Achievement Level Descriptors

for

Grade 6 English Language Arts

Achievement Levels and Achievement Level Descriptors

With the implementation of the Georgia Milestones Assessment System, Georgia educators have developed four achievement levels to describe student mastery and command of the knowledge and skills outlined in Georgia's content standards. Most students have at least some knowledge of the content described in the content standards; however, achievement levels succinctly describe how much mastery a student has. Achievement levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four achievement levels on Georgia Milestones are *Beginning Learner, Developing Learner, Proficient Learner,* and *Distinguished Learner.* The general meaning of each of the four levels is provided below:

Beginning Learners **do not yet demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *need substantial academic support* to be prepared for the next grade level or course and to be on track for college and career readiness*.*

Developing Learners **demonstrate partial proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *need additional academic support* to ensure success in the next grade level or course and to be on track for college and career readiness*.*

Proficient Learners **demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are prepared* for the next grade level or course and are on track for college and career readiness*.*

Distinguished Learners **demonstrate advanced proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are well prepared* for the next grade level or course and are well prepared for college and career readiness*.*

More detailed and content-specific concepts and skills are provided for each grade, content area, and course in the **Achievement Level Descriptors** (ALDs). ALDs are narrative descriptions of the knowledge and skills expected at each of the four achievement levels and were developed for each grade level, content area, and course by committees of Georgia educators in March 2015 and July 2015. The ALDs are based on the state-adopted content standards.

ALDs show a *progression of knowledge and skills* for which students must demonstrate competency across the achievement levels. It is important to understand that a student should demonstrate mastery of the knowledge and skills within his/her achievement level *as well as all content and skills in any achievement levels that proceed his/her own, if any*. For example, a Proficient Learner should also possess the knowledge and skills of a Developing Learner *and* a Beginning Learner.

ALD	Standard	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Policy		**Beginning Learners do not yet demonstrate proficiency in the knowledge and skills** necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for *college and career readiness.*	**Developing Learners demonstrate partial proficiency in the knowledge and skills** necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for *college and career readiness.*	**Proficient Learners demonstrate proficiency in the knowledge and skills** necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for *college and career readiness.*	**Distinguished Learners demonstrate advanced proficiency in the knowledge and skills** necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for *college and career readiness.*
Range		A student who achieves at the **Beginning Learner** level tends to read and comprehend informational texts and literature that do not meet the demands of grade level texts that would signal this student is on track for college and career readiness and requires substantial instructional support to improve reading skills.	A student who achieves at the **Developing Learner** level tends to read and comprehend informational texts and literature of low-to-moderate complexity and sometimes struggle to meet the demands of grade level texts that would signal this student is on track for college and career readiness and requires some instructional support to enhance reading skills.	A student who achieves at the **Proficient Learner** level reads and comprehends informational texts and literature of moderate-to-high complexity and is meeting the demands of grade level texts that signal this student is on track for college and career readiness.	A student who achieves at the **Distinguished Learner** level reads and comprehends informational texts and literature of high complexity and is meeting and often exceeding the demands of grade level texts that clearly signal this student is on track for college and career readiness.
	6.RL.1	Refers to the texts to support analyses of what texts say explicitly.	Identifies textual evidence to support analyses of what texts say explicitly.	Cites textual evidence to support analyses of what texts say explicitly as well as inferences drawn from the texts.	Cites strong and thorough textual evidence to support in-depth analyses of what texts say explicitly and elaborates on inferences drawn from the texts.
	6.RL.2	Identifies themes or central ideas of texts and provides simple summaries of texts.	Describes themes or central ideas of texts and provides basic summaries of texts distinct from personal opinions or judgments.	Determines themes and/or central ideas of texts and how they are conveyed through particular details and provides summaries of texts distinct	Analyzes themes or central ideas and how they are conveyed through particular details and provides comprehensive summaries of

				from personal opinions or judgments.	texts distinct from personal opinions or judgments.
	6.RL.3	Identifies basic plots of particular stories or dramas and refers to characters.	Explains how plots of particular stories or dramas unfold and how main characters change.	Describes how plots of particular stories or dramas unfold in a series of episodes as well as how characters respond or change as plots move toward resolutions.	Analyzes how the responses and changes of complex characters contribute to the plots of stories and dramas as they move toward resolutions.
	6.RL.4	Uses apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings of words and phrases as they are used in texts.	Uses apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings, including basic figurative and connotative meanings, of words and phrases as they are used in texts and identifies the impact of word choices on meaning and tone.	Determines meanings, including figurative and connotative meanings, of words and phrases as they are used in texts and analyzes the impact of specific word choices on meaning and tone.	Determines meanings, including figurative and connotative meanings, of words and phrases as they are used in texts and analyzes and critiques the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).
	6.RL.5	Identifies particular sentences, chapters, scenes, or stanzas that contribute to the overall structure of texts.	Describes how particular sentences, chapters, scenes, or stanzas contribute to the overall structure of texts.	Analyzes how particular sentences, chapters, scenes, or stanzas fit into the overall structure of texts and contribute to the development of themes, settings, or plots.	Analyzes how sophisticated sentences, chapters, scenes, or stanzas affect the overall structure of texts and contribute to the development of themes, settings, or plots.
	6.RL.6	Identifies the narrators' or speakers' points of view in texts.	Describes the narrators' or speakers' points of view in texts.	Explains how authors develop the narrators' or speakers' points of view in texts.	Analyzes how an author develops the narrators' or speakers' points of view in texts, citing evidence from the texts to support the analyses.
	6.RL.7	Compares the experience of reading stories, dramas, or poems to listening to or viewing audio, video, or live versions of the texts.	Compares and contrasts the experience of reading stories, dramas, or poems to listening to or viewing audio, video, or live versions of the texts.	Compares and contrasts the experience of reading stories, dramas, or poems to listening to or viewing audio, video, or live versions of the texts, including contrasting what he or she "sees" and "hears" when reading texts to what is	Compares and contrasts the experience of reading stories, dramas, or poems to listening to or viewing audio, video, or live versions of the texts, including analyzing what he or she "sees" and "hears" when reading the text compared to what is perceived when

				perceived when he or she listens or watches.	listening or watching and providing evidence from the different versions of the texts to support the perceptions.
	6.RL.8	N/A	N/A	N/A	N/A
	6.RL.9	Identifies overtly differing textual elements in different forms or genres with similar themes or topics.	Identifies differing textual elements in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) with similar themes or topics.	Compares and contrasts 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.	Compares, contrasts, and analyzes texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
	6.RI.1	Generally refers to the texts to support analyses of what texts say explicitly.	Identifies textual evidence to support analyses of what texts say explicitly.	Cites textual evidence to support analyses of what texts say explicitly as well as inferences drawn from the texts.	Cites strong and thorough textual evidence to support in-depth analyses of what texts say explicitly and elaborates on inferences drawn from the texts.
	6.RI.2	Identifies central ideas of texts and provides simple summaries of texts.	Describes central ideas of texts and provides basic summaries of texts distinct from personal opinions or judgments.	Determines central ideas of texts and how they are conveyed through particular details and provides summaries of texts distinct from personal opinions or judgments.	Analyzes central ideas of the texts and how they are conveyed through particular details and provides objective summaries of texts.
	6.RI.3	Identifies how key individuals, events, or ideas are introduced and illustrated in texts.	Explains how key individuals, events, or ideas are introduced, illustrated, and elaborated in texts.	Analyzes in detail how key individuals, events, or ideas are introduced, illustrated, and elaborated in texts (e.g., through examples or anecdotes).	Analyzes in detail how key individuals, events, or ideas are introduced, illustrated, and elaborated in texts (e.g., through examples or anecdotes) and uses evidence from texts to evaluate relationships among key individuals, events, or ideas.
	6.RI.4	Uses apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings of words and phrases as they are used in texts.	Uses apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings, including basic figurative, connotative, and technical meanings, of words	Uses apparent and inferential textual evidence to determine meanings, including figurative, connotative, and technical meanings, of words and	Uses apparent and inferential textual evidence to determine meanings, including figurative, connotative, and technical meanings, of nuanced words

			and phrases as they are used in texts.	phrases as they are used in texts.	and phrases as they are used in texts.
	6.RI.5	Identifies particular sentences, paragraphs, chapters, or sections that contribute to the development of key ideas in texts.	Describes how particular sentences, paragraphs, chapters, or sections contribute to the structure of texts and the development of ideas.	Analyzes how particular sentences, paragraphs, chapters, or sections fit into the overall structure of texts and contribute to the development of ideas.	Evaluates why authors use particular sentences, paragraphs, chapters, or sections in the overall structure of texts and explains how they contribute to the development of ideas, citing evidence from texts as support.
	6.RI.6	Identifies authors' explicitly stated purposes in texts.	Identifies authors' points of view or purposes in texts and gives examples of how these views are conveyed.	Determines authors' points of view or purposes in texts and explains how the views are conveyed in the texts.	Analyzes authors' points of view and purposes in texts and provides strong textual evidence to show how the authors' purposes are conveyed in texts.
	6.RI.7	Identifies information presented in different media or formats (e.g., visually, quantitatively) as well as in words.	Integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to show a general understanding of the topics or issues.	Integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop coherent understandings of topics or issues.	Synthesizes information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop comprehensive understandings of topics or issues.
	6.RI.8	Identifies the argument and specific claims that are supported in texts.	Traces arguments and specific claims in texts, using reasoning and/or evidence from texts as support.	Traces and evaluates arguments and specific claims in texts, distinguishing claims that are supported by reasons and evidence from claims that are not.	Traces and evaluates arguments and specific claims in texts, explaining why the reasoning and/or evidence supports or does not support the claims.
	6.RI.9	Identifies explicit similarities and differences between one author's presentation of events with that of another author.	Compares and contrasts one author's presentation of important events with that of another author.	Compares and contrasts one author's presentation of events with that of another (e.g., a memoir by one person and a biography of the same person).	Compares and contrasts one author's presentation of events with that of another (e.g., a memoir by one person and a biography of that person) and provides strong evidence from the texts to

					illustrate the impact of the different presentations.
	6.W.1	Writes argumentative pieces to support claims with clear reasons and relevant evidence: the introduction and conclusion are either missing or lack clarity; demonstrates a basic understanding of the topic or text by supporting claims with some reasons and effective evidence; uses words, phrases, and clauses to clarify some relationships between claims and reasons; and attempts to establish a formal style.	Writes argumentative pieces to support claims with clear reasons and relevant evidence: claims are introduced and a concluding statement or section is included; creates an organization that generally establishes relationships among claims, reasons, and evidence; identifies reasons and evidence that support claims; uses words, phrases, and clauses to link sections of texts and to clarify relationships between claims and reasons; and establishes a formal style.	Writes argumentative pieces to support claims with clear reasons and relevant evidence: introduces claims and organizes the reasons and evidence clearly; supports claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topics or texts; uses words, phrases, and clauses to clarify the relationships among claims and reasons; establishes and maintains a formal style; and provides concluding statements or sections that follow from the arguments presented.	Writes effective, compelling argumentative pieces to support claims with clear and effective reasons and highly relevant evidence: introduces strong and precise claims; creates an effective organization that strategically establishes clear, strong relationships among claims and reasons; supplies the most relevant and complete evidence for each claim from highly credible sources; effectively establishes and maintains a sophisticated formal style; uses highly effective words, phrases, and clauses to clarify the relationships among claims and reasons; and provides strong concluding statements or sections that follow from the arguments presented.
	6.W.2	Writes informative/explanatory pieces to examine topic and convey ideas, concepts, and information through the selection, organization, and analysis of content: the introduction and/or conclusion are either missing or lack clarity; the organization of ideas and concepts are unclear at times; includes little formatting to aid comprehension of the topic (e.g., headings, graphics);	Writes informative/explanatory pieces to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of content: states topics; generally organizes ideas, concepts, and information to make broad connections and distinctions; includes some formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia in an attempt to aid comprehension;	Writes informative/explanatory pieces to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings), graphics (e.g., charts, tables),	Writes highly effective, compelling informative/explanatory pieces to examine a topic and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of highly relevant content: clearly introduces topics; strategically organizes complex ideas, concepts, and information, using highly effective

			attempts to develop topics by selecting some relevant facts, definitions, concrete details, quotations, or other information and examples; uses some transitions to clarify some relationships among ideas and concepts; uses some language and domain-specific vocabulary to describe topics; and attempts to establish a formal style.	attempts to develop topics with relevant facts, definitions, concrete details, quotations, or other information and examples; uses appropriate transitions to clarify relationships among ideas and concepts; attempts to use language and domain-specific vocabulary to manage topics; establishes a formal style; and provides concluding statements or sections that support the information or explanations presented.	and multimedia when useful to aiding comprehension; develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; uses appropriate transitions to clarify the relationships among ideas and concepts; uses precise language and domain-specific vocabulary to inform about or explain the topic; establishes and maintains a formal style; and provides concluding statements or sections that follow from the information or explanations presented.	strategies such as definition, classification, comparison/contrast, and cause/effect; includes significant formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; develops topics strategically with highly relevant and effective facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of topics; effectively uses appropriate and varied transitions to link the major sections of texts to create cohesion and clarify relationships among complex ideas and concepts; effectively uses the most appropriate and precise language and domain-specific vocabulary to manage the complexity of topics; establishes and consistently maintains a formal style; and provides insightful, effective concluding statements or sections that follow from and support the information or explanations presented.
	6.W.3	Writes narrative pieces to develop real or imagined experiences or events using few effective techniques, relevant details, and well-structured event sequences: introduces characters and some events;	Writes narrative pieces to develop real or imagined experiences or events using some effective techniques, some details, and event sequences: engages the reader by introducing characters and	Writes narrative pieces to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences: engages and orients the reader	Writes narrative pieces to develop real or imagined experiences or events using highly effective techniques, descriptive details, and clear, well-structured event sequences: engages and	

		uses simple narrative techniques, such as dialogue, to develop the events and/or characters; uses some transitions to signal shifts in time frames; uses words and phrases to convey pictures of the experiences and/or events; and provides simple conclusions.	providing a sequence of events; uses some dialogue, pacing, and description to develop experiences, events, and/or characters; uses basic techniques to show that one event builds on another while creating the sequence of events; uses appropriate words and phrases and telling details to convey experiences and/or events; and provides conclusions that follow from what is experienced over the course of the text.	by establishing a context and introducing a narrator and/or character; organizes an event sequence that unfolds naturally and logically; uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events; and provides a conclusion that follows from the narrated experiences or events.	orients the reader by establishing a context and introducing a strong narrator and/or character; creates effective and smooth progressions of events; uses narrative techniques, such as dialogue, pacing, and description, to effectively develop experiences, events, and/or characters; uses a variety of effective transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another; uses precise words and phrases, relevant and descriptive details, and sensory language to convey vivid pictures of the experiences and events; and provides engaging conclusions that follow from and reflect on what is experienced, observed, or resolved over the course of the text.
	6.W.4	Produces writing in which the development, organization, and style are inadequate to tasks, purposes, and audiences.	Produces writing in which the development, organization, and style are inadequate or incomplete to tasks, purposes, and audiences.	Produces clear and coherent writing in which development, organization, and style are appropriate to tasks, purposes, and audiences.	Produces effective writing in which the development, organization, and style are complete and appropriate to tasks, purposes, and audiences.
	6.W.5	With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, and rewriting.	With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying new approaches.	With minimal guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, and trying new approaches.	With support from peers and adults, develops and strengthens writing as needed by using strategic planning, concise revising, accurate editing and rewriting, and trying new approaches.

	6.W.6	Attempts to use technology to produce writings and uses basic keyboarding skills to type writings that may take longer than one sitting.	Uses technology to produce and publish basic writings as well as to interact with others and uses sufficient keyboarding skills to type three pages.	Uses technology, including the Internet, to produce and publish writings as well as to interact and collaborate with others and demonstrates sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	With minimal guidance and support, uses technology, including the Internet, to produce and publish highly effective types of writings as well as to interact and collaborate with others and demonstrates strong keyboarding skills.
	6.W.7	Conducts basic research projects to answer simple questions and uses individual pieces of information from sources on topic.	Conducts short research projects to answer simple questions, drawing on several sources.	Conducts short research projects to answer questions, drawing on several sources and refocusing the inquiry when appropriate.	Conducts short research projects to answer complex questions, drawing on several high quality sources and refocusing the inquiry when appropriate.
	6.W.8	Gathers basic information from print and digital sources, quotes or paraphrases data and conclusions from a credible source, avoids plagiarism, and notes the source used to obtain information.	Gathers relevant information from multiple print and digital sources, assesses the credibility of sources, provides some quotes or paraphrases to support the data and conclusions of others, avoids plagiarism, and provides a list of sources used.	Gathers relevant information from multiple print and digital sources, assesses the credibility of each source, and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Gathers relevant information from multiple authoritative print and digital sources efficiently, assesses the credibility of all sources, integrates highly effective quotes or paraphrases strong data and conclusions of others while avoiding plagiarism and providing standard bibliographic information for sources.
	6.L.1	Demonstrates limited understanding of the conventions of standard English grammar and usage when writing or speaking: inconsistently uses pronouns in the proper case, inconsistently recognizes inappropriate shifts in pronoun number and person, and recognizes variations from standard English and uses simple strategies to improve	Demonstrates understanding of the conventions of standard English grammar and usage when writing or speaking: ensures that pronouns are in the proper case, uses intensive pronouns, recognizes inappropriate shifts in pronoun number and person, recognizes vague pronouns, and recognizes variations from standard English and uses strategies to improve	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking: ensures that pronouns are in the proper case, uses intensive pronouns, recognizes and corrects inappropriate shifts in pronoun number and person, recognizes and corrects vague pronouns, and recognizes variations from standard English in his or her own and others' writing and	Demonstrates thorough command of the conventions of standard English grammar and usage when writing or speaking: ensures that pronouns are in the proper case, uses intensive pronouns, recognizes and corrects inappropriate shifts in pronoun number and person, recognizes and corrects vague pronouns, and recognizes variations from standard

		expression in conventional language.	expression in conventional language.	speaking and identifies and uses strategies to improve expression in conventional language.	English and identifies and uses strategies to improve expression in conventional language.
	6.L.2	Demonstrates limited understanding of the conventions of standard English capitalization, punctuation, and spelling when writing: inconsistently uses punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements and spells simple grade-appropriate words correctly.	Demonstrates understanding of the conventions of standard English capitalization, punctuation, and spelling when writing: usually uses punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements and spells grade-appropriate words correctly.	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: uses punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements and spells correctly.	Demonstrates sophisticated command of the conventions of standard English capitalization, punctuation, and spelling when writing: uses punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements and spells correctly.
	6.L.3	Attempts to use knowledge of language and its conventions when writing, speaking, reading, or listening: uses simple variations in sentence patterns for meaning, reader/listener interest, and style while attempting to maintain consistency in style and tone.	Applies knowledge of language and its conventions when writing, speaking, reading, or listening: at times uses varying sentence patterns for meaning, reader/listener interest, and style while displaying some evidence of maintaining consistency in style and tone.	Uses knowledge of language and its conventions when writing, speaking, reading, or listening: varies sentence patterns for meaning, reader/listener interest, and style while maintaining consistency in style and tone.	Uses highly effective knowledge of language and its conventions when writing, speaking, reading, or listening: uses complex and varying sentence patterns for meaning, reader/listener interest, and style while maintaining a highly effective consistency in style and tone.
	6.L.4	Attempts to clarify the meaning of unknown and multiple-meaning words using simple strategies: uses explicit context and/or Greek and Latin affixes and roots as clues to the meaning of words and consults provided reference materials (e.g., dictionaries, glossaries, thesauruses) to find the meaning of a word and/or its part of speech when needed.	Usually determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: uses context clues and/or common Greek and Latin affixes and roots as clues to the meaning of words; consults provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciations, meanings, or parts of speech of various	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: uses context as a clue to the meaning of words or phrases; uses common Greek and Latin affixes and roots as clues to the meaning of words; consults provided reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the	Authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: uses context as a clue to the meaning of a word or phrase, uses common Greek and Latin affixes and roots as clues to the meaning of a word, consults provided reference materials as needed, and verifies the preliminary

			words; and verifies the preliminary determination of the meaning of a word or phrase.	pronunciation of words or determine or clarify their meaning and part of speech; and verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	determination of the meaning of a word or phrase.
	6.L.5	Attempts to show an understanding of figurative language and word relationships in word meanings: recognizes figures of speech, uses the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words, and at times distinguishes among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty).	Demonstrates a basic understanding of figurative language, word relationships, and nuances in word meanings: identifies figures of speech in context, uses the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words, and distinguishes among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty).	Demonstrates understanding of figurative language, word relationships, and nuances in word meanings: interprets figures of speech in context, uses the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words, and distinguishes among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty).	Demonstrates command of figurative language, sophisticated word relationships, and slight nuances in word meanings: interprets advanced figures of speech in context, evaluates the sophisticated relationship between particular words to better understand each of the words, and distinguishes among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty) while applying these types of words in speaking and writing.
	6.L.6	Uses simple general, academic, and domain-specific words and phrases.	Uses general, academic, and domain-specific words and phrases accurately when writing.	Acquires and uses grade-appropriate general, academic, and domain-specific words and phrases accurately and gathers vocabulary knowledge when considering the importance of words or phrases to comprehension and expression.	Acquires and uses sophisticated general, academic, and domain-specific words and phrases accurately and skillfully and expands vocabulary knowledge when considering the importance of sophisticated words or phrases to comprehension or expression.