6G ELA Awareness of Self-Positivity

	1. Standard Not Met	2. Approaching Standard	3. Standard Met	4. Exceeding Standard
L.6.6.A - Language Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases	Struggled to acquire and use general academic and domain-specific words and phrases	With support, acquired and accurately used general academic and domain-specific words and phrases	Acquired and accurately used general academic and domain-specific words and phrases	Acquired and accurately used complex academic and domain-specific words and phrases
RL.6.4 - Reading: Literature Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	Struggled to identify the meanings of words or phrases in the text, including metaphors or symbolism and suggested meanings. Struggled to identify a specific word that influences the meaning or tone	Identified the metaphors and symbolism within the text but did not explain the suggested meanings. Identified a specific word that influences the meaning and tone.	Explained the symbolic and metaphorical meanings of words and phrases in the text AND explained the feelings and meanings the text suggests. Explained how a specific word influences the meaning and tone.	Evaluated and clearly explained the most important symbolic and metaphorical meanings of words and phrases in the text AND clearly explained an evaluated the most important connotations and suggested meanings. Explained how a specific word influences the meaning and tone and evaluated its effect.
SL.6.1 - Speaking and Listening Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Was not prepared, did not participate in the discussion, OR did not acknowledge ideas presented by others.	Was somewhat prepared for discussions and referred to the text. Followed guidelines set for the discussion and followed goals and roles. Asked and responded to ideas contributed by others.	Was prepared for discussions and referred to evidence in the text. Followed guidelines set for the discussion and helped set goals and roles. Asked, responded to, and reviewed ideas contributed by others.	Was very well prepared for discussions and referred to specific evidence in the text. Followed guidelines set for the discussion and helped set and track goals and roles. Asked, responded to, and reviewed ideas contributed by others.
SL.6.5 - Speaking and Listening Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Did not include relevant multimedia components and visual displays in presentations.	Included some relevant multimedia components and visual displays in presentations.	Included multimedia components and visual displays in presentations to clarify information.	Included multimedia components and visual displays to enhance presentation.

W.6.3 - Writing Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Struggled to orient the reader. Struggled to use dialogue or description to develop experiences, events or characters. Struggled to convey the sequence of events. Did not provide a conclusion.	Oriented the reader by establishing a context and introducing a narrator and/or characters. Used dialogue and description to develop experiences, events, and/or characters. Used a variety of transitions manage the sequence of events. Used words and details to convey experiences or events. Provided a conclusion that somewhat follows from the events.	Engaged and oriented the reader by establishing a context and introducing a narrator and/or characters. Used dialogue, pacing, and description to develop experiences, events, and/or characters. Used a variety of transitions and phrases to shift from one time frame or setting to another. Used descriptions and sensory words to convey experiences or events. Provided a conclusion that follows from the events.	Engaged and oriented the reader by establishing a context, point of view, and introducing a narrator and/or characters. Used dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. Used a variety of transitions and phrases to shift from one time frame or setting to another. Used descriptions and sensory words to convey experiences, action, or events. Provided a conclusion that follows from and reflects on the events.