information gained via media with supports.	Describe information gained via media and formats and its connection to a topic, text, or issue under study.	Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.
6.SL.3.2.a.1	Summarize the points a speaker makes.	Recall a point the speaker makes with supports.	Describe the points a speaker makes.	Summarize the points a speaker makes.
6.SL.3.2.a.2	Distinguish claims or arguments that are supported by evidence from those that are not.	Identify claims or arguments with supports.	Determine if the claims or arguments are supported by evidence.	Distinguish claims or arguments that are supported by evidence from those that are not.
6.SL.3.2.a.3	Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.	With supports, identify claims presented orally or in writing.	Determine if claims presented orally or in writing are supported by reasons and evidence.	Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.