

Practice Test Alignment Document

English Language Arts | Grade 6

| Sequence Number | Standard | Learning Target |
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| 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. | Determine the meaning of a word in context. |
| 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). | Make an inference about a key individual in a text. |
| 4 | RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Determine an explicit detail in a 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. | Determine which evidence best supports a claim in a text. |
| 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. | Determine a central idea in a text; choose supporting evidence from the text. |
| 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. | Analyze a graphic in one text to determine how it supports an idea in another text. |
| 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). | Determine how two authors present information differently on the same topic. |

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| 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. | Determine an explicit detail in a text. |
| 11 | 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. | Analyze a diagram to determine how it aids in understanding the topic of a text. |
| 12 | RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | Determine the meaning of a word in context. |
| 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. | Analyze a paragraph in a text to determine how it contributes to the development of ideas in the text. |
| 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. | Determine how an author supports a specific claim in a text. |
| 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. | Determine an author's point of view in a text; choose supporting evidence from 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. | Analyze what a paragraph suggests about two characters in a text. |
| 18 | RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Make an inference about a character from a 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. | Analyze how a word or phrase impacts the meaning in a text. |
| 20 | RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. | Explain how a text would be different if it were told from a different point of view. |

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| 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. | Analyze how a word or phrase impacts the meaning in a text. |
| 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. | Determine how a character's response to a situation changes in a text; choose supporting evidence from the text. |
| 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. | Compare the points of view of characters in two different texts. |
| 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. | Infer meaning from a speaker's statement in a discussion. |
| 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. | Determine which statement best explains an idea presented in a discussion. |
| 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. | Determine the reason a speaker presents certain evidence in a discussion. |
| 5 | W.6.2.e Establish and maintain a formal style. | Determine which phrase maintains a formal style in an article. |
| 6 | L.6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | Determine the correct pronoun to use for clarity. |
| 7 | W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | Determine if a sentence aids in developing a topic. |
| 8 | W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. | Determine the most precise phrase for the context of a sentence. |

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| 9 | L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person. | Determine the appropriate pronoun for number and person. |
| 10 | W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented. | Determine the best conclusion of an article; choose supporting evidence from the article. |
| 11 | W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly. | Determine which sentence to add to best introduce the claim of an argument; choose supporting evidence from the argument. |
| 12 | W.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | Determine which sentence to add to an argument to best support a claim. |
| 13 | L.6.2.b Spell correctly. | Enter the correct spelling of a word. |
| 14 | W.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | Determine if a sentence contains information from a credible source. |
| 15 | L.6.5.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>). | Determine which word has the most specific denotation required by the context of a given sentence. |
| 16 | W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | Determine the best transition to connect claims and reasons in an argument. |
| 17* | W.6.1 Write arguments to support claims with clear reasons and relevant evidence. | Write a multi-paragraph argument based on provided passages; clearly state a claim and support that claim with details, examples, and evidence. |

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

Scoring Rubric

Argument – Grade 6

| | 4 | 3 | 2 | 1 |
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| 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 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 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. |

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| 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*