 **South Dakota Grade 6 ELA Threshold Descriptors**

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| **Grade 6 Reading: Literary Texts (Target(s) 1,2,3,4,5,6,7)** | | |
| **Threshold Level 2** | **Threshold Level 3** | **Threshold Level 4** |
| * Cite some textual evidence to support conclusions drawn from text. * Use some explicit and limited implicit information to support emerging inferences or analyses. * Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. * Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context. * Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts. * Identify and begin to compare how information is presented within or across texts. * Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. * Interpret the intent of some common figurative language. | * With some c consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity. * Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. * Accurately summarize central ideas and key events. * With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. * Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects. * With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors’ points of view. * With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation. | • Cite specific, relevant textual evidence to support conclusions drawn from text.  • Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases.  • Summarize central ideas and key events in texts of high complexity.  • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words.  • Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects.  • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.  • Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation. |

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| **Grade 6 Reading: Informational Texts (Target(s) 8,9,10,11,12,13,14)** | | |
| **Threshold Level 2** | **Threshold Level 3** | **Threshold Level 4** |
| • Cite some textual evidence to support conclusions drawn from text.  • Begin to use explicit and limited implicit information to support emerging inferences or analyses.  • Partially summarize central ideas and some key events.  • Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context.  • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text.  • Identify and begin to compare how information is presented within or across texts.  • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.  • Partially interpret intent of some common figurative language. | • With some consistency, identify relevant textual evidence to support conclusions drawn from text.  • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases.  • Accurately summarize central ideas and key events.  • Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words.  • Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects.  • Analyze how information is presented within or across texts, identifying some relationships among targeted aspects.  • Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation. | • Cite specific, relevant textual evidence to support conclusions drawn from text.  • Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases.  • Summarize central ideas and key events in texts of high complexity.  • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words.  • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects.  • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.  • Evaluate text structures across texts. |

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| **Grade 6 Writing (Target(s) 1,2,3,4,5,6,7,8)** | | |
| **Threshold Level 2** | **Threshold Level 3** | **Threshold Level 4** |
| * Apply some narrative strategies, textual structures, and transitional strategies for coherence. * Use minimal relevant details when writing or revising brief narrative texts. * Use minimal support and elaboration when writing brief informational/explanatory texts. * Demonstrate some ability to use appropriate text features. * Produce argumentative texts and attempt to acknowledge a counterclaim. * Demonstrate some awareness of audience and purpose when writing. * Pay limited attention to word choice and/or syntax. * Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources. * With some support, use basic language appropriate to the purpose and audience when revising or composing text. * Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. * Demonstrate limited use of technology, including the Internet, to produce and publish writing. | * Apply some narrative strategies when writing or revising one or more paragraphs. * Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. * Employ effective text features and visual components appropriate to purpose. * Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. * Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. * Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. * Demonstrate some use of technology, including the Internet, to produce and publish writing. | * Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. * Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author’s craft appropriate to purpose, including a conclusion that reflects on the narrated experience. * Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. * Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph.   + Employ advanced text features and visual components appropriate to purpose. * Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. * Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. * Effectively use technology, including the Internet, to produce and publish writing. |

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| **Grade 6 Listening (Target(s) 4)** | | |
| **Threshold Level 2** | **Threshold Level 3** | **Threshold Level 4** |
| • Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view. | • Engage and interact with media and source materials and account for elements that contribute to points of view. | • Effectively engage and interact with media and source materials and account for elements that contribute to points of view. |

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| **Grade 6 Research (Target(s) 1,2,3,4)** | | |
| **Threshold Level 2** | **Threshold Level 3** | **Threshold Level 4** |
| • Demonstrate minimal research and evaluation skills.  • Draw broad conclusions from source materials.  • Construct a partial claim with limited use of evidence.  • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence.  • Develop an argument with a claim and minimal support. | • Use research/inquiry methods to explore a topic.  • Select from and adequately analyze sources from a variety of perspectives and present findings.  • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.  • Search for relevant authoritative information and evaluate the uses and limitations of source material.  • Generate a specific debatable claim or main idea and cite some relevant evidence. | • Employ multimodal resources to advance a sustained exploration of a topic.  • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis.  • Search for relevant information from diverse authoritative sources.  • Systematically evaluate the uses and limitations of sources.  • Generate an authoritative claim.  • Evaluate and cite substantial, relevant evidence. |