

Grade 6

ELA

Item Specifications



Table of Contents

Introduction	3
Reading Literary Text	6
6.RL.1	6
6.RL.2	12
6.RL.3	17
Reading Informational Text	22
6.RI.1	22
6.RI.2	30
6.RI.3	35
Writing	40
6.W.1	40
6.W.2	44
6.W.3	47
Speaking and Listening	54
6.SL.1	54
6.SL.2	58

Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of items used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Text Types suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Grade 6 English Language Arts

Reading Literary Text		6.RL.1.A
1 A MLS	<p>Comprehend and Interpret Texts (Approaching Texts as a Reader)</p> <p>Evidence/Inference</p> <p>Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will draw conclusions by citing textual evidence to support analysis of what a text says explicitly.</p> <p>The student will make inferences by citing textual evidence to support analysis of what a text says explicitly.</p> <p>The student will cite textual evidence when analyzing what a text says explicitly, as well as inferences drawn from the text.</p>		<p style="text-align: center;"><u>DOK Ceiling</u></p> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;"><u>Item Format</u></p> <p>Selected Response Constructed Response Technology Enhanced</p> <hr/> <p style="text-align: center;"><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels</p> <p>Text complexity will increase both qualitatively and quantitatively through the grade levels.</p>
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <p>Inferences must be based on text and not require prior knowledge of content.</p>		<p style="text-align: center;"><u>Sample Stems</u></p> <p>What can be inferred from “[QUOTE]”?</p> <p>Which text evidence best supports the inference that . . . ?</p> <p>What conclusions can be drawn after reading _____? Use evidence to support your ideas.</p>

Grade 6 English Language Arts

Reading Literary Text		6.RL.1.B
1 B MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.</p> <p>The student will determine the figurative meaning of words and phrases as they are used in a text using context, affixes, or reference materials.</p> <p>The student will determine the connotative meaning of words and phrases as they are used in a text using context, affixes, or reference materials.</p>		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>When assessing figurative meaning, items need to provide enough context so students can comprehend the meaning of the words and phrases that comprise the figurative language techniques and how they impact understanding of a text.</p>		<p>What is the intended meaning of the phrase “[QUOTE THAT INCLUDES FIGURATIVE LANGUAGE]”?</p> <p>What is the meaning of the author’s use of the word <i>XX</i> as used in lines X-XX?</p> <p>The prefix <i>re-</i> means “again.” As it is used in the passage, <i>return</i> means:</p>

Grade 6 English Language Arts

Which phrase/definition best expresses the meaning of the word *XX* as it is used in the sentence?

Grade 6 English Language Arts

Reading Literary Text		6.RL.1.C
1 C MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Text Features Interpret visual elements of a text and draw conclusions from them (when applicable).	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will interpret the visual elements of a text. The student will draw conclusions from the visual elements of a text.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels, film/video scripts, music lyrics, visual art Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> How does the [INSERT VISUAL ELEMENT] add to your understanding of the character/theme/conflict/setting? Based on [INSERT VISUAL ELEMENT], what conclusion can the reader draw about . . . ?

Grade 6 English Language Arts

Reading Literary Text		6.RL.1.D
1 D MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Summarize/Theme Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will determine the theme(s) of a text. The student will cite text evidence to support the development of the theme(s). The student will summarize a text.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> Which line from the text best develops or supports the theme of . . . ? Which statement describes a theme in . . . ? Which sentence(s) from the text best summarizes the theme of the text? Which theme can be supported by the text?

Grade 6 English Language Arts

Which text evidence best support the theme?

What is the theme of ____? How does the author develop this theme over the course of the text?

Which statement best summarizes the passage?

Grade 6 English Language Arts

Reading Literary Text		6.RL.2.A
2 A MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Structure Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will analyze how a particular sentence contributes to meaning in a text.</p> <p>The student will analyze how a particular chapter contributes to meaning in a text.</p> <p>The student will analyze how a particular scene contributes to meaning in a text.</p> <p>The student will analyze how a particular image contributes to meaning in a text.</p> <p>The student will analyze how a particular stanza contributes to meaning in a text.</p>		<p style="text-align: center;"><u>DOK Ceiling</u></p> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;"><u>Item Format</u></p> <p>Selected Response Constructed Response Technology Enhanced</p> <hr/> <p style="text-align: center;"><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels</p> <p>Text complexity will increase both qualitatively and quantitatively through the grade levels.</p>
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <p>Any element assessed must be an integral part of a text: climax, setting, point of view, characterization, etc.</p>		<p style="text-align: center;"><u>Sample Stems</u></p> <p>How does the [sentence, chapter, scene, stanza, image] contribute to the meaning of the text?</p> <p>Which statement best describes how paragraph X contributes to the overall meaning of the text?</p>

Grade 6 English Language Arts

Reading Literary Text		6.RL.2.B
2 B MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Point of View Explain how an author develops the point of view of the narrator or speaker in a text.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will explain how an author develops the narrator or speaker’s point of view (perspective) in a text.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced SR
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Missouri testing precedent shows that the term <i>point of view</i> is used synonymously with the term <i>perspective</i> . In literary text, point of view/perspective is how the narrator perceives what is happening in a story.		How does telling the story from _____’s point of view create a humorous/suspenseful situation? Use evidence from the text in your analysis.
		What is the most likely reason the author decided to tell the story from _____’s point of view?
		Which statement best reflects the narrator’s point of view in this passage?

Grade 6 English Language Arts

Which example most helped the author develop the character's point of view . . . ?

How does the author's word choice help develop _____'s point of view?

Grade 6 English Language Arts

Reading Literary Text		6.RL.2.C
2 C MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Craft and Meaning Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will analyze how word choice contributes to meaning in a text.</p> <p>The student will analyze how figurative language contributes to meaning in a text.</p> <p>The student will analyze how the repetition of words or word sounds contributes to meaning in a text.</p>		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Questions at this grade level should focus on characterization, setting, and/or plot development.</p> <p>Assessment of figurative language should focus on the function and purpose of the device, not upon identification of the term in isolation. Through grade 5, students have been exposed to similes, metaphors, hyperboles, adages, and idioms.</p>		<p>How does the repetition of [A WORD] contribute to the overall meaning of the text?</p> <p>In XX, how does the use of [SPECIFIC WORD CHOICE] impact the meaning?</p> <p>How does the author's word choice in paragraph X contribute to the meaning?</p> <p>What is the impact of the repetition of the word XX in paragraph X?</p> <p>Which statement best describes the effect of using the word XX in paragraph X?</p>

Grade 6 English Language Arts

Reading Literary Text		6.RL.2.D
2 D MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Interaction and Meaning Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will describe how a particular text’s plot unfolds in a series of episodes. The student will describe how characters respond or change as the plot moves toward a resolution in a text.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
This is not a plot summary; it is an analysis of the structure of a plot and characters.		How do the characters’ actions in the text advance the plot . . . ? The character’s actions/reactions in paragraph X tell the reader that _____. At what point in the story did the character begin to evolve/change? What events contribute to the change? Use evidence from the text to support your response.

Grade 6 English Language Arts

Reading Literary Text		6.RL.3.A
3 A MLS	<p>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</p> <p>Text in Forms</p> <p>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 same text, noting how a performance impacts personal interpretation.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will compare and contrast the experience of reading a story to listening to or viewing an audio, video, or live version of the same text.</p> <p>The student will compare and contrast the experience of reading a drama to listening to or viewing an audio, video, or live version of the same text.</p> <p>The student will compare and contrast the experience of reading a poem to listening to or viewing an audio, video, or live version of the same text.</p> <p>The student will note how a performance impacts personal interpretation.</p>		<u>Item Format</u>
		<u>Text Types</u>
		<p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels</p> <p>Text complexity will increase both qualitatively and quantitatively through the grade levels.</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
		<p>How do the different performances of XX impact the reader’s understanding of ____?</p> <p>How does the author’s decision to include/remove a scene impact the reader’s understanding of __?</p> <p>To what extent does the film/production stay faithful to the text/script? Explain whether the choices made by the director were effective. Use evidence from both pieces in your answer.</p>

Grade 6 English Language Arts

Reading Literary Text		6.RL.3.B
3 B MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Relationships in Texts Compare and contrast texts in different genres that address similar themes or topics.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will compare and contrast texts from different genres that address similar themes or topics.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic text Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> How are the story and poem alike and different in their approach to the theme of _____? Which text is more effective in portraying this theme? Explain why, using evidence from both texts as support.

Grade 6 English Language Arts

How are _____ (historical fiction title) and _____ (an historical account of same time period) alike and different in their portrayal of the _____? Use evidence from both versions as support in your answer.

How does _____ (a modern work of fiction) draw upon the theme presented in _____ (a myth or traditional story)? Use evidence from both texts to support your answer.

Grade 6 English Language Arts

Reading Literary Text		6.RL.3.C
3 C MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Historical Context Explain how plot and conflict reflect historical and/or cultural contexts.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will explain how plot reflects historical and/or cultural contexts in multiple texts. The student will explain how conflict reflects historical and/or cultural contexts in multiple texts.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Basic information regarding historical and/or cultural contexts will need to be provided in footnotes in the stimulus material.		Which statement best reflects the relationship between the author’s life and his/her work? How might the story have ended differently if . . . ?

Grade 6 English Language Arts

Reading Literary Text		6.RL.3.D
3 D MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Comprehension Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The student will read and comprehend literature, including stories, dramas, and poems, independently and proficiently.		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Grade-appropriate text pieces should be used when assessing this expectation.		Not applicable

Grade 6 English Language Arts

Reading Informational Text		6.RI.1.A
1 A MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Evidence/Inference Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will draw conclusions by citing textual evidence to support analysis of what a text says explicitly.</p> <p>The student will make inferences by citing textual evidence to support analysis of what a text says explicitly.</p> <p>The student will cite textual evidence when analyzing inferences drawn from a text.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, infographics, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Inferences must be based in text and not require prior knowledge of content.		What can be inferred from “[QUOTE]”? Which piece of text evidence best supports the inference that . . . ? What conclusions can you draw after reading _____? Use evidence from the text to support your ideas.

Grade 6 English Language Arts

Which statement best supports the author's claim that _____?

Choose two sentences in the text that best support the author's claim _____ is important.

Grade 6 English Language Arts

Reading Informational Text		6.RI.1.B
1 B MLS	<p>Comprehend and Interpret Texts (Approaching Texts as a Reader)</p> <p>Word Meanings</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials.</p> <p>The student will determine the figurative meaning of words and phrases as they are used in a text using context, affixes, or reference materials.</p> <p>The student will determine the connotative meaning of words and phrases as they are used in a text using context, affixes, or reference materials.</p> <p>The student will determine the content-specific meaning of words and phrases as they are used in a text using context, affixes, or reference materials.</p>		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>When assessing figurative meaning, items need to provide enough context so students can comprehend the meaning of the words and phrases that comprise the figurative language techniques and how they impact understanding of a text.</p>		<p>What is the intended meaning of the phrase “[QUOTE THAT INCLUDES FIGURATIVE LANGUAGE]”?</p> <p>What is the meaning of the author’s use of the word <i>XX</i> as used in lines <i>X-XX</i>?</p> <p>The prefix <i>re-</i> means “again.” As it is used in the passage <i>return</i> means _____.</p>

Grade 6 English Language Arts

Which phrase/definition best expresses the meaning of the word *XX* as it is used in the sentence?

[DICTIONARY DEFINITIONS OF A WORD].
Which definition best conveys the meaning of *XX* as it is used in the text?

Which word has the same connotation as the word *XX*?

Grade 6 English Language Arts

Reading Informational Text		6.RI.1.C
1 C MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Text Features Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will interpret visual elements of a text including those from different media.</p> <p>The student will draw conclusions from the visual elements of a text from different media.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> How does the [INSERT VISUAL ELEMENT] develop the central idea? Based on [INSERT VISUAL ELEMENT], what conclusion can the reader draw about . . . ? According the chart, [EXAMPLE: HOW MANY HOURS OF SLEEP] is necessary/unnecessary for . . . ?

Grade 6 English Language Arts

	<p>Which information in the chart best supports the author's claim that [QUOTE]?</p>
--	--

Grade 6 English Language Arts

Reading Informational Text		6.RI.1.D
1 D MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Summarize/Claim Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will explain the central/main idea(s) of a text. The student will cite text evidence to support the development of the central/main idea(s). The student will summarize a text.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
		<u>Sample Stems</u> Which sentence from the text best develops or supports the central/main idea of . . . ? Which statement describes a central/main idea in . . . ? Read the summary of the text. One key event/idea is missing. Which key event/idea is missing?

Grade 6 English Language Arts

	<p>Which central/main idea is supported by the text?</p> <p>Which text evidence best support the central/main idea?</p> <p>Complete the table by putting check marks in the appropriate boxes to match the textual evidence to the central/main idea.</p>
--	---

Grade 6 English Language Arts

Reading Informational Text		6.RI.2.A
2 A MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Structure Analyze how a particular sentence, paragraph, section, or image contributes to meaning.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will analyze how a particular sentence contributes to meaning in a text.</p> <p>The student will analyze how a particular paragraph contributes to meaning in a text.</p> <p>The student will analyze how a particular section contributes to meaning in a text.</p> <p>The student will analyze how a particular image contributes to meaning in a text.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Any element assessed must be an integral part of a text: main idea, supporting details, claim, argument, etc.		<p>The author’s use of image helps the reader understand . . .</p> <p>How does the use of paragraph X contribute to the meaning?</p>

Grade 6 English Language Arts

Reading Informational Text		6.RI.2.B
2 B MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Point of View Explain how an author’s point of view or purpose is conveyed in a text.	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will explain how an author’s point of view is conveyed in a text.</p> <p>The student will explain how an author’s purpose is conveyed in a text.</p>		<p style="text-align: center;"><u>DOK Ceiling</u></p> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;"><u>Item Format</u></p> <p>Selected Response Constructed Response Technology Enhanced</p> <hr/> <p style="text-align: center;"><u>Text Types</u></p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p> <p>Text complexity will increase both qualitatively and quantitatively through the grade levels.</p>
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <p>Missouri testing precedent shows that the term <i>point of view</i> is used synonymously with the term <i>perspective</i>. In literary text, point of view/perspective is how the narrator perceives what is happening in a story.</p>		<p style="text-align: center;"><u>Sample Stems</u></p> <p>What is the author’s purpose? Use evidence from the text to support your answer.</p> <p>How does the author’s word choice help develop the point of view or purpose? Use evidence from the text to support your answer.</p> <p>Which evidence best reveals the author’s purpose?</p>

Grade 6 English Language Arts

Reading Informational Text		6.RI.2.C
2 C MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Craft and Meaning Analyze how word choice, including the use of figurative language, connotations, and/or repetition contributes to meaning.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will analyze how word choice contributes to meaning in a text.</p> <p>The student will analyze how figurative language contributes to meaning in a text.</p> <p>The student will analyze how connotations contribute to meaning in a text.</p> <p>The student will analyze how repetition contributes to meaning in a text.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Assessment of figurative language should focus on the function and purpose of the device, not upon identification of the term in isolation. Through grade 5, students have been exposed to similes, metaphors, hyperboles, adages, and idioms.</p> <p>Stimulus material should provide enough context for students to comprehend the meaning, function and/or purpose of the specific word choices and how this impacts understanding of a text.</p>		<p>How does the repetition of [A WORD] contribute to the overall meaning of the text?</p> <p>In XX, how does the use of [SPECIFIC WORD CHOICE OR FIGURATIVE LANGUAGE] impact the meaning?</p> <p>How does the author’s word choice in paragraph X contribute to the meaning?</p>

Grade 6 English Language Arts

Reading Informational Text		6.RI.2.D
2 D MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Argument/Evidence Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will identify the author's argument in a text.</p> <p>The student will distinguish claims that are supported by reasons and evidence from a text.</p> <p>The student will distinguish claims that are not supported by reasons and evidence from a text.</p>		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Stimulus material must contain all needed information in order to identify the argument. No prior knowledge of the argument topic should be necessary.</p>		<p>How does the author develop his/her argument in ____? Use evidence from the text to support your answer.</p> <p>Is the argument effective? Explain why or why not using evidence from the text.</p> <p>Is the reasoning behind the claims sound? Explain why or why not using evidence from the text.</p>

Grade 6 English Language Arts

Is the evidence relevant and sufficient to support the claim? Use evidence from the text to support your answer.

Grade 6 English Language Arts

Reading Informational Text		6.RI.3.A
3 A MLS	<p>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</p> <p>Texts/Forms</p> <p>Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will compare and contrast the experience of reading a text to listening to or viewing an audio, video, or live version of the same text.</p> <p>The student will note how a performance impacts personal interpretation.</p>		<u>Item Format</u>
		<p>Selected Response Constructed Response Technology Enhanced</p>
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
		<p>How do the different media formats of XX influence how the [TOPIC] is portrayed . . . ?</p> <p>How does the media format of XX impact the reader's understanding of . . .</p> <p>How does the emphasis on XX in both texts influence the reader's understanding of the subject?</p>

Grade 6 English Language Arts

After reading the speech and listening to an audio version, how does Martin Luther King's delivery affect the impact of his words? Use evidence from the written text and audio version in your response.

Grade 6 English Language Arts

Reading Informational Text		6.RI.3.B
3 B MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Relationships/Texts Compare and contrast one author’s presentation of events with that of another.	
<u>Expectation Unwrapped</u> The student will compare and contrast one author’s presentation of events with that of another.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced–Drag and Drop
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> Which idea is supported in both texts? How does the author distinguish his/her position from others? Use evidence from the text to support your answer.

Grade 6 English Language Arts

Reading Informational Text		6.RI.3.C
3 C MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Historical Context Explain how the text reflects historical and/or cultural contexts.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will explain how text reflects historical context in multiple texts. The student will explain how text reflects cultural context in multiple texts.		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Basic information regarding historical and/or cultural contexts will need to be provided in footnotes in the stimulus material.		Which statement best reflects the relationship between the author’s life and his/her work? How might the outcome of events have been different if . . . ?

Grade 6 English Language Arts

Reading Informational Text		6.RI.3.D
3 D MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Comprehension Read and comprehend informational text independently and proficiently.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The student will read and comprehend multiple informational texts independently and proficiently.		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
		<u>Sample Stems</u> Not Applicable
<u>Content Limits/Assessment Boundaries</u>		
Grade-appropriate text pieces should be used when assessing this expectation.		

Grade 6 English Language Arts

Writing		6.W.1.A
1 A MLS	<p>Approaching the Task as a Researcher</p> <p>Research</p> <p>Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will conduct research to answer a question.</p> <p>The student will draw and integrate information from several sources.</p> <p>The student will use a standard citation system.</p>		3
		<u>Item Format</u>
		<p>Selected Response</p> <p>Technology Enhanced</p>
		<u>Text Types</u>
		<p>Text complexity will increase both qualitatively and quantitatively through the grade levels.</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Items should not assess a specific standard citation system</p>		<p>Students are writing an argumentative report about [TOPIC]. They found sources for their report. Read the sources and answer the questions that follow. Which of the sources would provide the most relevant/credible information about the topic?</p> <p>Students are writing a report about [TOPIC].</p>

Grade 6 English Language Arts

They found sources for their report. Read the sources below and the directions that follow. The students wrote down some claims to use in their report. Look at the claims in the table. Determine whether if the information in the sources supports each claim. Select the boxes to show the claims that each source supports. A source may have more than one box selected.

Students have written the following overly broad paragraph. [OVERLY BROAD IN FOCUS PARAGRAPH] Which research question would help to narrow the topic appropriately?

Students are trying to prove the claim that [FOUR DAY SCHOOL WEEKS BENEFIT STUDENT ACHIEVEMENT]. Which research question would help them prove the claim?

Students are conducting research on [THE BENEFITS OF TWO NUTRITIONAL PLANS]. Which research question would best guide the students' research?

Grade 6 English Language Arts

Writing		6.W.1.A
1 A MLS	<p>Approaching the Task as a Researcher</p> <p>Research</p> <p>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.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will gather relevant information from multiple print and digital sources.</p> <p>The student will assess the credibility of multiple print and digital sources.</p> <p>The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism.</p> <p>The student will provide basic bibliographic information for multiple print and digital sources.</p>		3
		<u>Item Format</u>
		<p>Selected Response</p> <p>Technology Enhanced</p>
		<u>Text Types</u>
		<p>Text complexity will increase both qualitatively and quantitatively through the grade levels.</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Items should not assess a specific standard citation system.</p>		<p>Students are writing a persuasive speech for their speech class about [TOPIC]. Read the paragraphs from a student’s draft and complete the task that follows. Select two credible sources that would most likely give the student more information for his/her speech.</p>

Grade 6 English Language Arts

Read the paragraph from source A. [INSERT PARAGRAPH] Select the sentences from source A that best support the writer's claim.

A student wants to include information from the sources in his/her report about _____ but does not want to plagiarize the authors' ideas. Read the paragraph from the student's report and select [one/two] sentence(s) in the paragraph that [is/are] plagiarized.

A student took notes about information about _____ from the sources. Choose two notes that correctly paraphrase, or restate, information from both sources.

Which clue can indicate that an online source is not credible?

Grade 6 English Language Arts

Writing		6.W.2.A.a
2 A MLS a	<p>Approaching the Task as a Writer</p> <p>Development</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>Narrative: Develop narratives, including poems, about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will follow a writing process to develop a narrative.</p> <p>The student will produce clear and coherent narrative writing with development, organization, style, and voice.</p> <p>The student will produce narrative writing appropriate to the task, purpose, and audience.</p> <p>The student will develop writing with narrative writing techniques appropriate to the task, purpose, and audience.</p> <p>The student will develop narratives, including poems, about real or imagined experiences, with clearly identified characters, sequence of events, and relevant descriptive details appropriate to the task, purpose, and audience.</p>		3
		<u>Item Format</u>
		Writing Prompt Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Student should be assessed for narrative techniques that have been taught K–5 with the application of these techniques increasing qualitatively and quantitatively through the grade levels.</p>		

Grade 6 English Language Arts

Writing		6.W.2.A.b
2 A MLS b	<p>Approaching the Task as a Writer</p> <p>Development</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will follow a writing process to develop expository writing appropriate to the task, purpose, and audience.</p> <p>The student will produce clear and coherent informative/explanatory writing with development, organization, style, and voice appropriate to the task, purpose, and audience.</p> <p>The student will produce informative/explanatory writing appropriate to the task, purpose, and audience.</p> <p>The student will develop writing with informative/explanatory writing techniques appropriate to the task, purpose, and audience.</p> <p>The student will develop informative/explanatory writing on a topic using relevant facts, examples, and details appropriate to the task, purpose, and audience.</p>		<u>Item Format</u> Writing Prompt Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>The application of expository writing techniques should increase qualitatively and quantitatively through the grade levels.</p> <p>Item types must contain all needed information in order to evaluate the expository prompt; no prior knowledge of the expository topic should be necessary.</p>		

Grade 6 English Language Arts

Writing		6.W.2.A.c
2 A MLS C	<p>Approaching the Task as a Writer</p> <p>Development</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will follow a writing process to develop argumentative writing appropriate to task, purpose, and audience.</p> <p>The student will produce clear and coherent argumentative writing with development, organization, style, and voice appropriate to task, purpose, and audience.</p> <p>The student will produce argumentative writing appropriate to the task, purpose, and audience.</p> <p>The student will develop writing with argumentative writing techniques appropriate to task, purpose, and audience.</p> <p>The student will develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence appropriate to task, purpose, and audience.</p>		<u>Item Format</u> Writing Prompt Performance Event
		<u>Text Types</u>
		<u>Sample Stems</u>
<u>Content Limits/Assessment Boundaries</u>		
<p>The application of argumentative writing techniques should increase qualitatively and quantitatively through the grade levels.</p> <p>Item types must contain all needed information in order to produce the argument; no prior knowledge of the argument's topic should be necessary.</p>		

Grade 6 English Language Arts

Writing		6.W.3.A.a
3 A MLS a	<p>Approaching the Task as a Reader</p> <p>Revise and Edit</p> <p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will review, revise, and edit writing with consideration for task, purpose, and audience.</p> <p>The student will organize the content of the writing by introducing the topic appropriate to task, purpose, and audience.</p> <p>The student will organize the content of the writing by maintaining a clear focus throughout the text appropriate to task, purpose, and audience.</p> <p>The student will organize the content of the writing by providing a conclusion that follows from the text appropriate to task, purpose, and audience.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced Performance Event
<u>Content Limits/Assessment Boundaries</u>		<u>Text Types</u>
<p>The application of these writing techniques should increase qualitatively and quantitatively through the grade levels.</p> <p>Aspects of this expectation are more appropriately assessed using certain item formats (e.g., organization, introduction, and conclusion can be assessed by selected response, but “maintaining a clear focus throughout the text” should be assessed by constructed response/performance event).</p>		<p style="text-align: center;"><u>Sample Stems</u></p> <p>A student is writing a report about [TOPIC]. Read the draft of the report and complete the task that follows. Write a conclusion that follows logically from the information in the essay.</p> <p>A student has written a draft about [TOPIC]. Read the draft. Which sentence would be the best introductory sentence?</p>

Grade 6 English Language Arts

[THREE TO FIVE PARAGRAPH STIMULUS WITH THE PARAGRAPHS NUMBERED] Which arrangement of the paragraphs presents the most logical order?

Grade 6 English Language Arts

Writing		6.W.3.A.b
3 A MLS b	<p>Approaching the Task as a Reader</p> <p>Revise and Edit</p> <p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will review, revise, and edit writing with consideration for task, purpose, and audience.</p> <p>The student will choose precise language for task, purpose, and audience.</p> <p>The student will establish and maintain an appropriate and consistent style for task, purpose, and audience.</p> <p>The student will use complete sentences.</p>		3
		<u>Item Format</u>
		<p>Selected Response</p> <p>Constructed Response</p> <p>Technology Enhanced</p> <p>Performance Event</p>
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>The use of word choice, syntax, and style should increase qualitatively and quantitatively through the grade levels.</p>		<p>A student is writing a narrative for a creative writing class assignment. Read an excerpt from the draft and answer the question that follows. [STUDENT TEXT] Which revision to the underlined sentence uses the most precise language?</p> <p>Read the paragraphs from a student’s draft. [DRAFT EXAMPLE] Which words are more concrete or specific to replace the two underlined words?</p>

Grade 6 English Language Arts

Writing		6.W.3.A.c
3 A MLS c	<p>Approaching the Task as a Reader</p> <p>Revise and Edit</p> <p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will review, revise, and edit writing with consideration for task, purpose, and audience.</p> <p>The student will demonstrate a command of the conventions of standard English grammar.</p> <p>The student will demonstrate a command of the conventions of standard English usage.</p> <p>The student will demonstrate a command of spelling.</p> <p>The student will demonstrate a command of punctuation.</p>		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Students should be assessed for the application of conventions of standard English grammar and usage that have been taught grades K–5.</p> <p>The application of the effective use of the conventions of standard English grammar and usage should increase qualitatively and quantitatively through the grade levels.</p> <p>On a large scale assessment, this expectation can only be assessed through a writing prompt.</p>		

Grade 6 English Language Arts

Writing		6.W.3.A.d
3 A MLS d	<p>Approaching the Task as a Reader</p> <p>Revise and Edit</p> <p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will review, revise, and edit writing with consideration for task, purpose, and audience.</p> <p>The student will use transitions to clarify relationships appropriate to task, purpose, and audience.</p> <p>The student will use transitions to connect ideas and claims appropriate to task, purpose, and audience.</p> <p>The student will use transitions to signal time shifts appropriate to task, purpose, and audience.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced Performance Event
<u>Content Limits/Assessment Boundaries</u>		<u>Text Types</u>
<p>Writing complexity, including the application of transitions, should increase qualitatively and quantitatively through the grade levels.</p>		<u>Sample Stems</u> A student is writing an essay. Read the excerpt from the draft and complete the task that follows. Choose the transition sentence that would improve the transition between the first and second paragraph.

Grade 6 English Language Arts

Read these sentences from the essay.
[SENTENCES] Which transitional word or phrase replaces the underlined word without changing the meaning of the sentence?

Grade 6 English Language Arts

Writing		6.W.3.A.e
3 A MLS e	Approaching the Task as a Reader Revise and Edit Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will review, revise, and edit writing with consideration for task, purpose, and audience. The student will use technology, including the Internet, to produce and publish writing appropriate to task, purpose, and audience. The student will use technology, including the Internet, to interact and collaborate with others.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced Performance Event
<u>Content Limits/Assessment Boundaries</u>		<u>Text Types</u>
Writing complexity should increase quantitatively and qualitatively through the grade levels. Using technology, including the Internet, to interact and collaborate with others will be locally assessed.		<u>Sample Stems</u>

Grade 6 English Language Arts

Speaking and Listening		6.SL.1.A
1 A MLS	Collaborating Conversations Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The student will follow rules for discussion and decision making while collaborating. The student will track progress toward specific goals and deadlines while collaborating. The student will define individual roles as needed while collaborating.		<u>Item Format</u> Classroom Assessment Performance Event
		<u>Text Types</u> Fiction text, informational text, media (audio clips, video clips, photographs, advertisements, infographics) Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>

Grade 6 English Language Arts

Speaking and Listening		6.SL.1.B
1 B MLS	<p>Collaborating</p> <p>Questioning</p> <p>Delineate a speaker’s argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will delineate the speaker’s argument and claims.</p> <p>The student will pose and respond to specific questions with elaboration and detail.</p> <p>The student will make comments that contribute to the topic, text, or issue under discussion.</p>		<u>Item Format</u> Selected Response Technology Enhanced Performance Event
		<u>Text Types</u> Media Types: audio and/or audio visual clips The speaker’s argument is the “text” that needs to be referenced.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Collaboration component needs to be locally assessed.</p> <p>This has to be assessed with a media/audio component, otherwise, it becomes a reading assessment item.</p> <p>This expectation can only be partially assessed within a state assessment by asking the student to delineate a speaker’s argument and claims and to pose questions.</p>		<p>Which question(s) asked of the speaker would give more information about ____?</p> <p>Which question could listeners ask to help them understand about . . . ?</p> <p>What is the claim the speaker makes in the presentation?</p> <p>What is the speaker’s first claim?</p>

Grade 6 English Language Arts

Which ideas are supported in the presentation?

Which main idea is best supported by the presentation?

Which detail from the listening presentation describes . . . ?

Which statement best describes the purpose of the presentation?

Which evidence best supports the speaker's claim?

Grade 6 English Language Arts

Speaking and Listening		6.SL.1.C
1 C MLS	<p>Collaborating Viewpoints of others Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will review the key ideas expressed by the speaker including those presented in diverse media.</p> <p>The student will demonstrate an understanding of multiple perspectives through reflection and paraphrasing during collaboration.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced Performance Event
		<u>Text Types</u> Auditory component's such as oral presentations, live discussions, performances, video or auditory recordings
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Collaboration component needs to be locally assessed. This expectation has to be assessed with a media/audio component; otherwise, it becomes a reading assessment item.</p>		<p>What are the key ideas of the presentation?</p> <p>Paraphrase the key points of the presentation.</p>

Grade 6 English Language Arts

Speaking and Listening		6.SL.2.A
2 A MLS	<p>Presenting</p> <p>Verbal Delivery</p> <p>Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will speak clearly and audibly, including using appropriate volume, as appropriate to task, purpose, and audience.</p> <p>The student will speak to the point as appropriate to task, purpose, and audience.</p> <p>The student will use conventions of language as appropriate to task, purpose, and audience.</p>		4
		<u>Item Format</u>
		Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Locally assessed</p> <p>This expectation is best assessed in conjunction with another English language arts reading or writing expectation.</p> <p>In this context, <i>to the point</i> refers to the main idea or topic of the presentation.</p>		

Grade 6 English Language Arts

Speaking and Listening		6.SL.2.B
2 B MLS	<p>Presenting Nonverbal</p> <p>Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 4
<p>The student will position body to face the audience when speaking.</p> <p>The student will make eye contact with listeners at various intervals when presenting.</p> <p>The student will use gestures to communicate a clear viewpoint when presenting.</p>		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>This expectation is best assessed in conjunction with another English language arts reading or writing expectation.</p>		

Grade 6 English Language Arts

Speaking and Listening		6.SL.2.C
2 C MLS	Presenting Multimedia Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 4
The student will plan and deliver appropriate presentations based on task, audience, and purpose. The student will include multimedia components appropriate to task, purpose, and audience to clarify claims, findings, and ideas within the presentation.		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Locally assessed This expectation is best assessed in conjunction with another English language arts reading or writing expectation.		