

PRACTICE TEST ALIGNMENT DOCUMENT

Grade 6 ELA

Sequence Number	Standards
Session 1	
1	Passage
2	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
3	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
4	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
6	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
7	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.
8	RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
9	Passage
10	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Sequence Number	Standards
11	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
12	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.
13	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
14	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
15	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
16	Passage
17	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
18	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
19	RL.6.4 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.
20	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
21	RL.6.4 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.
22	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Sequence Number	Standards
23	RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Session 2	
1	Audio Passage
2	SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
3	SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
4	SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
5	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. e) Establish and maintain a formal style.
6	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
7	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
8	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

Sequence Number	Standards
9	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c) Recognize and correct inappropriate shifts in pronoun number and person.
10	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f) Provide a concluding statement or section that follows from the information or explanation presented.
11	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Ensure that pronouns are in the proper case (subjective, objective, possessive).
12	W.6.1 Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s) and organize the reasons and evidence clearly.
13	W.6.1 Write arguments to support claims with clear reasons and relevant evidence. b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
14	W.6.1 Write arguments to support claims with clear reasons and relevant evidence. b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
15	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).
16	W.6.1 Write arguments to support claims with clear reasons and relevant evidence. c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
17*	W.6.1 Write arguments, which may include those focused on discipline-specific content, to support claims with clear reasons and relevant evidence.

*This is a hand-scored item. The rubric can be found at the end of this document for reference.

Rubric

Argument – Grade 6

	4	3	2	1
Written Expression	<p>The response clearly states a claim based on the texts, and the argument is supported with relevant and effective details, examples, and evidence. The response demonstrates an effective organizational structure that conveys a sense of completeness.</p> <ul style="list-style-type: none"> The claim is effectively introduced and communicated, and the focus is strongly maintained for the purpose, audience, and task. A meaningful organizational structure, including a clear introduction, body, and conclusion, is established and maintained. Comprehensive evidence from the sources is integrated; references to the text are relevant and specific. Ideas are presented clearly and logically from beginning to end; strong connections between and among ideas are present. 	<p>The response states a claim connected to the texts, and the argument is supported with details, examples, and/or evidence. The response is adequately organized and generally focused.</p> <ul style="list-style-type: none"> The claim is introduced and the focus is maintained for the purpose, audience, and task. An organizational structure, including an introduction, body, and conclusion, is present. Evidence from the sources is included; references to the text are generally appropriate. A progression of ideas is evident; connections between and among ideas are present. 	<p>The response attempts to state a claim based on the texts, but it may demonstrate a partial understanding of major ideas. Some support may be present, but connections among ideas may be weak or underdeveloped. An attempt at an organizational structure for the argument is evident.</p> <ul style="list-style-type: none"> The claim is introduced but may not be clear, and focus may not be sustained. Some attempt at an organizational structure is present, but the effect may be inconsistent or uneven. Some evidence from the sources may be included but is weakly linked to the argument. Progression of ideas is weak; connections between ideas may be missing or unclear. 	<p>The response may be related to an argument about the texts, but understanding of major ideas is inadequate. Details, examples, and evidence are incorrect, incomplete, or missing, and an insufficient organizational structure contributes to a lack of focus and sense of completeness.</p> <ul style="list-style-type: none"> The claim is insufficiently stated or missing, and focus is not maintained. Little to no organizational structure is present. Evidence is irrelevant, incomplete, incorrect, or missing. Ideas may be randomly ordered or have an unclear progression.

Conventions	<p>The response demonstrates a strong command of conventions.</p> <ul style="list-style-type: none"> A variety of sentence structures are well-formed and effectively controlled. Command of usage and grammar is strong and effective, enhancing the content of the response. Spelling, punctuation, and capitalization are largely correct. 	<p>The response demonstrates an adequate command of conventions.</p> <ul style="list-style-type: none"> A variety of sentence structures are formed and adequately controlled. Command of usage and grammar is sufficient. Errors in spelling, punctuation, and capitalization do not impede clarity. 	<p>The response demonstrates a partial command of conventions.</p> <ul style="list-style-type: none"> Sentence formation and control are limited. Command of usage and grammar is uneven. Errors in spelling, punctuation, and capitalization are obvious and impede clarity. 	<p>The response demonstrates little to no command of conventions.</p> <ul style="list-style-type: none"> Sentence formation and control are severely limited or nonexistent. Errors in grammar and usage are frequent. Spelling, punctuation, and capitalization are mostly incorrect and unclear.
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A response cannot be scored if it displays any of the following characteristics.

- Consists entirely of text that is copied from the prompt and/or passage (CP)
- Is completely off topic (OT)
- Is incoherent (IN)
- Is not written in the target language (NL)
- Is blank (BB)
- Is inadequate for scoring (IS) **includes refusals*