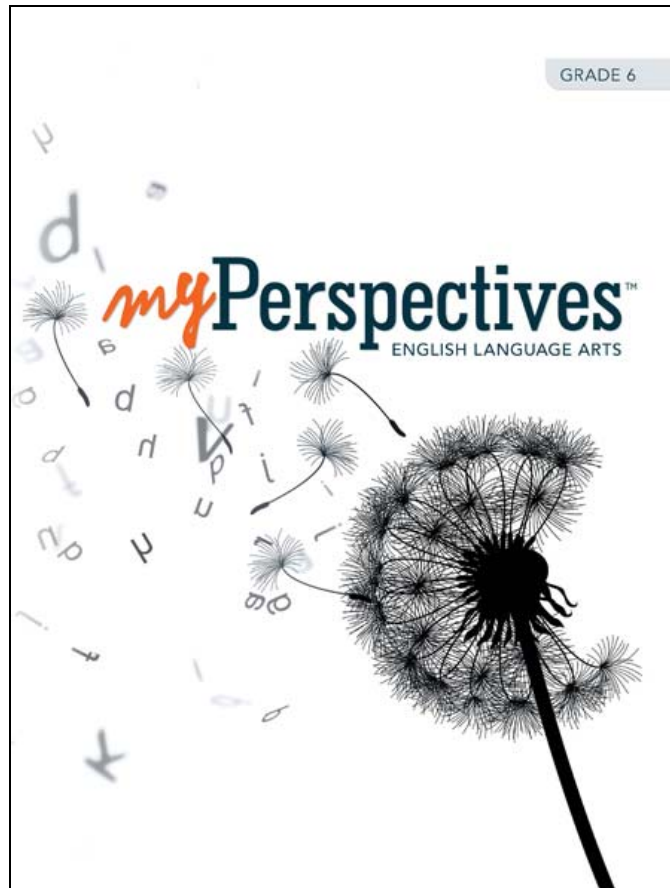


A Correlation of



Grade 6, © 2017

To the

Smarter Balanced Assessment Target Skills Grade 6

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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Smarter Balanced Assessment Target Skills**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or feature title.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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Appendix B: Grade Level Tables for All Claims and Assessment Targets and Item Types	
Grades 6–8 Summative Assessment Targets, Claim #1	
ELA/Literacy Claim #1	
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Grade 6	
Literary Texts	
45% of text-related assessment evidence will come from reading literary texts, and may include stories, poems, plays/drama, myths, mysteries, or science fiction.	
<u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.	
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s). Standard: RL-1 (RL-1 is a component of each of the seven targets listed below.)	
<p>Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 6 Standards: RL-1 (DOK 2)</p> <p>RL-1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p>	<p>RL-1 SE/TE: <i>I Was a Skinny Tomboy Kid: 74; Black Cowboy, Wild Horses: 169, 171; Feathered Friend: 201; Alice’s Adventures in Wonderland: 369</i></p>
<p>Target 2. CENTRAL IDEAS: Summarize central ideas/key events. Gr. 6 Standards: RL-2 (DOK 2, DOK 3)</p> <p>RL-2 <u>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text</u> distinct from personal opinions or judgments.</p>	<p>RL-2 SE/TE: <i>I Was a Skinny Tomboy Kid: 74, 76–77; Feathered Friend: 201; The Fun They Had: 245</i></p>

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<p>Target 3. WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines. Gr. 6 Standards: RL-4, L-4, L-5b, L-5c, L-6 (DOK 1, DOK 2)</p> <p>RL-4 <u>Determine the meaning of words and phrases as they are used in a text</u>, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>L-4 <u>Determine</u> or clarify <u>the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i></u>, choosing flexibly from a range of strategies.</p> <p>a. <u>Use context</u> (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) <u>as a clue to the meaning of a word or phrase</u>.</p> <p>b. <u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</u> (e.g., <i>audience, auditory, audible</i>).</p> <p>c. <u>Consult reference materials</u> (e.g., dictionaries, glossaries, thesauruses), <u>both print and digital</u>, to find the pronunciation of a word or <u>determine</u> or clarify <u>its precise meaning</u> or its part of speech.</p>	<p>RL-4 SE/TE: <i>I Was a Skinny Tomboy Kid: 74, 75; A Blessing: 142; Predators: 148, 150; The Fun They Had: 246; Alice's Adventures in Wonderland: 369; Jabberwocky: 377</i></p> <p>L-4 SE/TE: <i>Declaration of the Rights of the Child: 42; I Was a Skinny Tomboy Kid: 68; Black Cowboy, Wild Horses: 162, 168; Is Our Gain Also Our Loss?: 248; The Phantom Tollbooth, Act I: 310; Jabberwocky: 376; Mission Twinpossible: 444; Should Polar Tourism Be Allowed?: 461</i></p> <p>L-4a SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina: 50; Bad Boy: 60, A Blessing: 138; Predators: 144; The Fun They Had: 238; Alice's Adventures in Wonderland: 362; Jabberwocky: 372; The Importance of Imagination: 380; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 452; Should Polar Tourism Be Allowed?: 458</i></p> <p>L-4b SE/TE: <i>Declaration of the Rights of the Child: 46; Bad Boy: 65; My Life With the Chimpanzees: 114; Predators: 147; Feathered Friend: 202; The Fun They Had: 244; Is Our Gain Also Our Loss?: 252; The Phantom Tollbooth, Act II: 342; Alice's Adventures in Wonderland: 368; A Long Way Home: 426; Mission Twinpossible: 448; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 455</i></p> <p>L-4c SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina: 56; Mission Twinpossible: 448; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 452</i></p>

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<p>(Continued) d. <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L-5b <u>Use the relationship between particular words</u> (e.g., cause/effect, part/whole, item/category) <u>to better understand each of the words.</u></p> <p>L-5c <u>Distinguish among the connotations (associations) of words with similar denotations (definitions)</u> (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <p>L-6 Acquire and <u>use accurately grade-appropriate general academic and domain-specific words and phrases</u>; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>(Continued) L-4d SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina: 56; The Importance of Imagination: 380; Mission Twinpossible: 448; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 455; Should Polar Tourism Be Allowed?: 458</i></p> <p>L-5b SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina: 56; Jabberwocky: 378; A Long Way Home: 427</i></p> <p>L-5c SE/TE: <i>Predators: 148; The Fun They Had: 246; The Importance of Imagination: 384; A Long Way Home: 425</i></p> <p>L-6 SE/TE: <i>Unit Opener: 4, 92, 186, 274, 402; Calvin and Hobbes: 26, 30; Monkey Master: 152; The Internet of Things: 224; Bored . . . And Brilliant?: 256; The Phantom Tollbooth (video): 346, 349; Animation All About Exploration: 430; Lewis & Clark: 466</i></p>

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<p>Target 4. REASONING & EVIDENCE: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (character development/actions/traits; first- or third-person point of view). Gr. 6 Standards: RL-3, RL-6, <u>RL-9*</u> (DOK 3, DOK 4)</p> <p>RL-3 <u>Describe how a particular story's or drama's plot unfolds</u> in a series of episodes as well as <u>how the characters respond or change as the plot moves toward a resolution.</u></p> <p>RL-6 <u>Explain how an author develops the point of view of the narrator or speaker in a text.</u></p> <p>RL-9 <u>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.</u></p>	<p>RL-3 SE/TE: <i>Black Cowboy, Wild Horses:</i> 169; <i>The Phantom Tollbooth, Act I:</i> 309; <i>Alice's Adventures in Wonderland:</i> 369</p> <p>RL-6 SE/TE: <i>Predators:</i> 148; <i>The Phantom Tollbooth, Act I:</i> 309</p> <p>RL-9 SE/TE: <i>Bad Boy:</i> 66; <i>I Was a Skinny Tomboy Kid:</i> 76–77</p>
<p>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) <u>within or across texts.</u></p> <p>Gr. 6 Standards: RL-3, RL-6 (DOK 3, DOK 4†)</p> <p>RL-3 <u>Describe how a particular story's or drama's plot unfolds</u> in a series of episodes as well as <u>how the characters respond or change as the plot moves toward a resolution.</u></p> <p>RL-6 <u>Explain how an author develops the point of view of the narrator or speaker in a text.</u></p>	<p>RL-3 SE/TE: <i>Black Cowboy, Wild Horses:</i> 169; <i>The Phantom Tollbooth, Act I:</i> 309; <i>Alice's Adventures in Wonderland:</i> 369</p> <p>RL-6 SE/TE: <i>Predators:</i> 148; <i>The Phantom Tollbooth, Act I:</i> 309</p>

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<p>Target 6. TEXT STRUCTURES & FEATURES: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation. Gr. 6 Standards: RL-5 (DOK 2, DOK 3)</p> <p>RL-5 <u>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.</u></p>	<p>RL-5 SE/TE: <i>I Was a Skinny Tomboy Kid:</i> 74; <i>Predators:</i> 148, 149; <i>Feathered Friend:</i> 201; <i>The Fun They Had:</i> 245; <i>The Phantom Tollbooth, Act I:</i> 309; <i>The Phantom Tollbooth, Act II:</i> 341</p>
<p>Target 7. LANGUAGE USE: Interpret figurative language use (e.g., personification, metaphor), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. Gr. 6 Standards: RL-1, RL-4, L-5 (DOK 3)</p> <p>RL-1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RL-4 <u>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.</u></p> <p>L-5 <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p>	<p>RL-1 SE/TE: <i>I Was a Skinny Tomboy Kid:</i> 74; <i>Black Cowboy, Wild Horses:</i> 169, 171; <i>Feathered Friend:</i> 201; <i>Alice's Adventures in Wonderland:</i> 369</p> <p>RL-4 SE/TE: <i>I Was a Skinny Tomboy Kid:</i> 74, 75; <i>A Blessing:</i> 142; <i>Predators:</i> 148, 150; <i>The Fun They Had:</i> 246; <i>Alice's Adventures in Wonderland:</i> 369; <i>Jabberwocky:</i> 377</p> <p>L-5 SE/TE: <i>Brown Girl Dreaming:</i> 22; <i>I Was a Skinny Tomboy Kid:</i> 75; <i>Predators:</i> 148; <i>A Blessing:</i> 141; <i>Feathered Friend:</i> 202</p>

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55% of text-related assessment evidence will come from reading informational texts, and may include biographies, science, social studies, and technical texts/topics.	
<u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.	
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s). Standard: RI-1 (RI-1 is a component of each of the seven targets listed below.)	
<p>Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 6 Standards: RI-1, RH-1, RST-1, RH-3 (DOK 2)</p> <p>RI-1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RST-1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RH-3 <u>Identify key steps in a text’s description of a process related to history/social studies</u> (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>RI-1 SE/TE: <i>My Life With the Chimpanzees:</i> 113; <i>Teens and Technology Share a Future:</i> 211; <i>The Black Hole of Technology:</i> 219; <i>Is Our Gain Also Our Loss?:</i> 253; <i>The Importance of Imagination:</i> 385; <i>A Long Way Home:</i> 425; <i>Mission Twinpossible:</i> 449; <i>Should Polar Tourism Be Allowed?:</i> 464</p> <p>RH-1 SE/TE: Declaration of the Rights of a Child: 46; Overview Independent Learning: 81, 175; Bored . . . And Brilliant? A Challenge To Disconnect From Your Phone 259</p> <p>RST-1 SE/TE: from My Life with the Chimpanzees: 113; The Black Hole of Technology 219</p> <p>RH-3 SE/TE: <i>from A Long Way Home</i> 425; Small-Group Learning 455; Should Polar Tourism Be Allowed? 461</p>

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<p>Target 9. CENTRAL IDEAS: Summarize central ideas, key events, procedures, or topics and subtopics. Gr. 6 Standards: RI-2, RH-2, RST-2 (DOK 2, DOK 3)</p> <p>RI-2 <u>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text</u> distinct from personal opinions or judgments.</p> <p>RH-2 <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source</u> distinct from prior knowledge or opinions.</p> <p>RST-2 <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text</u> distinct from prior knowledge or opinions.</p>	<p>RI-2 SE/TE: <i>Bad Boy: 66; The Internet of Things: 227; The Importance of Imagination: 385; Mission Twinpossible: 449</i></p> <p>RH-2 SE/TE: <i>Bad Boy: 66; The Internet of Things: 227; The Importance of Imagination: 385; Mission Twinpossible: 449</i></p> <p>RST-2 SE/TE: <i>The Internet of Things: 227; The Importance of Imagination: 385; Mission Twinpossible: 449</i></p>

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<p>Target 10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, digital tools). Gr. 6 Standards: RI-4, RH-4, RST-4, L-4, L-5b, L-5c, L-6 (DOK 1, DOK 2)</p> <p>RI-4 <u>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</u></p> <p>RH-4 <u>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</u></p> <p>RST-4 <u>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</u></p> <p>L-4 <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <p>a. <u>Use context</u> (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) <u>as a clue to the meaning of a word or phrase.</u></p> <p>b. <u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</u> (e.g., <i>audience, auditory, audible</i>).</p>	<p>RI-4 SE/TE: <i>Teens and Technology Share a Future:</i> 211; <i>The Black Hole of Technology:</i> 219; <i>A Long Way Home:</i> 425</p> <p>RH-4 SE/TE: <i>Unit Introduction:5, Performance Task: Write a Nonfiction Narrative:</i> 32; <i>Performance-Based Assessment:</i> 86</p> <p>RST-4 SE/TE: <i>The Black Hole of Technology:</i> 214 <i>Should Polar Tourism Be Allowed?</i> 461</p> <p>L-4 SE/TE: <i>Declaration of the Rights of the Child:</i> 42; <i>I Was a Skinny Tomboy Kid:</i> 68; <i>Black Cowboy, Wild Horses:</i> 162, 168; <i>Is Our Gain Also Our Loss?:</i> 248; <i>The Phantom Tollbooth, Act I:</i> 310; <i>Jabberwocky:</i> 376; <i>Mission Twinpossible:</i> 444; <i>Should Polar Tourism Be Allowed?:</i> 461</p> <p>L-4a SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina:</i> 50; <i>Bad Boy:</i> 60, <i>A Blessing:</i> 138; <i>Predators:</i> 144; <i>The Fun They Had:</i> 238; <i>Alice's Adventures in Wonderland:</i> 362; <i>Jabberwocky:</i> 372; <i>The Importance of Imagination:</i> 380; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?:</i> 452; <i>Should Polar Tourism Be Allowed?:</i> 458</p> <p>L-4b SE/TE: <i>Declaration of the Rights of the Child:</i> 46; <i>Bad Boy:</i> 65; <i>My Life With the Chimpanzees:</i> 114; <i>Predators:</i> 147; <i>Feathered Friend:</i> 202; <i>The Fun They Had:</i> 244; <i>Is Our Gain Also Our Loss?:</i> 252; <i>The Phantom Tollbooth, Act II:</i> 342; <i>Alice's Adventures in Wonderland:</i> 368; <i>A Long Way Home:</i> 426; <i>Mission Twinpossible:</i> 448; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?:</i> 455</p>

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<p>(Continued)</p> <p>c. <u>Consult reference materials</u> (e.g., dictionaries, glossaries, thesauruses), <u>both print and digital</u>, to find the pronunciation of a word or <u>determine</u> or clarify its precise <u>meaning</u> or its part of speech.</p> <p>d. <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L-5b <u>Use the relationship between particular words</u> (e.g., cause/effect, part/whole, item/category) <u>to better understand each of the words</u>.</p> <p>L-5c <u>Distinguish among the connotations (associations) of words with similar denotations (definitions)</u> (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>(Continued)</p> <p>L-4c SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i>: 56; <i>Mission Twinpossible</i>: 448; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i>: 452</p> <p>L-4d SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i>: 56; <i>The Importance of Imagination</i>: 380; <i>Mission Twinpossible</i>: 448; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i>: 455; <i>Should Polar Tourism Be Allowed?</i>: 458</p> <p>L-5b SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i>: 56; <i>Jabberwocky</i>: 378; <i>A Long Way Home</i>: 427</p> <p>L-5c SE/TE: <i>Predators</i>: 148; <i>The Fun They Had</i>: 246; <i>The Importance of Imagination</i>: 384; <i>A Long Way Home</i>: 425</p> <p>L-6 SE/TE: <i>Unit Opener</i>: 4, 92, 186, 274, 402; <i>Calvin and Hobbes</i>: 26, 30; <i>Monkey Master</i>: 152; <i>The Internet of Things</i>: 224; <i>Bored . . . And Brilliant?</i>: 256; <i>The Phantom Tollbooth</i> (video): 346, 349; <i>Animation All About Exploration</i>: 430; <i>Lewis & Clark</i>: 466</p>

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<p>Target 11. REASONING & EVIDENCE: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas). Gr. 6 Standards: RI-3, RI-6, RH-6, RST-6, RI-7, * RI-8, RH-8, RST-8, RI-9 (DOK 3, DOK 4)</p> <p>RI-3 <u>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</u></p> <p>RI-6 <u>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</u></p> <p>RH-6 <u>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</u></p> <p>RST-6 <u>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</u></p> <p>RI-7 <u>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.</u></p> <p>RI-8 <u>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.</u></p> <p>RH-8 <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u></p>	<p>RI-3 SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina:</i> 57; <i>Hachiko, Japan's Most Famous Dog:</i> 123; <i>Is Our Gain Also Our Loss?:</i> 253; <i>The Importance of Imagination:</i> 385; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?:</i> 456; <i>Should Polar Tourism Be Allowed?:</i> 462</p> <p>RI-6 SE/TE: <i>Brown Girl Dreaming:</i> 21; <i>My Life With the Chimpanzees:</i> 113; <i>Teens and Technology Share a Future:</i> 211; <i>The Black Hole of Technology:</i> 219</p> <p>RH-6 SE/TE: <i>Brown Girl Dreaming:</i> 21; <i>My Life With the Chimpanzees:</i> 113; <i>Teens and Technology Share a Future:</i> 211; <i>The Black Hole of Technology:</i> 219</p> <p>RST-6 SE/TE: <i>Teens and Technology Share a Future:</i> 211; <i>The Black Hole of Technology:</i> 219</p> <p>RI-7 SE/TE: <i>Calvin and Hobbes:</i> 30; <i>Monkey Master:</i> 160; <i>Lewis & Clark:</i> 472</p> <p>RI-8 SE/TE: <i>The Black Hole of Technology:</i> 222–223; <i>Should Polar Tourism Be Allowed?:</i> 464–465</p> <p>RH-8 SE/TE: <i>Should Polar Tourism Be Allowed?:</i> 464–465</p>

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<p>(Continued) RST-8 <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p> <p>RI-9 <u>Compare and contrast one author's presentation of events with that of another</u> (e.g., a memoir written by and a biography on the same person).</p>	<p>(Continued) RST-8 SE/TE: <i>The Black Hole of Technology:</i> 222–223</p> <p>RI-9 SE/TE: <i>The Black Hole of Technology:</i> 222–223</p>
<p>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts (events, people, ideas, topic) or how conflicting information across texts reveals author's point of view. Gr. 6 Standards: <u>RI-3</u>, RI-6 (DOK 3, DOK 4)</p> <p><u>RI-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).</u></p> <p>RI-6 <u>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</u></p>	<p>RI-3 SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina:</i> 57; <i>Hachiko, Japan's Most Famous Dog:</i> 123; <i>Is Our Gain Also Our Loss?:</i> 253; <i>The Importance of Imagination:</i> 385; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?:</i> 456; <i>Should Polar Tourism Be Allowed?:</i> 462</p> <p>RI-6 SE/TE: <i>Brown Girl Dreaming:</i> 21; <i>My Life With the Chimpanzees:</i> 113; <i>Teens and Technology Share a Future:</i> 211; <i>The Black Hole of Technology:</i> 219</p>

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<p>Target 13. TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures or genre-specific features to analyze or integrate information. Gr. 6 Standards: RI-5, RH-5, <u>RST-5</u>, <u>RI-7</u> (DOK 2, DOK 3)</p> <p>RI-5 <u>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.</u></p> <p>RH-5 <u>Describe how a text presents information</u> (e.g., sequentially, comparatively, causally).</p> <p>RST-5 <u>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</u></p> <p>RI-7 <u>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.</u></p>	<p>RI-5 SE/TE: <i>Declaration of the Rights of the Child: 47; Is Our Gain Also Our Loss?: 253; Mission Twinpossible: 449; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 456; Should Polar Tourism Be Allowed?: 462</i></p> <p>RH-5 SE/TE: <i>Declaration of the Rights of the Child: 47; Is Our Gain Also Our Loss?: 253; Should Polar Tourism Be Allowed?: 462</i></p> <p>RST-5 SE/TE: <i>Mission Twinpossible: 449; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 456</i></p> <p>RI-7 SE/TE: <i>Calvin and Hobbes: 30; Monkey Master: 160; Lewis & Clark: 472</i></p>

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<p>Target 14. LANGUAGE USE: Interpret figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. Gr. 6 Standards: L-5, L-5a (DOK 3)</p> <p>L-5 <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>L-5a <u>Interpret figures of speech (e.g., personification) in context.</u></p>	<p>L-5 SE/TE: <i>Brown Girl Dreaming: 22; I Was a Skinny Tomboy Kid: 75; Predators: 148; A Blessing: 141; Feathered Friend: 202</i></p> <p>L-5a SE/TE: <i>I Was a Skinny Tomboy Kid: 75; The Black Hole of Technology: 219; Alice's Adventures in Wonderland: 369; A Long Way Home: 425</i></p>

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Grade 6-8 Summative Assessment Targets, Claim #2	
ELA/Literacy Claim #2	
Students can produce effective writing for a range of purposes and audiences.	
Grade 6	
30% of the assessment evidence will come from composing, revising, and/or editing narrative writing.	
Each year, students will be assessed using at least one extended performance task assessing one of the assessment targets: #2, #4, or #7. Other assessment targets may be assessed using a mix of CAT writing items or items reported under Claim #4 (Research).	
<p>Target 1a. WRITE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event). Gr. 6 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e, W-9 (DOK 3)</p> <p>Target 1b. REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event). Gr. 6 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e, L-3a, (DOK 2)</p> <p>W-3</p> <p>a. <u>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence</u> that unfolds naturally and logically.</p>	<p>W-3a SE/TE: <i>Brown Girl Dreaming: 24; Whole-Class Performance Task: 34, 354, 356; The Fun They Had: 247; The Phantom Tollbooth, Act II: 344; Small-Group Performance Task: 389</i></p> <p>W-3b SE/TE: <i>Brown Girl Dreaming: 24; Whole-Class Performance Task: 33, 353; The Fun They Had: 247; The Phantom Tollbooth, Act II: 344; Small-Group Performance Task: 389</i></p> <p>W-3c SE/TE: <i>Whole-Class Performance Task: 34, 356</i></p> <p>W-3d SE/TE: <i>Brown Girl Dreaming: 24; Whole-Class Performance Task: 35, 36, 353, 356; The Fun They Had: 247</i></p> <p>W-3e SE/TE: <i>Whole-Class Performance Task: 36, 354, 356</i></p> <p>W-9 SE/TE: <i>Whole-Class Performance Task: 33, 230, 434–439; I Was a Skinny Tomboy Kid: 76–77; Should Polar Tourism Be Allowed?: 464–465</i></p>

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<p>(Continued)</p> <p>b. <u>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u></p> <p>c. <u>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u></p> <p>d. <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u></p> <p>e. <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L-3a Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p>(Continued)</p> <p>L-3a SE/TE: <i>Whole-Class Performance Task:</i> 35, 36, 355; <i>The Phantom Tollbooth</i>, Act II: 343</p>

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<p>Target 2. COMPOSE FULL TEXTS: Write longer narrative texts demonstrating narrative strategies, structures, and transitional strategies for coherence, closure, and authors' craft—all appropriate to purpose (writing a speech; style or point of view in a short story). Gr. 6 Standards: W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9 (DOK 4)</p> <p>W-3</p> <p>a. <u>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u></p> <p>b. <u>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u></p> <p>c. <u>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u></p> <p>d. <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u></p> <p>e. <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p>W-4 <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p>W-5 With some guidance and support from peers and adults, <u>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p>	<p>W-3a SE/TE: <i>Brown Girl Dreaming:</i> 24; <i>Whole-Class Performance Task:</i> 34, 354, 356; <i>The Fun They Had:</i> 247; <i>The Phantom Tollbooth, Act II:</i> 344; <i>Small-Group Performance Task:</i> 389</p> <p>W-3b SE/TE: <i>Brown Girl Dreaming:</i> 24; <i>Whole-Class Performance Task:</i> 33, 353; <i>The Fun They Had:</i> 247; <i>The Phantom Tollbooth, Act II:</i> 344; <i>Small-Group Performance Task:</i> 389</p> <p>W-3c SE/TE: <i>Whole-Class Performance Task:</i> 34, 356</p> <p>W-3d SE/TE: <i>Brown Girl Dreaming:</i> 24; <i>Whole-Class Performance Task:</i> 35, 36, 353, 356; <i>The Fun They Had:</i> 247</p> <p>W-3e SE/TE: <i>Whole-Class Performance Task:</i> 36, 354, 356</p> <p>W-4 SE/TE: <i>Whole-Class Performance Task:</i> 37, 133; <i>Is Our Gain Also Our Loss?:</i> 255; <i>Small-Group Performance Task:</i> 474</p> <p>W-5 SE/TE: <i>Whole-Class Performance Task:</i> 37, 133, 233, 357, 439</p> <p>W-8 SE/TE: <i>Calvin and Hobbes:</i> 31; <i>Monkey Master:</i> 161; <i>Bored . . . And Brilliant?:</i> 259; <i>Small-Group Performance Task:</i> 260; <i>Alice's Adventures in Wonderland:</i> 371; <i>Mission Twinpossible:</i> 451; <i>Lewis & Clark:</i> 473</p>

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<p>(Continued) W-8 <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u></p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	<p>(Continued) W-9 SE/TE: <i>Whole-Class Performance Task: 33, 230, 434–439; I Was a Skinny Tomboy Kid: 76–77; Should Polar Tourism Be Allowed?: 464–465</i></p>

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<p>Target 3a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented. Gr. 6 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f, W-9 (DOK 3)</p> <p>Target 3b. REVISE BRIEF TEXTS: Apply a variety of strategies when revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented. Gr. 6 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f, L-3a, (DOK 2) W-2</p> <p>a. <u>Introduce a topic; organize ideas, concepts, and information, using strategies</u> such as definition, classification, comparison/contrast, and cause/effect; <u>include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u></p>	<p>W-2a SE/TE: <i>I Was a Skinny Tomboy Kid: 77; My Life With the Chimpanzees: 116; Whole-Class Performance Task: 129; The Black Hole of Technology: 223; The Phantom Tollbooth (video): 351; The Importance of Imagination: 387; Mission Twinpossible: 451</i></p> <p>W-2b SE/TE: <i>I Was a Skinny Tomboy Kid: 77; My Life With the Chimpanzees: 116; Hachiko, Japan's Most Famous Dog: 126; Whole-Class Performance Task: 129; The Black Hole of Technology: 223; The Phantom Tollbooth (video): 351; The Importance of Imagination: 387; Animation All About Exploration: 433; Mission Twinpossible: 451</i></p> <p>W-2c SE/TE: <i>I Was a Skinny Tomboy Kid: 77; My Life With the Chimpanzees: 116; Whole-Class Performance Task: 130, 173; The Importance of Imagination: 387; Mission Twinpossible: 451</i></p> <p>W-2d SE/TE: <i>My Life With the Chimpanzees: 116; Hachiko, Japan's Most Famous Dog: 126; Whole-Class Performance Task: 132; Predators: 151; The Phantom Tollbooth (video): 351; Mission Twinpossible: 451</i></p> <p>W-2e SE/TE: <i>Whole-Class Performance Task: 132; The Importance of Imagination: 387; Animation All About Exploration: 433</i></p> <p>W-2f SE/TE: <i>I Was a Skinny Tomboy Kid: 77; Whole-Class Performance Task: 130</i></p> <p>W-9 SE/TE: <i>Whole-Class Performance Task: 33, 230, 434–439; I Was a Skinny Tomboy Kid: 76–77; Should Polar Tourism Be Allowed?: 464–465</i></p>

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<p>(Continued)</p> <p>b. <u>Develop the topic with relevant, facts, definitions, concrete details, quotations, or other information and examples.</u></p> <p>c. <u>Use appropriate transitions to clarify the relationships among ideas and concepts.</u></p> <p>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. Establish and <u>maintain a formal style.</u></p> <p>f. <u>Provide a concluding statement or section that follows from the information or explanation presented.</u></p> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L-3a Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p>(Continued)</p> <p>L-3a SE/TE: <i>Whole-Class Performance Task: 35, 36, 355; The Phantom Tollbooth, Act II: 343</i></p>
<p>Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating a thesis and maintaining a focus/tone, develop a topic including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.</p> <p>Gr. 6 Standards: W- 2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-4, W-5, W-8, W-9 (DOK 4)</p>	<p>W-2a SE/TE: <i>I Was a Skinny Tomboy Kid: 77; My Life With the Chimpanzees: 116; Whole-Class Performance Task: 129; The Black Hole of Technology: 223; The Phantom Tollbooth (video): 351; The Importance of Imagination: 387; Mission Twinpossible: 451</i></p> <p>W-2b SE/TE: <i>I Was a Skinny Tomboy Kid: 77; My Life With the Chimpanzees: 116; Hachiko, Japan's Most Famous Dog: 126; Whole-Class Performance Task: 129; The Black Hole of Technology: 223; The Phantom Tollbooth (video): 351; The Importance of Imagination: 387; Animation All About Exploration: 433; Mission Twinpossible: 451</i></p>

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<p>(Continued) W-2</p> <p>a. <u>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u></p> <p>b. <u>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</u></p> <p>c. <u>Use appropriate transitions to clarify the relationships among ideas and concepts.</u></p> <p>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. Establish and <u>maintain a formal style.</u></p> <p>f. <u>Provide a concluding statement or section that follows from the information or explanation presented.</u></p> <p>W-4 <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p>W-5 With some guidance and support from peers and adults, <u>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> <p>W-8 <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u></p>	<p>(Continued) W-2c <i>SE/TE: I Was a Skinny Tomboy Kid: 77; My Life With the Chimpanzees: 116; Whole-Class Performance Task: 130, 173; The Importance of Imagination: 387; Mission Twinpossible: 451</i></p> <p>W-2d <i>SE/TE: My Life With the Chimpanzees: 116; Hachiko, Japan's Most Famous Dog: 126; Whole-Class Performance Task: 132; Predators: 151; The Phantom Tollbooth (video): 351; Mission Twinpossible: 451</i></p> <p>W-2e <i>SE/TE: Whole-Class Performance Task: 132; The Importance of Imagination: 387; Animation All About Exploration: 433</i></p> <p>W-2f <i>SE/TE: I Was a Skinny Tomboy Kid: 77; Whole-Class Performance Task: 130</i></p> <p>W-4 <i>SE/TE: Whole-Class Performance Task: 37, 133; Is Our Gain Also Our Loss?: 255; Small-Group Performance Task: 474</i></p> <p>W-5 <i>SE/TE: Whole-Class Performance Task: 37, 133, 233, 357, 439</i></p> <p>W-8 <i>SE/TE: Calvin and Hobbes: 31; Monkey Master: 161; Bored . . . And Brilliant?: 259; Small-Group Performance Task: 260; Alice's Adventures in Wonderland: 371; Mission Twinpossible: 451; Lewis & Clark: 473</i></p>

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<p>(Continued) W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	<p>(Continued) W-9 SE/TE: <i>Whole-Class Performance Task: 33, 230, 434–439; I Was a Skinny Tomboy Kid: 76–77; Should Polar Tourism Be Allowed?: 464–465</i></p>
<p>Target 5. [Not assessed in summative CAT assessment] USE TEXT FEATURES: Employ text features and visual components appropriate to purpose and style. Gr. 6 Standards: W-2a (DOK 2)</p> <p>W-2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; <u>include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u></p>	<p>W-2a SE/TE: <i>I Was a Skinny Tomboy Kid: 77; My Life With the Chimpanzees: 116; Whole-Class Performance Task: 129; The Black Hole of Technology: 223; The Phantom Tollbooth (video): 351; The Importance of Imagination: 387; Mission Twinpossible: 451</i></p>

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<p>Target 6a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented Gr. 6 Standards: W-1a, W-1b, W-1c, W-1d, and/or W-1e, W-9 (DOK 3)</p> <p>Target 6b. REVISE BRIEF TEXTS: Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument presented. Gr. 6 Standards: W-1a, W-1b, W-1c, W-1d, and/or W-1e, L-3a, (DOK 2) W-1</p> <p>a. <u>Introduce claim(s) and organize the reasons and evidence clearly.</u></p> <p>b. <u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</u></p> <p>c. <u>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</u></p> <p>d. Establish and <u>maintain a formal style.</u></p> <p>e. <u>Provide a concluding statement or section that follows from the argument presented.</u></p>	<p>W-1a SE/TE: <i>Feathered Friend: 204; Whole-Class Performance Task: 229, 435, 438; Small-Group Performance Task: 260; A Long Way Home: 428; Should Polar Tourism Be Allowed?: 465</i></p> <p>W-1b SE/TE: <i>Feathered Friend: 204; Whole-Class Performance Task: 229, 232, 435; Small-Group Performance Task: 260, 474; A Long Way Home: 428; Should Polar Tourism Be Allowed?: 465</i></p> <p>W-1c SE/TE: <i>Feathered Friend: 204; Whole-Class Performance Task: 231, 438; A Long Way Home: 428; Should Polar Tourism Be Allowed?: 465</i></p> <p>W-1d SE/TE: <i>Feathered Friend: 204; Whole-Class Performance Task: 230, 438; A Long Way Home: 428</i></p> <p>W-1e SE/TE: <i>Feathered Friend: 204; Whole-Class Performance Task: 230, 436; A Long Way Home: 428</i></p> <p>W-9 SE/TE: <i>Whole-Class Performance Task: 33, 230, 434–439; I Was a Skinny Tomboy Kid: 76–77; Should Polar Tourism Be Allowed?: 464–465</i></p>

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<p>(Continued) <u>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>L-3a Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p>(Continued) L-3a SE/TE: <i>Whole-Class Performance Task: 35, 36, 355; The Phantom Tollbooth, Act II: 343</i></p>
<p>Target 7. COMPOSE FULL TEXTS: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented. Gr. 6 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, W-9 (DOK 4) W-1</p> <p>a. <u>Introduce claim(s) and organize the reasons and evidence clearly.</u></p> <p>b. <u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</u></p> <p>c. <u>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</u></p> <p>d. Establish and <u>maintain a formal style.</u></p> <p>e. <u>Provide a concluding statement or section that follows from the argument presented.</u></p> <p>W-4 <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p>	<p>W-1a SE/TE: <i>Feathered Friend: 204; Whole-Class Performance Task: 229, 435, 438; Small-Group Performance Task: 260; A Long Way Home: 428; Should Polar Tourism Be Allowed?: 465</i></p> <p>W-1b SE/TE: <i>Feathered Friend: 204; Whole-Class Performance Task: 229, 232, 435; Small-Group Performance Task: 260, 474; A Long Way Home: 428; Should Polar Tourism Be Allowed?: 465</i></p> <p>W-1c SE/TE: <i>Feathered Friend: 204; Whole-Class Performance Task: 231, 438; A Long Way Home: 428; Should Polar Tourism Be Allowed?: 465</i></p> <p>W-1d SE/TE: <i>Feathered Friend: 204; Whole-Class Performance Task: 230, 438; A Long Way Home: 428</i></p> <p>W-1e SE/TE: <i>Feathered Friend: 204; Whole-Class Performance Task: 230, 436; A Long Way Home: 428</i></p> <p>W-4 SE/TE: <i>Whole-Class Performance Task: 37, 133; Is Our Gain Also Our Loss?: 255; Small-Group Performance Task: 474</i></p> <p>W-5 SE/TE: <i>Whole-Class Performance Task: 37, 133, 233, 357, 439</i></p>

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<p>(Continued) W-5 With some guidance and support from peers and adults, <u>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> <p>W-8 <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u></p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	<p>(Continued) W-8 SE/TE: <i>Calvin and Hobbes</i>: 31; <i>Monkey Master</i>: 161; <i>Bored . . . And Brilliant?</i>: 259; <i>Small-Group Performance Task</i>: 260; <i>Alice’s Adventures in Wonderland</i>: 371; <i>Mission Twinpossible</i>: 451; <i>Lewis & Clark</i>: 473</p> <p>W-9 SE/TE: <i>Whole-Class Performance Task</i>: 33, 230, 434–439; <i>I Was a Skinny Tomboy Kid</i>: 76–77; <i>Should Polar Tourism Be Allowed?</i>: 464–465</p>
<p>Target 8. LANGUAGE & VOCABULARY USE: Strategically use 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 texts. Gr. 6 Standards: W-2d, W-3d, L-6 (DOK 1, DOK 2)</p> <p>W-2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>W-3d <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u></p> <p>L-6 Acquire and <u>use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></p>	<p>W-2d SE/TE: <i>My Life With the Chimpanzees</i>: 116; <i>Hachiko, Japan’s Most Famous Dog</i>: 126; <i>Whole-Class Performance Task</i>: 132; <i>Predators</i>: 151; <i>The Phantom Tollbooth</i> (video): 351; <i>Mission Twinpossible</i>: 451</p> <p>W-3d SE/TE: <i>Brown Girl Dreaming</i>: 24; <i>Whole-Class Performance Task</i>: 35, 36, 353, 356; <i>The Fun They Had</i>: 247</p> <p>L-6 SE/TE: <i>Unit Opener</i>: 4, 92, 186, 274, 402; <i>Calvin and Hobbes</i>: 26, 30; <i>Monkey Master</i>: 152; <i>The Internet of Things</i>: 224; <i>Bored . . . And Brilliant?</i>: 256; <i>The Phantom Tollbooth</i> (video): 346, 349; <i>Animation All About Exploration</i>: 430; <i>Lewis & Clark</i>: 466</p>

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<p>Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts. Gr. 6 Standards: L-1, L-2, L-3 (DOK 1, DOK 2)</p> <p>L-1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p>L-2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></p> <p>L-3 <u>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</u></p>	<p>L-1 SE/TE: <i>Brown Girl Dreaming: 23; Bad Boy: 67; A Blessing: 143; Black Cowboy, Wild Horses: 170; Feathered Friend: 203; Teens and Technology Share a Future: 213; The Black Hole of Technology: 221; Is Our Gain Also Our Loss?: 254; The Phantom Tollbooth, Act I: 311; The Phantom Tollbooth, Act II: 343; Whole-Class Performance Task: 355, 437, 439; Alice's Adventures in Wonderland: 370; Mission Twinpossible: 450; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 457; Should Polar Tourism Be Allowed?: 463</i></p> <p>L-2 SE/TE: <i>Brown Girl Dreaming: 23; I Was a Skinny Tomboy Kid: 77; My Life With the Chimpanzees: 115; Hachiko, Japan's Most Famous Dog: 125; Whole-Class Performance Task: 133; Predators: 149, 151; Teens and Technology Share a Future: 213; The Black Hole of Technology: 221</i></p> <p>L-3 SE/TE: <i>Feathered Friend: 204; The Phantom Tollbooth, Act II: 343; Whole-Class Performance Task: 35, 36, 355, 438</i></p>
<p>Target 10. [Not assessed in summative assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts. Gr. 6 Standards: W-6 (DOK 1)</p> <p>W-6 <u>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.</u></p>	<p>W-6 SE/TE: <i>Whole-Class Performance Task: 37, 133, 233, 439</i></p>

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Grade 6-8 Summative Assessment Targets, Claim #3	
ELA/Literacy Claim #3	
Students can employ effective speaking and listening skills for a range of purposes and audiences.	
Grade 6	
Speaking	
<p>Target 1. [Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking. Gr. 6 Standards L-1, L-3a, L-6, SL-6 (DOK 1, DOK 2)</p> <p>L-1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p>L-3a <u>Vary sentence patterns for meaning, reader/listener interest, and style.</u></p> <p>L-6 <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></p> <p>SL-6 <u>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</u></p>	<p>L-1 SE/TE: <i>Brown Girl Dreaming</i>: 23; <i>Bad Boy</i>: 67; <i>A Blessing</i>: 143; <i>Black Cowboy, Wild Horses</i>: 170; <i>Feathered Friend</i>: 203; <i>Teens and Technology Share a Future</i>: 213; <i>The Black Hole of Technology</i>: 221; <i>Is Our Gain Also Our Loss?</i>: 254; <i>The Phantom Tollbooth, Act I</i>: 311; <i>The Phantom Tollbooth, Act II</i>: 343; <i>Whole-Class Performance Task</i>: 355, 437, 439; <i>Alice's Adventures in Wonderland</i>: 370; <i>Mission Twinpossible</i>: 450; <i>Should NASA Pay Companies to Fly Astronauts to the International Space Station?</i>: 457; <i>Should Polar Tourism Be Allowed?</i>: 463</p> <p>L-3a SE/TE: <i>Whole-Class Performance Task</i>: 35, 36, 355; <i>The Phantom Tollbooth, Act II</i>: 343</p> <p>L-6 SE/TE: <i>Unit Opener</i>: 4, 92, 186, 274, 402; <i>Calvin and Hobbes</i>: 26, 30; <i>Monkey Master</i>: 152; <i>The Internet of Things</i>: 224; <i>Bored . . . And Brilliant?</i>: 256; <i>The Phantom Tollbooth</i> (video): 346, 349; <i>Animation All About Exploration</i>: 430; <i>Lewis & Clark</i>: 466</p> <p>SL-6 SE/TE: <i>Small-Group Performance Task</i>: 79, 173, 261, 389; <i>The Phantom Tollbooth, Act II</i>: 345, 350</p>

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<p>Target 2. [Not assessed on the summative assessment] CLARIFY MESSAGE: Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. Gr. 6 Standards: SL-6 (DOK 1)</p> <p>SL-6 <u>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</u></p>	<p>SL-6 SE/TE: <i>Small-Group Performance Task:</i> 79, 173, 261, 389; <i>The Phantom Tollbooth,</i> Act II: 345, 350</p>

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<p>Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize key ideas) and longer presentations for different purposes and audiences, adding the use of visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent. Gr. 6 Standards: SL-1, SL-4, SL-5, SL-6 (DOK 2, DOK 3)</p> <p>SL-1 <u>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.</u></p> <p>SL-4 <u>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</u></p> <p>SL-5 <u>Integrate multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</u></p> <p>SL-6 <u>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</u></p>	<p>SL-1 SE/TE: <i>Calvin and Hobbes:</i> 31; <i>Hachiko, Japan's Most Famous Dog:</i> 127; <i>Predators:</i> 150; <i>Monkey Master:</i> 161; <i>Share Your Independent Learning:</i> 84, 178, 266, 394, 480; <i>A Long Way Home:</i> 429; <i>Animation All About Exploration:</i> 433</p> <p>SL-4 SE/TE: <i>Brown Girl Dreaming:</i> 25; <i>Michaela DePrince: The War Orphan Who Became a Ballerina:</i> 59; <i>Small-Group Performance Task:</i> 78–79, 172–173, 260–261, 388–389, 474–475; <i>Black Cowboy, Wild Horses:</i> 171; <i>Feathered Friend:</i> 205; <i>The Internet of Things:</i> 227; <i>Is Our Gain Also Our Loss?:</i> 255; <i>The Phantom Tollbooth, Act II:</i> 345; <i>Jabberwocky:</i> 379; <i>Lewis & Clark:</i> 473</p> <p>SL-5 SE/TE: <i>Black Cowboy, Wild Horses:</i> 171; <i>Small-Group Performance Task:</i> 78–79, 172–173, 260–261, 388–389, 474–475; <i>Feathered Friend:</i> 205; <i>The Internet of Things:</i> 227; <i>Is Our Gain Also Our Loss?:</i> 255; <i>Bored . . . And Brilliant?:</i> 259; <i>Jabberwocky:</i> 379; <i>A Long Way Home:</i> 429</p> <p>SL-6 SE/TE: <i>Small-Group Performance Task:</i> 79, 173, 261, 389; <i>The Phantom Tollbooth, Act II:</i> 345, 350</p>

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Smarter Balanced Assessment Target Skills	myPerspectives, Grade 6 ©2017
Listening	
<p>Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally. Gr. 6 Standards: SL-2, SL-3 (DOK 1, DOK 2, DOK 3)</p> <p>SL-2 <u>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.</u></p> <p>SL-3 <u>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</u></p>	<p>SL-2 SE/TE: <i>Small-Group Performance Task: 172–173; The Internet of Things: 227; Is Our Gain Also Our Loss?: 255; The Phantom Tollbooth (video): 349, 351; A Long Way Home: 429; Animation All About Exploration: 433; Lewis & Clark: 473</i></p> <p>SL-3 SE/TE: <i>Is Our Gain Also Our Loss?: 255; Small-Group Performance Task: 260–261; Should Polar Tourism Be Allowed?: 464</i></p>

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Grade 6-8 Summative Assessment Targets, Claim #4	
ELA/Literacy Claim #4	
Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Grade 6	
<p>Target 1. [Not assessed on the Summative Assessment] PLAN/RESEARCH: Conduct short research projects to explore a topic, issue, or problem, logically organizing ideas and supporting details. Gr. 6 Standards: SL-1, SL-2, SL-4, SL-5; W-7; WHST-7 (DOK 3, DOK 4)</p> <p>SL-1 <u>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.</u></p> <p>SL-2 <u>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.</u></p> <p>SL-4 <u>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</u></p> <p>SL-5 <u>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</u></p>	<p>SL-1 SE/TE: <i>Calvin and Hobbes:</i> 31; <i>Hachiko, Japan's Most Famous Dog:</i> 127; <i>Predators:</i> 150; <i>Monkey Master:</i> 161; <i>Share Your Independent Learning:</i> 84, 178, 266, 394, 480; <i>A Long Way Home:</i> 429; <i>Animation All About Exploration:</i> 433</p> <p>SL-2 SE/TE: <i>Small-Group Performance Task:</i> 172–173; <i>The Internet of Things:</i> 227; <i>Is Our Gain Also Our Loss?:</i> 255; <i>The Phantom Tollbooth</i> (video): 349, 351; <i>A Long Way Home:</i> 429; <i>Animation All About Exploration:</i> 433; <i>Lewis & Clark:</i> 473</p> <p>SL-4 SE/TE: <i>Brown Girl Dreaming:</i> 25; <i>Michaela DePrince: The War Orphan Who Became a Ballerina:</i> 59; <i>Small-Group Performance Task:</i> 78–79, 172–173, 260–261, 388–389, 474–475; <i>Black Cowboy, Wild Horses:</i> 171; <i>Feathered Friend:</i> 205; <i>The Internet of Things:</i> 227; <i>Is Our Gain Also Our Loss?:</i> 255; <i>The Phantom Tollbooth, Act II:</i> 345; <i>Jabberwocky:</i> 379; <i>Lewis & Clark:</i> 473</p> <p>SL-5 SE/TE: <i>Black Cowboy, Wild Horses:</i> 171; <i>Small-Group Performance Task:</i> 78–79, 172–173, 260–261, 388–389, 474–475; <i>Feathered Friend:</i> 205; <i>The Internet of Things:</i> 227; <i>Is Our Gain Also Our Loss?:</i> 255; <i>Bored . . . And Brilliant?:</i> 259; <i>Jabberwocky:</i> 379; <i>A Long Way Home:</i> 429</p>

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<p>(Continued) <u>W-7, WHST-7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</u></p>	<p>(Continued) W-7, WHST-7 SE/TE: <i>Calvin and Hobbes</i>: 31; <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i>: 59; <i>Monkey Master</i>: 161; <i>Feathered Friend</i>: 205; <i>Bored . . . And Brilliant?</i>: 259; <i>Small-Group Performance Task</i>: 260; <i>Alice's Adventures in Wonderland</i>: 371; <i>Mission Twinpossible</i>: 451; <i>Lewis & Clark</i>: 473</p>
<p>Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). Gr. 6 Standards: RI-1, RI-6, RI-8, <u>RI-9</u>; RH- and RST-1, 2, 7–9; W-8, W-9; WHST-8, WHST-9 (PT: DOK 4) (CAT: DOK 2)</p> <p>RI-1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RI-6 <u>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</u></p> <p>RI-8 <u>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.</u></p> <p>RI-9 <u>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).</u></p> <p>RH- and RST-1, 2, 7, 8, 9 (as appropriate to research task or topic):</p> <p>RH-1 <u>Cite specific textual evidence to support analysis of primary and secondary sources.</u></p>	<p>RI-1 SE/TE: <i>My Life With the Chimpanzees</i>: 113; <i>Teens and Technology Share a Future</i>: 211; <i>The Black Hole of Technology</i>: 219; <i>Is Our Gain Also Our Loss?</i>: 253; <i>The Importance of Imagination</i>: 385; <i>A Long Way Home</i>: 425; <i>Mission Twinpossible</i>: 449; <i>Should Polar Tourism Be Allowed?</i>: 464</p> <p>RI-6 SE/TE: <i>Brown Girl Dreaming</i>: 21; <i>My Life With the Chimpanzees</i>: 113; <i>Teens and Technology Share a Future</i>: 211; <i>The Black Hole of Technology</i>: 219</p> <p>RI-8 SE/TE: <i>The Black Hole of Technology</i>: 222–223; <i>Should Polar Tourism Be Allowed?</i>: 464–465</p> <p>RI-9 SE/TE: <i>The Black Hole of Technology</i>: 222–223</p> <p>RH-1 SE/TE: <i>Declaration of the Rights of a Child</i>: 46; <i>Overview Independent Learning</i>: 81, 175; <i>Bored . . . And Brilliant? A Challenge To Disconnect From Your Phone</i>: 259</p>

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<p>(Continued) RST-1 <u>Cite specific textual evidence to support analysis of science and technical texts.</u></p> <p>RH-2 <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</u></p> <p>RST-2 <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</u></p> <p>RH-7 <u>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</u></p> <p>RST-7 <u>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</u></p> <p>RH-8 <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u></p> <p>RST-8 <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p> <p>RH-9 <u>Analyze the relationship between a primary and secondary source on the same topic.</u></p> <p>RST-9 <u>Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</u></p>	<p>(Continued) RST-1 SE/TE: from My Life with the Chimpanzees: 113; The Black Hole of Technology 219</p> <p>RH-2 SE/TE: <i>Bad Boy:</i> 66; <i>The Internet of Things:</i> 227; <i>The Importance of Imagination:</i> 385; <i>Mission Twinpossible:</i> 449</p> <p>RST-2 SE/TE: <i>The Internet of Things:</i> 227; <i>The Importance of Imagination:</i> 385; <i>Mission Twinpossible:</i> 449</p> <p>RH-7 SE/TE: <i>Calvin and Hobbes:</i> 30; <i>Monkey Master:</i> 160; from A Long Way Home 414, 429; <i>Lewis & Clark:</i> 472</p> <p>RST-7 SE/TE: <i>My Life With the Chimpanzees:</i> 116; <i>The Importance of Imagination:</i> 387; Performance Task; Write an Argument: 435; <i>Mission Twinpossible:</i> 451</p> <p>RH-8 SE/TE: <i>Should Polar Tourism Be Allowed?:</i> 464–465</p> <p>RST-8 SE/TE: <i>The Black Hole of Technology:</i> 222–223</p> <p>RH-9 SE/TE: Overview: Independent Learning 81, 175, 263, 277; Bored . . . And Brilliant? A Challenge To Disconnect From Your Phone: 259</p> <p>RST-9 SE/TE: Performance Task: Write a Nonfiction Narrative 33; Bored . . . And Brilliant? A Challenge To Disconnect From Your Phone 259</p>

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<p>(Continued) W-8 <u>Gather relevant information from multiple print and digital sources</u>; assess the credibility of each source; and <u>quote or paraphrase the data and conclusions of others while avoiding plagiarism</u> and providing basic bibliographic information for sources.</p> <p>WHST-8 <u>Gather relevant information from multiple print and digital sources</u>, using search terms effectively; assess the credibility and accuracy of each source; and <u>quote or paraphrase the data and conclusions of others while avoiding plagiarism</u> and following a standard format for citation.</p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>WHST-9 <u>Draw evidence from informational texts to support analysis, reflection, and research.</u></p>	<p>(Continued) W-8 SE/TE: <i>Calvin and Hobbes</i>: 31; <i>Monkey Master</i>: 161; <i>Bored . . . And Brilliant?</i>: 259; <i>Small-Group Performance Task</i>: 260; <i>Alice’s Adventures in Wonderland</i>: 371; <i>Mission Twinpossible</i>: 451; <i>Lewis & Clark</i>: 473</p> <p>WHST-8 SE/TE: <i>Calvin and Hobbes</i>: 31; <i>Monkey Master</i>: 161; <i>Bored . . . And Brilliant?</i>: 259; <i>Small-Group Performance Task</i>: 260; <i>Alice’s Adventures in Wonderland</i>: 371; <i>Mission Twinpossible</i>: 451; <i>Lewis & Clark</i>: 473</p> <p>W-9 SE/TE: <i>Whole-Class Performance Task</i>: 33, 230, 434–439; <i>I Was a Skinny Tomboy Kid</i>: 76–77; <i>Should Polar Tourism Be Allowed?</i>: 464–465</p> <p>WHST-9 SE/TE: <i>Whole-Class Performance Task</i>: 33, 230, 434–439; <i>Should Polar Tourism Be Allowed?</i>: 464–465</p>

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<p>Target 3. EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. Gr. 6 Standards: W-8; WHST-8 (PT: DOK 4) (CAT: DOK 2)</p> <p>W-8 <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source;</u> and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>WHST-8 <u>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source;</u> and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>W-8 SE/TE: <i>Calvin and Hobbes: 31; Monkey Master: 161; Bored . . . And Brilliant?: 259; Small-Group Performance Task: 260; Alice's Adventures in Wonderland: 371; Mission Twinpossible: 451; Lewis & Clark: 473</i></p> <p>WHST-8 SE/TE: <i>Calvin and Hobbes: 31; Monkey Master: 161; Bored . . . And Brilliant?: 259; Small-Group Performance Task: 260; Alice's Adventures in Wonderland: 371; Mission Twinpossible: 451; Lewis & Clark: 473</i></p>

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<p>Target 4. USE EVIDENCE: Cite evidence to support analyses, arguments, or critiques. Gr. 6 Standards: RI-9; RH- and RST-1 and 7–9; W-1b, W-8, W-9; WHST-8, WHST-9 (PT: DOK 3) (CAT: DOK 2)</p> <p>RI-9 <u>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).</u></p> <p>RH-1 <u>Cite specific textual evidence to support analysis of primary and secondary sources.</u></p> <p>RST-1 <u>Cite specific textual evidence to support analysis of science and technical texts.</u></p> <p>RH-7 <u>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</u></p> <p>RST-7 <u>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</u></p> <p>RH-8 <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u></p> <p>RST-8 <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p> <p>RH-9 <u>Analyze the relationship between a primary and secondary source on the same topic.</u></p>	<p>RI-9 SE/TE: <i>The Black Hole of Technology:</i> 222–223</p> <p>RH-1 SE/TE: Declaration of the Rights of a Child: 46; Overview Independent Learning: 81, 175; Bored . . . And Brilliant? A Challenge To Disconnect From Your Phone 259</p> <p>RST-1 SE/TE: from My Life with the Chimpanzees: 113; <i>The Black Hole of Technology</i> 219</p> <p>RH-7 SE/TE: <i>Calvin and Hobbes:</i> 30; <i>Monkey Master:</i> 160; from <i>A Long Way Home</i> 414, 429; <i>Lewis & Clark:</i> 472</p> <p>RST-7 SE/TE: <i>My Life With the Chimpanzees:</i> 116; <i>The Importance of Imagination:</i> 387; Performance Task; Write an Argument: 435; <i>Mission Twinpossible:</i> 451</p> <p>RH-8 SE/TE: <i>Should Polar Tourism Be Allowed?:</i> 464–465</p> <p>RST-8 SE/TE: <i>The Black Hole of Technology:</i> 222–223</p> <p>RH-9 SE/TE: Overview: Independent Learning 81, 175, 263, 277; Bored . . . And Brilliant? A Challenge To Disconnect From Your Phone: 259</p>

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<p>(Continued) RST-9 <u>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</u></p> <p>W-1b <u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</u></p> <p>W-8 <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u></p> <p>WHST-8 <u>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u></p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>WHST-9 <u>Draw evidence from informational texts to support analysis, reflection, and research.</u></p>	<p>(Continued) RST-9 SE/TE: Performance Task: Write a Nonfiction Narrative 33; Bored . . . And Brilliant? A Challenge To Disconnect From Your Phone 259</p> <p>W-1b SE/TE: <i>Feathered Friend:</i> 204; <i>Whole-Class Performance Task:</i> 229, 232, 435; <i>Small-Group Performance Task:</i> 260, 474; <i>A Long Way Home:</i> 428; <i>Should Polar Tourism Be Allowed?:</i> 465</p> <p>W-8 SE/TE: <i>Calvin and Hobbes:</i> 31; <i>Monkey Master:</i> 161; <i>Bored . . . And Brilliant?:</i> 259; <i>Small-Group Performance Task:</i> 260; <i>Alice’s Adventures in Wonderland:</i> 371; <i>Mission Twinpossible:</i> 451; <i>Lewis & Clark:</i> 473</p> <p>WHST-8 SE/TE: <i>Calvin and Hobbes:</i> 31; <i>Monkey Master:</i> 161; <i>Bored . . . And Brilliant?:</i> 259; <i>Small-Group Performance Task:</i> 260; <i>Alice’s Adventures in Wonderland:</i> 371; <i>Mission Twinpossible:</i> 451; <i>Lewis & Clark:</i> 473</p> <p>W-9 SE/TE: <i>Whole-Class Performance Task:</i> 33, 230, 434–439; <i>I Was a Skinny Tomboy Kid:</i> 76–77; <i>Should Polar Tourism Be Allowed?:</i> 464–465</p> <p>WHST-9 SE/TE: <i>Whole-Class Performance Task:</i> 33, 230, 434–439; <i>I Was a Skinny Tomboy Kid:</i> 76–77; <i>Should Polar Tourism Be Allowed?:</i> 464–465</p>

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<p>Target 5. [Not assessed on the Summative Assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience. Gr. 6 Standards: W-2d, W-3d, L-6 (DOK 1, DOK 2)</p> <p>W-2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>W-3d <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u></p> <p>L-6 Acquire and <u>use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></p>	<p>W-2d SE/TE: <i>My Life With the Chimpanzees:</i> 116; <i>Hachiko, Japan’s Most Famous Dog:</i> 126; <i>Whole-Class Performance Task:</i> 132; <i>Predators:</i> 151; <i>The Phantom Tollbooth</i> (video): 351; <i>Mission Twinpossible:</i> 451</p> <p>W-3d SE/TE: <i>Brown Girl Dreaming:</i> 24; <i>Whole-Class Performance Task:</i> 35, 36, 353, 356; <i>The Fun They Had:</i> 247</p> <p>L-6 SE/TE: <i>Unit Opener:</i> 4, 92, 186, 274, 402; <i>Calvin and Hobbes:</i> 26, 30; <i>Monkey Master:</i> 152; <i>The Internet of Things:</i> 224; <i>Bored . . . And Brilliant?:</i> 256; <i>The Phantom Tollbooth</i> (video): 346, 349; <i>Animation All About Exploration:</i> 430; <i>Lewis & Clark:</i> 466</p>

**A Correlation of myPerspectives, Grade 6, ©2017 to the
Smarter Balanced Assessment Target Skills**

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<p>Target 6. [Not assessed on the Summative Assessment] EDIT: Apply grade-appropriate grammar usage and mechanics to clarify a message. Gr. 6 Standards: L-1, L-2 (DOK 1)</p> <p>L-1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p>L-2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></p>	<p>L-1 SE/TE: <i>Brown Girl Dreaming: 23; Bad Boy: 67; A Blessing: 143; Black Cowboy, Wild Horses: 170; Feathered Friend: 203; Teens and Technology Share a Future: 213; The Black Hole of Technology: 221; Is Our Gain Also Our Loss?: 254; The Phantom Tollbooth, Act I: 311; The Phantom Tollbooth, Act II: 343; Whole-Class Performance Task: 355, 437, 439; Alice's Adventures in Wonderland: 370; Mission Twinpossible: 450; Should NASA Pay Companies to Fly Astronauts to the International Space Station?: 457; Should Polar Tourism Be Allowed?: 463</i></p> <p>L-2 SE/TE: <i>Brown Girl Dreaming: 23; I Was a Skinny Tomboy Kid: 77; My Life With the Chimpanzees: 115; Hachiko, Japan's Most Famous Dog: 125; Whole-Class Performance Task: 133; Predators: 149, 151; Teens and Technology Share a Future: 213; The Black Hole of Technology: 221</i></p>
<p>Target 7. [Not assessed on the Summative Assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts/presentations. Gr. 6 Standards: W-6, WHST-6; W-8, WHST-8 (DOK 1, DOK 2)</p> <p>W-6, WHST-6 <u>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</u></p> <p>W-8, WHST-8 (see above)</p>	<p>W-6, WHST-6 SE/TE: <i>Whole-Class Performance Task: 37, 133, 233, 439</i></p> <p>W-8, WHST-8 SE/TE: <i>Calvin and Hobbes: 31; Monkey Master: 161; Bored . . . And Brilliant?: 259; Small-Group Performance Task: 260; Alice's Adventures in Wonderland: 371; Mission Twinpossible: 451; Lewis & Clark: 473</i></p>