

Key Ideas and Details

LAFS.6.RL.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Task Demand

- Select text-based support for a statement about what the text says explicitly or implicitly.
 - Students may be asked to:**
 - Select words or phrases from the text to answer questions about what the texts says explicitly or implicitly.
 - Select a statement about what the texts says explicitly or implicitly and then select words or phrases to support the statement.
 - Select an inference and then select detail(s) to support the inference.
 - Select direct quotations or descriptions of textual evidence to support an explicit or implicit statement from the text.
 - Select multiple details or quotations to support and explicit or implicit statement from the text.
 - Drag into appropriate areas of a graphic organizer words or phrases that support an explicit statement or an inference from the text.

Sample Questions Stems

- Select the sentence from the paragraph that shows [why the main character had to leave one job to go work on another].
- Where does the main character get the idea about how to _____?
- Which sentence from the text shows that the main character’s situation has not improved?
- Select a sentence from the text that shows that [the family’s situation still has not improved].
- Reread paragraph _____.
 - Part A: Why does Character B believe _____ is so important?
 - Part B: Select the sentence from the text that shows why Character B thinks _____ is so important.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies textual evidence to support a stated analysis of what the text says explicitly	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	cites textual evidence to support a complex inference or analysis of the text	cites strong textual evidence to support a complex inference or deep analysis of the text

6th Grade Standards Assessed on FSA ELA

LAFS.6.RL.1.2: Determine a theme or 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.

Text Demand

- Determine a theme or central idea that is explicitly or implicitly stated in the text and determine how specific details from the text contribute to how it is conveyed.
 - Students may be asked to:**
 - Select a theme or central idea and then select words or phrases from the text to support the theme or central idea.
 - Arrange phrases or sentences in a graphic organizer in order to show a connection between a central idea and key details.
- Provide a summary of the text distinct from personal opinions or judgments.
 - Students may be asked to:**
 - Select sentences from the text in order to create an objective summary of the passage.
 - Select the best objective summary of the text.
 - Select a statement that should be included in an objective summary of the text.
 - Select multiple statements that should be included in an objective summary of the text.

Sample Questions Stems

- How does the author use the description of the _____ to convey its importance?
- Part A: What is the central idea of the passage?
Part B: Identify the parts of the passage that convey this idea.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies a theme or central idea of a text; provides details contained within a simple summary of a text distinct from personal opinions or judgments	determines a theme or central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments	determines an implicit theme or central idea and analyzes how it is conveyed through particular details; provides a summary of a text distinct from personal opinions or judgments	analyzes an implicit theme or central idea and analyzes how it is conveyed through subtle details; provides a succinct summary of a text distinct from personal opinions or judgments

LAFS.6.RL.1.3: 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.

Task Demands

- Interpret details from the text to make or support an analysis about plot or character development. The inference may be provided.

Students may be asked to:

- Select words or phrases from the text that provide details to support an inference about character or plot development.
 - Select details from two portions of the text to show how a character changes or how a plot unfolds over time.
 - Select an analysis about character and/or plot development and then to select words or phrases from the text that provide support for the analysis.
 - Select an analysis about character and/or plot development
 - Select multiple details to support an analysis of character and/or plot development
- Determine how a character responds to key events in a story’s plot or changes as the story progresses. The key events may be provided.

Students may be asked to:

- Select words or phrases from the text that provides details to support an inference about how a character responds to key events in the story.
- Select details from two portions of the text to show how a character changes or how a plot unfolds over time.
- Select an analysis about how a character changes or responds to key events and then to select words or phrases from the text that provide support for the analysis.
- Select a correct inference about how a character responds to key events in the story.
- Explain a character’s response to key events in a story’s plot.
- Place details about character development into appropriate areas on a graphic organizer.

Sample Questions Stems

- Part A: How does the main character’s experience affect his future actions?
Part B: Select two sentences from the text that support your response in Part A.
- Part A: How does the main character feel after creating the pond?
Part B: Which sentence from the passage best shows how the main character feels?
- The main character responds to Character B leaving again by flashing back to the first time he left. What does this response reveal about the main character?
- Part A: How does Character A respond to Character B leaving again?
Part B: What does this reveal about Character A?
- How does Character A respond to Character B leaving again? What does this response reveal about Character A? Use details from the text to support your response. (open response)

6th Grade Standards Assessed on FSA ELA

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
identifies how a particular story or drama unfolds and how the main characters change in a particular section of a story	describes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution	analyzes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the complex characters respond and change as the plot moves toward a resolution	analyzes how the interaction between the plot and characters of a particular story or drama unfolds in a series of episodes and advances the plot toward a resolution

LAFS.6.RI.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Task Demands

- Select text-based support for a statement about what the text says explicitly or implicitly

Students may be asked to:

- Select words or phrases from the text to answer questions about what the text says explicitly or implicitly.
- Select a statement about what the text says explicitly or implicitly and then to select words or phrases to support the statement.
- Select an inference and then to select a detail or details from the text to support the inference.
- Select direct quotations or descriptions of textual evidence to support an explicit or implicit statement from the text.
- Select multiple details or quotations to support an explicit or implicit statement from the text.
- Drag into appropriate areas of a graphic organizer words or phrases that support an explicit statement or an inference from the text.

Sample Question Stems:

- Why do families worry about children who (excerpted text)?
- Part A: Why do doctors monitor children who (excerpted text)?
Part B: Select a sentence from the text that supports your response.
- Why did most scientists at the time believe that _____ was a myth?
- Select the phrases from the text that show why people believed _____ did not exist.

Achievement Level Descriptors			
Level 2	Level 3	Level 4	Level 5
identifies textual evidence to support a stated analysis of what the text says explicitly	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	cites textual evidence to support a complex inference or analysis of the text	cites compelling textual evidence to support a complex inference or deep analysis of the text

6th Grade Standards Assessed on FSA ELA

LAFS.6.RI.1.2: 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.

Task Demands

- Determine a theme or central idea that is explicitly or implicitly stated in the text and determine how specific details from the text contribute to how it is conveyed.

Students may be asked to:

- Select a theme or central idea and then to select words or phrases from the text to support the theme or central idea.
- Arrange phrases or sentences in a graphic organizer in order to show a connection between a central idea and key details.
- Drag words or phrases into a graphic organizer to demonstrate the development of a theme or central idea throughout a text.
- Provide a summary of the text distinct from personal opinions or judgments.

Students may be asked to:

- Select sentences from a given bank of details or quotes from the text in order to create an objective summary of the passage.
- Select the best objective summary of the text.
- Select a statement that should be included in an objective summary of the text.
- Select multiple statements that should be included in an objective summary of the text.

Sample Question Stems:

- Which sentence from the article best captures the central idea?
- Part A: What is the central idea of the article?
Part B: Which detail from the article best supports your answer in Part A?
- How does the section about _____ contribute to the central idea of the article?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies a central idea of a text; provides details contained within a simple summary of the text distinct from personal opinions or judgments	determines a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments	determines a central idea and analyzes how it is conveyed through particular details in a text; provides a summary of the text distinct from personal opinions or judgments	determines a central idea and analyzes how it is conveyed through subtle details in a text; provides a succinct summary of the text distinct from personal opinions or judgments

6th Grade Standards Assessed on FSA ELA

LAFS.6.RI.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Task Demands

- Explain how a key individual, event, or idea is introduced, illustrated, or elaborated using explicit or implicit details from the text.
 - Students may be asked to:**
 - Select words or phrases from the text that provide details to support an inference about how a key individual, event, or idea is introduced, illustrated, or elaborated in the text.
 - Select words or phrases from two sets of texts that provide details to support an inference about how a key individual, event, or idea is introduced, illustrated, or elaborated in the text.
 - Select a correct analysis of how a key individual, event, or idea is introduced, illustrated, or elaborated in the text and to select words or phrases from the text that provide support for that analysis.
 - Select a correct analysis of how a key individual, event, or idea is introduced, illustrated, or elaborated in the text.
 - Select details from the text that support an inference about how a key individual, event, or idea is introduced, illustrated, or elaborated in the text.
 - Explain how a key individual, event, or idea is introduced, illustrated, or elaborated in the text.

Sample Question Stems:

- The author uses the opinions of other scientists to develop the reader’s understanding of _____. Select the details from the text that support this development.
- Part A: How is the explorer introduced in the text?
Part B: Select details from the text to support your response in Part A.
- The text states that (excerpted text).
Part A: How does the author develop this idea throughout the text?
Part B: Select the sentences from the text that support your response in Part A.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies how a key individual, event, or idea is introduced and illustrated in a text	analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)	analyzes details to support an inference about how one or more individuals, events, or ideas is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)	analyzes textual evidence to support an inference about how one or more complex individuals, events, or ideas is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)

Craft and Structure

LAFS.6.RL.2.4: 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.

(also assesses LAFS.6.L.3.4 and LAFS.6.L.3.5: Standards listed on pg. 12)

Task Demands

- Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.
Students may be asked to:
 - Select words or phrases from the text that show the meaning of words used in the text.
 - Select words or phrases from two sections of text that show the meanings of words as determined using context clues.
 - Select the meaning of a word or phrase and then to select words or phrases from the text that show the meaning.
 - Select multiple words or phrases from the text that act as context clues when determining another word's meaning.
 - Explain in words the meaning of words and phrases as used in text (open response).
- Analyze the impact of the author's word choice on meaning or tone.
Students may be asked to:
 - Select words or phrases from the text that show the impact of word choice on a text's meaning or tone.
 - Select words or phrases from two sections of text that show the impact of the author's word choice on meaning or tone.
 - Select an inference about the impact of the author's word choice on meaning or tone and then select words or phrases from the passage that support that inference.
 - Select multiple ways a particular word adds to an analysis of the text and its tone.
 - Explain in words the impact of specific word choice on meaning or tone (open response).
- Determine the meaning of an unknown or multiple-meaning word or phrase by using context, such as a word's position or the overall meaning of a sentence or paragraph.
Students may be asked to:
 - Select words or phrases from the text that provide context clues to the meaning of a word or phrase.
 - Select words or phrases from two sections of text that provide context clues to the meaning of a word or phrase.
 - Select the meaning of a word and then select words or phrases from the text that act as context clues to support that meaning.
 - Select the meaning of an unknown or multiple-meaning word.
 - Explain in words the meaning of an unknown word or phrase using context clues (open response).
- Determine the meaning of a word using common, grade-appropriate Greek or Latin affixes or roots.
Students may be asked to:
 - Select words or phrases from the text that contain Greek or Latin affixes or roots that provide clues to the meaning of a word or phrase.
 - Select words or phrases from two sections of text that contain Greek or Latin affixes or roots that provide clues to the meaning of a word or phrase.
 - Select the meaning of a word and then select words or phrases with Greek or Latin affixes or roots from the text to support that meaning.
 - Select the meaning of a word that contains a Greek or Latin affix or root.

6th Grade Standards Assessed on FSA ELA

- Explain in words the meaning of a word that contains a Greek or Latin affix or root (open response).
- Interpret figures of speech in the context of the text.
Students may be asked to:
 - Select words or phrases from the text that provide context clues to the meaning of a figure of speech.
 - Select words or phrases from two sections of text that provide context clues to the meaning of a figure of speech.
 - Interpret the meaning of a figure of speech and then select words or phrases from the text to support that meaning.
 - Select the meaning of a figure of speech in the context of the text.
 - Explain in words the meaning of a figure of speech in the context of the text (open response).
- Use relationships, such as cause and effect or part and whole, between specific words to help interpret their meaning.
Students may be asked to:
 - Select words or phrases from the text that provide support for the interpretation of a word's meaning.
 - Select words or phrases from two sections of text that show the meanings of words as determined using word relationships.
 - Select the meaning of a word and then select words or phrases from the text that support that meaning.
 - Select the meaning of a word in the context of the text or word relationship.
 - Explain in words the meaning of a word in the context of the text or word relationship (open response.).
- Distinguish among the connotations of words with similar definitions.
Students may be asked to:
 - Select words or phrases from the text that support the connotation of a word.
 - Select words or phrases from two sections of text that help to determine which connotation of a word is being used.
 - Select the correct connotation of a word and then select words or phrases from the text that support that meaning.
 - Select the correct connotation or synonym of a word found in the text.

Sample Question Stems

- What do the descriptions “_____” and “_____” suggest about [the clothes the main character wears?]
- Part A: What does it mean when the main character describes her clothes as (excerpted text)?
Part B: What does this meaning imply about the land?
- Why does the author repeat the line (excerpted text) throughout the passage?
- Part A: Select a phrase from paragraph 1 that helps establish the difference between Character A's land and Character B's land.
Part B: How does this phrase help convey the characters' views of their land?

6th Grade Standards Assessed on FSA ELA

LAFS.6.RL.2.4 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings	determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of a specific word choice on meaning and tone	analyzes the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of specific word choice on meaning and tone	analyzes the meaning of allusive words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of specific word choice on meaning and tone

LAFS.6.L.3.4 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
determines the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: uses explicit context clues to derive the meaning of a word or phrase	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: uses context as a clue to the meaning of a word or phrase; uses common Greek and Latin affixes and roots as clues to the meaning of the word	uses context clues from more than one area in the text to determine or clarify the meaning of unknown and multiple-meaning words and phrases; uses Greek and Latin affixes and roots as clues to the meaning of the word	uses implicit context clues from across the text to determine or clarify the meaning of unknown and multiple-meaning words and phrases; uses Greek and Latin affixes and roots as clues to the meaning of the word

LAFS.6.L.3.5 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
demonstrates a basic understanding of simple figurative language or word relationships, using the relationship between particular words to better understand each of the words, and identifying the connotations of familiar words with similar denotations	demonstrates understanding of figurative language, word relationships, and nuances in word meanings, including interpreting figures of speech in context, using the relationship between particular words to better understand each of the words, and distinguishing among the connotations of words with similar denotations	analyzes the effect of figurative language, word relationships, and nuances in word meanings, distinguishing among the connotations of words with similar denotations	analyzes the purpose and effect of complex figurative language, word relationships, and nuances in word meanings, distinguishing among the connotations of words with similar denotations

6th Grade Standards Assessed on FSA ELA

LAFS.6.RL.2.5: 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.

Task Demands

- Analyze and explain how a specific element of a text contributes to overall structure and development of the theme, setting, or plot. The part of the text to be analyzed may be provided.

Students may be asked to:

- Select sentences or phrases in the text that contribute to the development of a particular theme, setting, or plot.
- Select an explanation of how a sentence, chapter, scene, or stanza fits into the overall structure of a text and then select a description of how it contributes to the development of the theme, setting, or plot.
- Select a theme, setting, or plot and to select sentences or phrases that contribute to the development of that them, setting, or plot.
- Select multiple inferences about how a sentence, scene, or stanza contributes to overall structure and meaning.
- Explain in words how a given sentence, scene or stanza contributes to overall structure and meaning.
- Place text elements in correct places on an outline or a graphic.

Sample Question Stems

- Read these sentences from the text. [Excerpted Text] How does this quotation help the reader understand the difference between Character A's land and Character B's land?
- How does the flashback in paragraphs 5 and 6 contribute to the reader's understanding of Character A's current perception of the land? Use details from the passage to support your response. (open response)

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
determines how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text	analyzes 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	analyzes how a particular sentence, chapter, scene, or stanza affects the overall structure and meaning of a text and contributes to the development of the theme, setting, or plot	analyzes the purpose of a sentence, chapter, scene, or stanza in the overall structure and meaning of a text; including how the structure contributes to the development of the theme, setting, or plot

LAFS.6.RL.2.6: Explain how an author develops the point of view of the narrator or speaker in a text.

Task Demands

- Explain how the author develops point of view, using details from the text. The point of view may be provided.

Students may be asked to:

- Select phrases or sentences from the text that support the development of point of view.
- Select the point of view and details from the text that show how the author develops this point of view.
- Select the narrator’s point of view and select a correct explanation of how point of view is developed.
- Select a correct explanation of how point of view is developed and to select words or phrases in the text that show that development.
- Select the correct explanation of how the author develops point of view.
- Select explicit or implicit details from the text that develop the narrator’s or speaker’s point of view.
- Select multiple phrases or sentences from the text that support the development of a point of view.
- Explain in words how an author develops the point of view of the narrator or speaker.

Sample Question Stems

- Determine which details from the text support the development of point of view.
- Explain how the author develops point of view using details from the text. The point of view may be provided.
- Which sentences from the passage illustrate information the reader would likely miss if the story were written from a different point of view?
- Part A: How does the author reveal the narrator’s view of the main character?
Part B: Select a sentence from the passage that supports your response in Part A.
- Explain how the author uses Character B’s explanation of why he must leave to develop Character A’s perspective on the land.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
determines the point of view of the narrator or speaker in a text	explains how an author develops the point of view of the narrator or speaker in a text	analyzes how an author develops the point of view of the narrator or speaker in a text, providing evidence to support the analysis	analyzes how an author develops point of view of the narrator or speaker in a text, evaluating its effect on the meaning of the text and providing implicit evidence to support the analysis

6th Grade Standards Assessed on FSA ELA

LAFS.6.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

LAFS.6.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

LAFS.6.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Task Demands

- Determine the meaning of words or phrases by using context clues to understand, for example, figurative, connotative, and technical meanings.
Students may be asked to:
 - Select words or phrases from the text that show the meaning of words used in the text.
 - Select words or phrases from two sections of text that show the meanings of words as determined using context clues.
 - Select the meaning of a word or phrase and then to select words or phrases from the text that show the meaning.
 - Select multiple meanings of a word or phrase used in the text.
 - Select a word from a sentence or paragraph that has multiple meanings, and to explain in words the alternate meaning.
 - Explain in words the meaning of words and phrases as used in a text.
- Determine the meaning of an unknown or multiple-meaning word or phrase by using context, such as a word's position or the overall meaning of a sentence or paragraph.
Students may be asked to:
 - Select words or phrases from the text that provide context clues to the meaning of a word or phrase.
 - Select words or phrases from two sections of text that provide context clues to the meaning of a word or phrase.
 - Select the meaning of a word and then to select words or phrases from the text that act as context clues to support that meaning.
 - Select the meaning of an unknown or multiple-meaning word.
 - Explain in words the meaning of an unknown word or phrase using context clues.
- Determine the meaning of a word using common, grade-appropriate Greek or Latin affixes or roots.
Students may be asked to:
 - Select words or phrases from the text that contain Greek or Latin affixes or roots that provide clues to the meaning of a word or phrase.
 - Select words or phrases from two sections of text that contain Greek or Latin affixes or roots that provide clues to the meaning of a word or phrase.
 - Select the meaning of a word and then to select words or phrases with Greek or Latin affixes or roots from the text to support that meaning.
 - Select the meaning of a word that contains a Greek or Latin affix or root.
 - Explain in words the meaning of a word that contains a Greek or Latin affix or root.
- Interpret figures of speech in the context of the text.

6th Grade Standards Assessed on FSA ELA

Students may be asked to:

- Select words or phrases from the text that provide context clues to the meaning of a figure of speech.
- Select words or phrases from two sections of text that provide context clues to the meaning of a figure of speech.
- Interpret the meaning of a figure of speech and then to select words or phrases from the text that support that meaning.
- Select the meaning of a figure of speech in the context of the text.
- Explain in words the meaning of a figure of speech in the context of the text
- Use relationships, such as cause and effect or part and whole, between specific words to help interpret their meaning.

Students may be asked to:

- Select words or phrases from the text that provide support for the interpretation of a word's meaning.
- Select words or phrases from two sections of text that show the meanings of words as determined using word relationships.
- Select the meaning of a word and then to select words or phrases from the text that support that meaning.
- Select the meaning of a word in the context of the text or word relationship.
- Explain in words the meaning of a word in the context of the text or word relationship.
- Distinguish among the connotations of words with similar definitions.

Students may be asked to:

- Select words or phrases from the text that provide support for the connotation of a word.
- Select words or phrases from two sections of text that help to determine which connotation of a word is being used.
- Select the correct connotation of a word and then to select words or phrases from the text that support that meaning.
- Select the correct connotation or synonym of a word found in the text.

Sample Question Stems:

- What is meant when a food is described as (excerpted vocabulary)?
- Read paragraph 2.
Part A: What does the term (excerpted phrase) mean as used in this paragraph?
Part B: Select the words from the paragraph that help provide the meaning of the term.
- Which statement best describes the theory of (excerpted phrase)?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
Identifies figurative, connotative, or technical meanings of words and phrases	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of a specific word choice	analyzes the implied meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of a specific word choice

LAFS.6.L.3.4 and LAFS.6.L.3.5 Achievement Level Descriptors see pg. 9

6th Grade Standards Assessed on FSA ELA

LAFS.6.RI.2.5: 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.

Task Demands

- Explain how a specific element contributes to overall structure and development of the text’s ideas. The part of text to be analyzed may be provided.
Students may be asked to:
 - Select sentences or phrases in the text that contribute to the development of a particular theme, setting, or plot.
 - Select a sentence, chapter, paragraph, or section of a text and then select a description of how it fits into the overall structure of a text and contributes to the development of the text’s ideas.
 - Select sentences or phrases from the text and then to select an explanation for how they contribute to the development of the text’s structure and meaning.
 - Select how a sentence, paragraph, chapter, or section contributes to overall structure and meaning.
 - Explain in words how a given sentence, paragraph, chapter, or section contributes to overall structure and meaning.
 - Place text elements in correct places on an outline or a graphic to show how they contribute to the overall structure or meaning

Sample Question Stems:

- What is the purpose of section ____ in the article?
- Part A: How does the ____ section contribute to the reader’s understanding of the article?
 Part B: Select a detail from the section to support your response in Part A.
- Part A: How do paragraphs 8 and 9 contribute to the reader’s understanding of ____?
 Part B: Select a sentence from the paragraphs to support your response in Part A.
- Part A: Which sentence from the text helps to develop the idea that ____ may have been real?
 Part B: How does this sentence support this idea?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
determines how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text	analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas	Analyzes how a particular sentence, paragraph, chapter, or section affects the overall structure of a text and contributes to the development of the ideas	Analyzes how sentences, paragraphs, chapters, or sections work together to contribute to the development of the ideas

6th Grade Standards Assessed on FSA ELA

LAFS.6.RI.2.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Task Demands

- Explain how the author develops point of view or purpose, using details from the text.

Students may be asked to:

- Select the point of view or purpose and to select details from the text that show how the author develops this point of view or purpose.
- Select the point of view or purpose and to select a correct explanation of how point of view or purpose is developed.
- Select a correct explanation of how point of view or purpose is developed and then to select words or phrases in the text that show that development.

Sample Questions Stems

- What is the author's purpose for writing this text?
- Which sentence from the text reveals the author's primary point of view or message?
- Part A: What is the author's primary point of view or message?
Part B: How does the author develop this point of view in the text?

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
determines an author's point of view or purpose in a text	determines an author's point of view or purpose in a text and explains how it is conveyed in the text	analyzes an author's point of view and purpose in a text and explains how it is conveyed, providing textual evidence to support the analysis	analyzes an author's point of view and purpose in a text and explains the techniques used to develop it, providing textual evidence to support the analysis

Integration of Knowledge and Ideas

LAFS.6.RL.3.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

(Also assesses: LAFS.6.SL.1.2-Standard listed on pg. 19)

Task Demands

- Analyze similarities and/or differences between reading a text and listening to or viewing a media version.

Students may be asked to:

- Select a correct comparison/contrast between the experience of reading a text and listening to or viewing the content of media form.
 - Select multiple correct comparisons/contrasts between the experience or reading a text and listening to or viewing the content in media form.
 - Place statements about reading and/or listening to or viewing a story, drama, or poem in appropriate places on a graphic organizer.
- Explain how information presented in diverse media and formats contributes to a particular topic, text, or issue.

Students may be asked to:

- Select an explanation of how information presented in diverse media and formats contributes to a particular topic, text, or issue.
- Select multiple explanations of how information presented in diverse media and formats contributes to a particular topic, text, or issue.
- Describe in words how information presented in diverse media and formats contributes to a particular topic, text, or issue.
- Place statements about how information presented in diverse media or formats contributes to a topic, text, or issue in appropriate places on a graphic organizer.

Sample Question Stems

- Compare the text of a poem with the recording of the poet reading the poem aloud. What do you hear when listening to the recording?
- Compare the text of a poem with the recording of the poet reading the poem aloud.
Part A: What do you notice when listening to the recording?
Part B: How does this impact what you hear?
- What does the listener learn from the poet’s reading of the poem that is not conveyed by the text of the poem?

6th Grade Standards Assessed on FSA ELA

LAFS.6.RL.3.7 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies similarities between reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what the student “sees” and “hears” when reading the text to what the student perceives when the student listens or watches	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including analyzing what the student “sees” and “hears” when reading the text to what the student perceives when the student listens or watches; provides evidence to support the analysis	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including analyzing auditory, visual, and graphic effects and how the student perceives their contribution to a topic, text or issue; provides evidence to support the analysis

LAFS.6.SL.1.2 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
recalls information presented in diverse media and formats and describes details related to a topic, text, or issue under study	interprets information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study	interprets information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study	interprets and evaluates information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study

6th Grade Standards Assessed on FSA ELA

LAFS.6.RL.3.9: 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.

Task Demands

- Analyze the similarities and differences in how two texts present, treat, or develop similar themes or topics. The theme or topic may be provided.
 - Students may be asked to:**
 - Select sentences or phrases from each text that show similarities and differences in how two texts present, treat, and/or develop themes or topics.
 - Select a correct explanation of how two or more texts treat a theme or topic and to select sentences or phrases from each text the show similarities and differences.
 - Select a correct explanation of how two or more texts treat a theme or topic.
 - Select multiple sentences or phrases that show similarities and differences in how two texts present, treat, and/or develop themes or topics.
 - Place statements about how two texts present, treat, and/or develop themes or topics in appropriate places on a graphic organizer.

Sample Question Stems:

- Part A: How is the theme of love revealed in the excerpt from the novel?
Part B: How is the theme of love revealed in the poem?
- Both the novel and the poem deal with the topic of love.
 - Part A: Select a sentence from the novel that reveals the narrator’s feelings for the girl.
 - Part B: Select a line from the poem that reveals the narrator’s feelings for the girl.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies the use of textual elements in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) and their approach to similar themes or topics	compares and contrasts texts in different forms or genres (e.g., historical novels and fantasy stories) in terms of their approaches to similar themes and topics	analyzes 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, including when textual support is implied	evaluates 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 using strong evidence, including when textual support is implied

6th Grade Standards Assessed on FSA ELA

LAFS.6.RI.3.7: 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.

LAFS.6.SL.1.2: 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.

LAFS.6.SL.1.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Task Demands

- Integrate information presented in different media or formats in order to make a statement about a topic or issue.

Students may be asked to:

- Select sentences or phrases from a text and from a visual or graphic representation of information that support an inference drawn from the text.
 - Select an inference about a topic or issue and then to select information presented in different formats to support that inference.
 - Answer questions about a topic or issue using explicit or implicit information from a text and information presented in a media format.
 - Select multiple answers to a question using explicit or implicit information from a text and information presented in a media format.
 - Select images to show the integration of information presented in a media form with information in the text.
- Explain how information presented in diverse media and formats contributes to a particular topic, text, or issue.
- #### **Students may be asked to:**
- Select an explanation of how information presented in diverse media and formats contributes to a particular topic, text, or issue.
 - Select multiple explanations of how information presented in diverse media and formats contributes to a particular topic, text, or issue.
 - Describe in words how information presented in diverse media and formats contributes to a particular topic, text, or issue.
 - Place statements about how information presented in diverse media or formats contributes to a topic, text, or issue in appropriate places on a graphic organizer.
- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- #### **Students may be asked to:**
- Select claims that are supported by reasons and evidence.
 - Select sentences from two sections of text that best further the speaker's argument.
 - Select claims from two sections of text that are supported by reasons and evidence.
 - Select an evaluation of the text and then to select words or phrases from the text to support the evaluation selected.
 - Select the correct evaluation of an argument or claim in the text.
 - Select multiple claims that are supported by reasons or evidence.
 - Evaluate the arguments and claims of the text by dragging descriptions, analyses, or details into a graphic organizer.

Sample Questions Stems

- Which claim in the text is supported by the information presented in the chart?
- Part A: How could the author use the information presented in the chart to support the argument that _____ produces a positive result?
Part B: How could the author use the information presented in the chart to support the argument?

6th Grade Standards Assessed on FSA ELA

- Part A: How could the author use the information presented in the chart to support the argument in the _____ section?
- Part B: How could the author use the information presented in the chart to support the argument in the _____ section?

LAFS.6.RI.3.7 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies information presented in different media or formats (e.g., visually, quantitatively) as well as in words to show a partial understanding of a topic or issue	integrates 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	analyzes information presented in different media or formats to develop an understanding of a complex topic or issue	synthesizes information presented in different media or formats to develop an understanding of a complex topic or issue

LAFS.6.SL.1.2 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
recalls information presented in diverse media and formats and describes details related to a topic, text, or issue under study	interprets information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study	interprets information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study	interprets and evaluates information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study

LAFS.6.SL.1.3 Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
identifies a speaker's argument and makes some distinctions about claims	delineates a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not	delineates a speaker's argument and specific claims, critiquing claims that are supported by reasons and evidence from claims that are not	delineates a speaker's argument and specific claims, critiquing claims that are supported by reasons and evidence from claims that are not

6th Grade Standards Assessed on FSA ELA

LAFS.6.RI.3.8: 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.

Task Demands

- Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Students may be asked to:

- Select claims that are supported by reasons and evidence.
- Select sentences from two sections of text that best further the speaker’s argument.
- Select claims from two sections of text that are supported by reasons and evidence.
- Select an evaluation of the text and then to select words or phrases from the text to support the evaluation selected.
- Select the correct evaluation of an argument or claim in the text.
- Select multiple claims that are supported by reasons or evidence.
- Evaluate the arguments and claims of the text by dragging descriptions, analyses, or details into a graphic organizer.

Sample Questions Stems

- Which details does the author use to support the idea that _____?
- Describe the reasons the author provides to support the idea that it is best to _____. Use at least two details from the text in your response.
- Part A: How does the author support the idea that _____ may not always be the better choice?
Part B: Trace the author’s argument throughout the text by selecting the sentences that support this idea.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
traces the argument and specific claims, reasons, and evidence in a text in a specific section of a text	traces and evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not	traces and evaluates the argument and specific claims in a text, analyzing how the reasoning and evidence support or do not support the claim	traces and evaluates the argument and specific claims in a text, justifying how the reasoning and evidence support or do not support the claim

6th Grade Standards Assessed on FSA ELA

LAFS.6.RI.3.9: 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).

Task Demands

- Determine similarities and differences in two authors’ presentation of the same events, using explicit details in the text.

Students may be asked to:

- Select sentences or phrases from each text that show similarities or differences in how two authors present or treat the same events.
- Select an explanation of how two authors present or treat the same events and to select sentences or phrases from each text that show similarities or differences.
- Select a correct explanation of how two authors treat or present the same events.
- Select sentences or phrases that show similarities or differences in how two authors present or treat the same events.
- Select multiple sentences or phrases that show similarities or differences in how two authors present or treat the same events.
- Place statements about how two authors present or treat the same events in appropriate places on a graphic organizer.

Sample Questions Stems

- Which details about _____ are only available in the biography?
- What additional information about _____’s character does the reader learn in the autobiography?
- Part A: What additional information about _____’s character does the reader learn in the autobiography?
Part B: Select the paragraph from the text that supports your response in Part A.

Achievement Level Descriptors

Level 2	Level 3	Level 4	Level 5
compares and contrasts one author’s presentation of common events with that of another	compares and contrasts one author’s presentation of events with that of another (e.g., a memoir by one person and a biography on the same person)	compares and contrasts one author’s presentation of key events with that of another; provides evidence to illustrate the approach of the different presentations	evaluates two authors’ presentations of key events; provides strong evidence to illustrate the approach of the different presentations

*Language and Editing Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.

Assessed Standards and Task Demands taken from: <http://www.fsassessments.org/wp-content/uploads/2015/03/Grade-6-ELA-Test-Item-Specifications.pdf>

Sample Question Stems taken from: http://www.fsassessments.org/wp-content/uploads/2015/04/ELA-G6_Florida-Item-Specifications_2015.pdf

Achievement Level Descriptors taken from: <http://www.fldoe.org/core/fileparse.php/5663/urlt/2015FSARangeSummary.pdf>