ELA Assessment Specifications for Teachers

Assessing the 2024 SC CCR ELA Standards
6th Grade

Introduction

The SC READY English Language Arts (ELA) assessment specifications and content limits are based upon the development of summative assessments that measure the *2024 South Carolina College- and Career-Ready English Language Arts Standards* (SC CCR). The assessment specifications define the purpose of the SC READY ELA assessment and provide important information regarding the content to be measured. The assessment specifications also serve as a road map to guide South Carolina educators in the development and subsequent review of items that best measure the 2024 SC CCR ELA standards for 6th grade. Each assessment specification is aligned to the given content area, strand, standard, and grade-level indicator, and includes the following key information:

- Evidence statements
- Assessment limits/content constraints
- Academic vocabulary for instruction and assessment
- Text types that may be used with an item

Overarching Expectations

New to the *2024 SC CCR ELA Standards* are the Overarching Expectations (OE). The Overarching Expectations are the fundamental skills and processes embedded in ELA instruction across all grade levels. While the Overarching Expectations (OE) are *not assessed* on summative assessment, the skills and processes outlined in the OE are inherently a part of many of the 2024 grade-level indicators.

Item Types

The SC READY ELA assessments are composed of various item types. These items are described at https://ed.sc.gov/tests/tests-files/sc-ready-files/sc-ready-ela-6-8-item-types/.

Acknowledgment

The Office of Assessment and Standards (OAS) would like to thank the South Carolina teachers and content specialists who have served on our various assessment committees. Without your expertise and input, this resource would not have been possible.

ELA.6.AOR.1.1: Analyze how specific events and descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.

ELA.6.AOR.1.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries (Refer to page 92 in the *2024 SC CCR ELA Standards* document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
Analyze   Specific Events   Descriptive Details   Develop   Plot   Reveal   Characters   Meaning
Evidence Statements for ELA.6.AOR.1.1
The student will analyze *how*:   • specific events develop the plot.   • specific events reveal aspects of the characters.   • specific events create meaning.   • descriptive details develop the plot.   • descriptive details reveal aspects of the characters.   • descriptive details create meaning.
Assessment Limits/ Content Constraints
Determining the correct response will require an understanding of: • plot development.   • characters.   • meaning.   **Determining the correct response will require** an understanding of *how* to analyze: • *how* specific events develop the plot.   • *how* specific events are used to reveal aspects of characters (traits, actions, feelings, motivation).   • *how* specific events create meaning.   • *how* descriptive details develop the plot.   • *how* descriptive details are used to reveal aspects of characters (traits, actions, feelings, motivation).   • *how* descriptive details create meaning.   **For summative assessment purposes:**   • **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.

ELA.6.AOR.1.1
• **Meaning** can be the literal meaning of words and phrases, the figurative meaning of words and phrases, the mood of the text, the tone of the author, and the author's purpose.

DOK Range: 2-3

ELA.6.AOR.1.2: Explain how figurative language impacts mood, tone, and meaning.

ELA.6.AOR.1.2
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries (Refer to page 92 in the *2024 SC CCR ELA Standards* document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
Explain Figurative Language Mood Tone Meaning
Evidence Statements for ELA.6.AOR.1.2
The student will explain *how* figurative language impacts: • mood. • tone. • meaning.
Assessment Limits/ Content Constraints
Determining the correct response will require an understanding of all previously taught forms of figurative language including alliteration (K), onomatopoeia (K), descriptive words (K), imagery (1), descriptive phrases (1), simile (2), personification (2), idiom (2), metaphor (3), and hyperbole (3). **Determining the correct response will require** an understanding of: • mood. • tone. • meaning. **Determining the correct response will require** an explanation of *how* figurative language impacts: • mood. • tone. • meaning. **For summative assessment purposes:** • **Explain:** To make an idea and/or concept clear by describing it in detail. • **Mood:** The emotional atmosphere of a story or text; mood elicits feelings from the reader; writers create mood through setting, imagery, tone, and diction. • **Tone:** A writer or speaker's feeling toward a subject, character, or audience communicated through the author's choice of words and detail. • **Meaning** can be the literal meaning of words and phrases, the figurative meaning of words and phrases, the mood of the text, the tone of the author, and the author's purpose. **DOK Range:** 2-3

ELA.6.AOR.2.1: Analyze how key details contribute to the development of a theme(s) over the course of a literary text.

ELA.6.AOR.2.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries (Refer to page 92 in the *2024 SC CCR ELA Standards* document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
Analyze Key Details Development Theme(s)
Evidence Statements for ELA.6.AOR.2.1
The student will analyze *how* key details contribute to the development of: • a single theme over the course of a literary text. • multiple themes over the course of a literary text.
Assessment Limits/ Content Constraints
Determining the correct response will require an understanding of: • theme. • *how* to determine the theme(s) of a literary text. • key details. • *how* to determine key details in a literary text. **Determining the correct response will require** an understanding of *how* to analyze: • the role a key detail(s) plays in the development of a theme over the course of a literary text. • the role a key detail(s) plays in the development of more than one theme over the course of a literary text. **For summative assessment purposes,** • **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning. **DOK Range:** 2-3

ELA.6.AOR.2.2: Analyze how supporting details contribute to the development of a central idea(s) over the course of an informational text.

ELA.6.AOR.2.2
Text Types
Informational texts, journal entries, speeches, historical documents, news articles, personal essays, memoirs, autobiographical and biographical sketches (Refer to page 92 in the *2024 SC CCR ELA Standards* document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
Analyze Supporting Details Development Central Idea(s)
Evidence Statements for ELA.6.AOR.2.2
The student will analyze *how* supporting details contribute to the development of a central idea(s) over the course of an informational text.
Assessment Limits/ Content Constraints
Determining the correct response will require an understanding of: • central idea. • *how* to determine a central idea. • supporting details. • *how* to determine supporting details. **Determining the correct response will require** an understanding of *how* to analyze: • the role a supporting detail(s) plays in the development of one central idea over the course of an informational text. • the role a supporting detail(s) plays in the development of more than one central idea over the course of an informational text. **For summative assessment purposes:** • **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning. **DOK Range:** 2-3

ELA.6.AOR.3.1: Determine and explain the impact of multiple narrators or shifts in points of view and/or perspective.

ELA.6.AOR.3.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries (Refer to page 92 in the *2024 SC CCR ELA Standards* document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
Determine Explain Multiple Narrators Shifts in Point of View Shifts in Perspective
Evidence Statements for ELA.6.AOR.3.1
The student will determine the impact of: • multiple narrators. • shifts in points of view. • shifts in perspective. **The student will explain the impact of:** • multiple narrators. • shifts in points of view. • shifts in perspective.
Assessment Limits/ Content Constraints
Determining the correct response will require an understanding of: • point(s) of view. • perspective. • narrators. **Determining the correct response will require** an understanding of *how* to determine: • the impact of multiple narrators in a literary text. • a shift in point of view in a literary text. • a shift in perspective in a literary text. **Determining the correct response will require** the explanation of the impact of: • a narrator in a literary text. • multiple narrators in a literary text. • a shift in point of view in a literary text. • a shift in perspective in a literary text. **Determining the correct response will require** the comparison between multiple narrators' description of events, setting, and characters. **For summative assessment purposes:** • **Point of view** is the type of narrator used to tell a story.

ELA.6.AOR.3.1
Narrator: The voice that speaks to an audience or tells a story within a text; in an informative text the narrator is most often the author; in a literary text, the narrator can take many forms including, but not limited to, a character inside the story or a neutral observer.   **Perspective** is how the narrator and/or characters perceive what is happening within the story. This perception affects how a character(s) feels about people, places, or events and how a character(s) reacts. It can also impact how the character(s) share (or withhold) information, impacting the reader's understanding of the text.   **Determine:** To use information from a text to make an inference.   **Explain:** To make an idea and/or concept clear by describing it in detail.   **DOK Range:** 2-3

ELA.6.AOR.4.1: Analyze a primary and secondary account of the same event or topic and how the different perspectives impact the content and style of a text.

ELA.6.AOR.4.1
Text Types
Informational texts, journal entries, speeches, historical documents, news articles, personal essays, memoirs, autobiographical and biographical sketches, advertisements, primary and secondary sources (Refer to page 92 in the *2024 SC CCR ELA Standards* document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
Analyze Primary Account Secondary Account Perspectives Impact Content Style
Evidence Statements for ELA.6.AOR.4.1
The student will analyze: • a primary and secondary account of the same event or topic. • *how* different perspectives in a primary and secondary account of the same event or topic impact the content of a text. • *how* different perspectives in a primary and secondary account of the same event or topic impact the style of a text.
Assessment Limits/ Content Constraints
Determining the correct response will require an understanding of: • what constitutes a primary account. • what constitutes a secondary account. • perspective. **Determining the correct response will require** an understanding of *how* to compare and contrast a primary and secondary account of the same event or topic. **Determining the correct response will require** an understanding of *how* different perspectives in a primary and secondary account of the same event or topic impact: • the content an author includes in the text. • the style an author develops in a text, including word choice and text structure. **Determining the correct response will require** an understanding of *how* to analyze *how* different perspectives in a primary and secondary account of the same event or topic impact: • the content an author includes in the text. • the style an author develops in a text, including word choice and text structure. **For summative assessment purposes:** • students may be given one or more texts. • **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning. • **Primary Account:** A report of an event or experience by someone who was there at the time of the event or experience.

ELA.6.AOR.4.1
• **Secondary Account:** An account that is created after an event, typically by someone who did not have a direct experience of the event.
• **Style:** A writer's distinct usage of various techniques in order to create a unique voice in written pieces; in literary texts, authors often use point of view and/or perspective to shape style and meaning.
DOK Range: 2-3

ELA.6.AOR.5.1: Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot.

ELA.6.AOR.5.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries (Refer to page 92 in the *2024 SC CCR ELA Standards* document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
Analyze   Structure (literary)   Contributes   Development   Theme   Setting   Plot
Evidence Statements for ELA.6.AOR.5.1
The student will analyze *how* a particular sentence, paragraph, chapter, scene, or stanza: • fits into the overall structure of a literary text.   • contributes to the development of theme.   • contributes to the development of setting.   • contributes to the development of plot.
Assessment Limits/ Content Constraints
Determining the correct response will require an understanding of text structures common to literary texts, including: • narratives.   • poems.   • dramas.   **Determining the correct response will require** an understanding of: • theme.   • setting.   • plot.   • *how* theme, setting, and plot are developed through sentences, paragraphs, chapters, scenes, or stanzas.   **Determining the correct response will require** an understanding of *how* to analyze *how* a particular sentence, paragraph, chapter, scene, or stanza: • fits into the overall structure of a literary text.   • contributes to the development of the theme of a literary text.   • contributes to the development of the setting of a literary text.   • contributes to the development of the plot of a literary text.

ELA.6.AOR.5.1
For summative assessment purposes:
• **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.
DOK Range: 2

ELA.6.AOR.5.2: Analyze how individual text sections (e.g., a particular sentence, paragraph, chapter, or section) fit into the overall structure of an informational text.

ELA.6.AOR.5.2
Text Types
Informational texts, journal entries, speeches, historical documents, news articles, personal essays, memoirs, autobiographical and biographical sketches, primary and secondary sources (Refer to page 92 in the *2024 SC CCR ELA Standards* document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
Analyze Section Structure (informational)
Evidence Statements for ELA.6.AOR.5.2
The student will analyze *how* an individual text section fits into the overall structure of an informational text.
Assessment Limits/ Content Constraints
Determining the correct response will require an understanding of *how* text features, sentences, paragraphs, chapters, or sections of a text fit into common informational text structures. **Determining the correct response will require** an understanding of text structures common to informational texts, including sequence (2), description/list (3), cause and effect (3), problem and solution (4), chronological (4), and compare contrast (4). **Determining the correct response will require** an understanding of text features including, but not limited to, titles (K), headings (K), subheadings (K), illustrations (K), photographs (K), captions (1), graphs (1), glossaries (1), tables of content (1), maps (1), and key facts (1). **Determining the correct response will require** an understanding of *how* to analyze: *how* individual text features fit into the overall structure of an informational text.   *how* individual sentences fit into the overall structure of an informational text.   *how* individual paragraphs fit into the overall structure of an informational text.   *how* individual chapters fit into the overall structure of an informational text.   *how* individual sections fit into the overall structure of an informational text.   **For summative assessment purposes:**   "text sections" can include text features, such as diagrams, tables, graphs, and charts.   **Analyze:** To explore a text critically by considering key and literary elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they   - interconnect. The process of analysis requires students to employ comprehension skills such as inferring based on evidence and drawing conclusions to construct meaning.   **DOK Range:** 2-3

ELA.6.AOR.5.3: Trace the development of an author's argument while identifying the types of reasoning used and/or the rhetorical appeal of ethos, pathos, or logos in an informational text.

ELA.6.AOR.5.3
Text Types
Informational texts, speeches, historical documents, news articles, personal essays, memoirs, autobiographical and biographical sketches, advertisements, primary and secondary sources, reviews (Refer to page 92 in the *2024 SC CCR ELA Standards* document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
Trace the Development Author's Argument Types of Reasoning Rhetorical Appeal (ethos, pathos, logos)
Evidence Statements for ELA.6.AOR.5.3
The student will trace the development of an author's argument. **The student will identify an author's use of reasoning in an informational text.** **The student will identify the rhetorical appeal of:** • ethos in an informational text. • pathos in an informational text. • logos in an informational text.
Assessment Limits/ Content Constraints
Determining the correct response will require an understanding of: • what is an author's argument in an informational text. • types of reasoning in an informational text. • the rhetorical appeal of ethos, pathos, and logos in an informational text. **Determining the correct response will require** an understanding of *how*: • an author develops an argument, including the claim, reasons, evidence, and counterclaim. • to trace the development of an author's argument. **Tracing the development of an author's argument requires** a student to identify the author's claim (3), the supporting reasons (2), and the evidence (4) that an author uses to prove the reasons. **Determining the correct response will require** an understanding of *how* to identify the: • reasoning an author uses when supporting an argument. • rhetorical appeal of ethos to establish the credibility of the author and sources. • rhetorical appeal of pathos to evoke an emotional response from the reader. • rhetorical appeal of logos for the reader through reason and logic. **For summative assessment purposes:** • **the types of reasoning (inductive, deductive, and causal) _will not be named_ in an assessment item.** • **Rhetoric: Spoken or written language designed to have a persuasive effect on an audience; images in media can also be used persuasively.** • **Trace:** To identify and follow a line of ideas, reasoning, or evidence in a text. • **Identify:** To recognize or name information that is implicit or explicit within a text; to select from a provided list; to select a specific point in the text.

ELA.6.AOR.5.3
DOK Range: 2-3

ELA.6.AOR.6.1: Summarize and/or paraphrase content from grade-level text to enhance comprehension.

ELA.6.AOR.6.1
Text Types
Literary or informational texts (Refer to page 92 in the *2024 SC CCR ELA Standards* document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
Summarize   Paraphrase
Evidence Statements for ELA.6.AOR.6.1
The student will summarize content from grade-level text to enhance comprehension.   **The student will paraphrase content from grade-level text to enhance comprehension.**
Assessment Limits/ Content Constraints
Determining the correct response will require an understanding of what is: • a summary.   • paraphrasing.   **Determining the correct response will require** an understanding of *how* to summarize to enhance comprehension by including: • plot, theme, and relevant key details of a literary text.   • central idea and relevant supporting details in an informational text.   **Determining the correct response will require** an understanding of *how* to paraphrase to enhance comprehension by rewriting the text in one's own words.   **For summative assessment purposes:**   • Students may be asked to summarize paragraphs, sections of text, or a whole text.   • Students may be asked to paraphrase smaller portions of text, such as one or more sentences.   **DOK Range:** 2

ELA.6.AOR.7.1: Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies. a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; b. use background or prior knowledge to determine or clarify the meanings of words and phrases; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.

ELA.6.AOR.7.1
Text Types
Literary or informational texts (Refer to page 92 in the *2024 SC CCR ELA Standards* document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
Determine Clarify Context Reference Materials Precise Meaning Parts of Speech
Evidence Statements for ELA.6.AOR.7.1
The student will determine the meaning of known, unknown, and multiple-meaning words and phrases. **The student will clarify the meaning of known, unknown, and multiple-meaning words and phrases.** **The student will use context to determine the meaning of a word or phrase.** **The student will consult reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.**
Assessment Limits/ Content Constraints
Determining the correct response will require an understanding of *how* to: • determine the meaning of known, unknown, and multiple-meaning words and phrases. • clarify the meaning of known, unknown, and multiple-meaning words and phrases. **Determining the correct response** will require an understanding of *how*: • sentence-level, paragraph-level, and text-level context determines the meaning of words or phrases. • a word's position or function in a sentence is used to determine the meaning of words or phrases. • to use entries in reference materials such as a dictionary, thesaurus, and/or glossary to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases. **For summative assessment purposes:** • the student will be provided with a reference source as part of an item's stimulus as applicable. • **Determine:** To use information from a text to make an inference. • **Clarify:** To explain relationships, meanings, thinking, and/or ideas to aid and improve understanding and distinguish between nuanced ideas or definitions. **DOK Range:** 1-2

ELA.6.AOR.8.1: Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., metaphor) in context and analyze how they function within a text; b. determine the relationship between words; and c. distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).

ELA.6.AOR.8.1
Text Types
Literary or informational texts (Refer to page 92 in the *2024 SC CCR ELA Standards* document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
Interpret   Figurative Language   Connotative Language   Technical Language   Figures of Speech   Context   Denotations
Evidence Statements for ELA.6.AOR.8.1
The student will determine an author's use of figurative, connotative, and technical language in grade-level: • literary texts.   • informational texts.   • multimedia texts.   **The student will interpret figures of speech in context.**   **The student will analyze *how* figures of speech function within a text.**   **The student will determine the relationship between words.**   **The student will distinguish between connotations of words with similar denotations.**
Assessment Limits/ Content Constraints
Determining the correct response will require an understanding of what is figurative, connotative, and technical language.   **Determining the correct response** will require an understanding of *how*:   • an author uses figurative, connotative, and technical language within a text.   • to interpret figures of speech in context.   • to analyze *how* figures of speech function within a text.   • to determine relationships between words.   • to distinguish between connotations of words with similar denotations.   **For summative assessment purposes:**   • multimedia can include transcripts of audio, images, or comic panels. Summative assessment *will not include* audio or video.   • **Determine:** To use information from a text to make an inference.   • **Figures of Speech:** A word or phrase using figurative language to create an effect, such as a rhetorical effect.   • **Connotation:** An idea, feeling, or emotion that a word evokes in addition to its literal or primary meaning.   **DOK Range:** 1-2

ELA.6.AOR.9.1: Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.

ELA.6.AOR.9.1
Text Types
Literary or informational texts (Refer to page 92 in the *2024 SC CCR ELA Standards* document for more specific text types.)
2024 Academic Vocabulary for Instruction and Assessment
Apply Affixes Greek Roots Latin Roots Determine Clarify Precise Meaning
Evidence Statements for ELA.6.AOR.9.1
The student will apply knowledge of affixes to: • determine new meanings of words and phrases in grade-appropriate content. • clarify precise meanings of words and phrases in grade-appropriate content. **The student will apply knowledge of Greek and Latin roots to:** • determine new meanings of words and phrases in grade-appropriate content. • clarify precise meanings of words and phrases in grade-appropriate content.
Assessment Limits/ Content Constraints
Determining the correct response will require an understanding of the function of: • affixes and *how* to apply them to determine meanings of new words and phrases in grade-level content. • affixes and *how* to apply them to clarify precise meanings of words in grade-level content. • Greek roots and *how* to apply them to determine meanings of new words and phrases in grade-level content. • Greek roots and *how* to apply them to clarify precise meanings of words and phrases in grade-level content. • Latin roots and *how* to apply them to determine meanings of new words and phrases in grade-level content. • Latin roots and *how* to apply them to clarify precise meanings of words and phrases in grade-level content. **For summative assessment purposes:** • vocabulary items will be text-based. There *is not* a prescribed list of Greek and Latin roots or affixes for students at each grade level. • **Determine:** To use information from a text to make an inference. • **Clarify:** To explain relationships, meanings, thinking, and/or ideas to aid and improve understanding and distinguish between nuanced ideas or definitions. **DOK Range:** 1-2

ELA.6.R.1.1: Conduct short and more sustained research for inquiry by: a. generating a question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic.

ELA.6.R.1.1
2024 Academic Vocabulary for Instruction and Assessment
Short Research Sustained Research Inquiry Generating a Question(s) Topic Variety of Print and Multimedia Sources Refine the Scope Relevant to the Topic
Evidence Statements for ELA.6.R.1.1
The student will conduct short research for inquiry. **The student will conduct more sustained research for inquiry.** **The student will generate a question(s) about a topic for inquiry.** **The student will use a variety of print and/or multimedia sources to refine the scope of inquiry as relevant to the topic.**
Assessment Limits/ Content Constraints

Determining the correct response will require an understanding of *how* to:
   • generate a question(s) about a topic for inquiry.
   • answer a question about a topic for inquiry.
   • refine the scope of inquiry.
   • consult a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic.
   • conduct short research.
   • conduct more sustained research.
For summative assessment purposes, students may be presented with a scenario, source(s), and/or findings from research. Multimedia sources can include transcripts of audio, images, or comic panels. Summative assessment *will not include* audio or video.
DOK Range: 2-3

ELA.6.R.1.2: Determine the credibility of one or more sources consulted and use the most credible source(s).

ELA.6.R.1.2
2024 Academic Vocabulary for Instruction and Assessment
Determine   Credibility   Most Credible Source(s)
Evidence Statements for ELA.6.R.1.2
The student will determine the credibility of one or more sources consulted.   **The student will determine the most credible source to use.**
Assessment Limits/ Content Constraints
Determining the correct response will require an understanding of: • the concept of credibility.   • *how* to determine the credibility of a source.   • *how* to compare and evaluate the credibility of sources.   **For summative assessment purposes:**   • students may be presented with a scenario, sources, and/or findings from research.   • a **credible source** is a source that is relevant, reputable, and unbiased.   **DOK Range:** 2-3

ELA.6.R.1.3: Determine which source(s) and/or information is relevant to the topic.

ELA.6.R.1.3
2024 Academic Vocabulary for Instruction and Assessment
Determine Source(s) Information Relevant Topic
Evidence Statements for ELA.6.R.1.3
The student will determine which source(s) is relevant to the topic. **The student will determine which information is relevant to the topic.**
Assessment Limits/ Content Constraints
Determining the correct response will require an understanding of: • the concept of relevancy to a topic. • *how* to determine which source(s) is relevant to a topic. • *how* to determine what information is relevant to a topic. **For summative assessment purposes:** • students may be presented with a scenario, sources, and/or findings from research. • **relevant source(s) or information** answer the research question and/or provide important information related to the research question. **DOK Range:** 2-3

ELA.6.R.1.4: Logically organize findings.

ELA.6.R.1.4
2024 Academic Vocabulary for Instruction and Assessment
Logically Organize Findings
Evidence Statements for ELA.6.R.1.4
The student will logically organize findings from a variety of sources.
Assessment Limits/ Content Constraints
Determining the correct response will require an understanding of: • what constitutes organization. • *how* to logically organize findings from a variety of sources. **To logically organize findings**, the student will have to determine which way is the best way to organize based on the purpose of the research. For example, should the findings be organized chronologically or by sub-group to best fit the purpose? **For summative assessment purposes**, students will be presented with a scenario and/or findings from research. **DOK Range:** 2

ELA.6.R.1.5: Cite sources to avoid plagiarism.

ELA.6.R.1.5
Because the SCDE does not prescribe a specific type of academic style guide for teachers to use in ELA, this indicator is for classroom instruction and is not assessed on summative assessment.

ELA.6.C.1.1: Write arguments to support a claim with clear reasons and relevant evidence. When writing: a. introduce a claim and organize the reasons and evidence clearly; b. support a claim using logical reasoning supported by facts and/or data as evidence from a credible source(s); c. acknowledge an alternative perspective; d. use an organizational structure appropriate to the purpose and task; e. use transitions to clarify the relationship(s) between claim and reasons; f. provide a concluding statement or section that follows from the argument presented.

ELA.6.C.1.1
2024 Academic Vocabulary for Instruction and Assessment
Argument Claim Clear Reasons Relevant Evidence Logical Reasoning Facts Data Credible Source(s) Alternative Perspective Organizational Structure Appropriate to the Purpose and Task Transitions to Clarify Concluding Statement or Section
Evidence Statements for ELA.6.C.1.1
The student will draw on provided informational source material to write an argument to support a claim with clear reasons and relevant evidence by: • introducing a claim. • organizing reasons and evidence clearly. • supporting a claim using logical reasoning supported by facts and/or data as evidence from a credible source. • acknowledging an alternative perspective. • using an organizational structure appropriate to the purpose and task. • using transitions to clarify the relationship(s) between the claim and reasons. • providing a concluding statement or section that follows from the argument presented.
Assessment Limits/ Content Constraints
The student *may* be presented with a scenario or sample writing to examine and asked to select: • a response that introduces a claim. • the clearest way to organize reasons and/or evidence. • a fact(s) from a credible source that best supports a claim. • data from a credible source that best supports a claim. • the best way to acknowledge an alternative perspective. • an organizational structure most appropriate to the purpose and task. • transitions that clarify the relationship(s) between the claim and provided reasons. • a concluding statement or section that follows from the argument presented. **For summative assessment purposes:**

ELA.6.C.1.1
• a stand-alone item will only address one aspect of the grade-level indicator.
• the TDW item will address all aspects of the grade-level indicator. Students will be provided with a text or pair of texts that show opposing arguments on a topic and a task related to the text(s). Students will write a response based on the task. If students are asked to pick a side and write an argument, they must pick **a** side. Students may not argue both sides, but they **must acknowledge an alternative perspective that conflicts with that of the student writer**. Refer to the SC READY TDW Rubric "To Persuade" for grades 5-6.
DOK Range: 2-3

ELA.6.C.2.1: Write informative texts to examine a topic and analyze information from one or more sources. When writing: a. introduce a topic clearly and organize information logically; b. develop the topic with relevant facts, definitions, details, quotes, or other information and examples; c. use appropriate transitions to clarify the relationships among ideas and concepts; d. use precise language and vocabulary to inform or to explain the topic; and e. provide a concluding statement or section.

ELA.6.C.2.1
2024 Academic Vocabulary for Instruction and Assessment
Informative Text Examine Analyze Topic Organize Information Logically Develop Relevant Facts Relevant Definitions Relevant Details Relevant Quotes Relevant Examples Transitions to Clarify Relationships Precise Language and Vocabulary Concluding Statement or Section
Evidence Statements for ELA.6.C.2.1
The student will draw on provided informational source material to write an informative text to examine a topic and analyze information from one or more sources by: - introducing a topic clearly.   - organizing information logically.   - developing the topic with relevant facts, definitions, details, quotes, or other information and examples.   - using appropriate transitions to clarify the relationships among ideas and concepts.   - using precise language and vocabulary to inform or to explain the topic.   - providing a concluding statement or section.
Assessment Limits/ Content Constraints
The student *may* be presented with a scenario or sample writing to examine and asked to select: - a response that clearly introduces a topic.   - the most logical way to organize information.   - relevant facts, definitions, details, quotes, and/or examples that develop a topic.   - transitions that clarify the relationships among ideas and concepts.   - language or vocabulary that precisely informs or explains the topic.   - a concluding statement or section.   **For summative assessment purposes:**

ELA.6.C.2.1
• a stand-alone item will only address one aspect of the grade-level indicator. **DOK Range:** 2-3

ELA.6.C.3.1: Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences. When writing: a. produce clear and coherent writing appropriate to the task and audience; b. establish context and introduce a narrator and/or characters; c. organize a logical plot structure; d. use narrative techniques such as dialogue and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, relevant descriptive details, and figurative language to convey experiences and events; and f. provide an ending that follows logically from the narrated experiences or events.

ELA.6.C.3.1
2024 Academic Vocabulary for Instruction and Assessment
Narrative   Appropriate to Task and Audience   Context   Narrator   Characters   Setting   Experiences   Events   Logical Plot Structure   Well-structured Event Sequences   Develop   Narrative Techniques   Dialogue   Description   Relevant Descriptive Details   Figurative Language   Ending
Evidence Statements for ELA.6.C.3.1
The student will draw on provided literary source material to write a narrative based on real or imagined experiences, memories, or ideas by: • producing clear and coherent writing appropriate to the task and audience.   • establishing context and introducing a narrator and/or characters.   • organizing a logical plot structure.   • using narrative techniques such as dialogue and description to develop experiences, events, setting, and/or characters.   • using precise words and phrases, relevant descriptive details, and figurative language to convey experiences and events.   • providing an ending that follows logically from the narrated experiences or events.
Assessment Limits/ Content Constraints
The student *may* be presented with a scenario or sample writing to examine and asked to select: • a response that establishes a context.   • a response that introduces a narrator and/or character(s).   • the best way to organize events in a logical plot structure.   • a narrative technique that best develops the setting.

ELA.6.C.3.1

- a narrative technique that best develops events in the plot.
- a narrative technique that best develops a character(s).
- precise words and phrases, relevant descriptive details, and figurative language that best convey experiences or events.
- an ending that follows logically from the narrated experiences or events.

For summative assessment purposes:

- a stand-alone item will only address one aspect of the grade-level indicator.

DOK Range: 2-3

ELA.6.C.4.1: Use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence structure. When writing: a. apply knowledge of rules for capitalization; b. use punctuation (commas, parentheses, dashes) to set off nonrestrictive clauses; c. use a colon to introduce a quotation; use a hyphen in a compound adjective with numbers (e.g., two-hour movie, 30-minute class); d. determine and correct pronouns with unclear or ambiguous antecedents; e. explain the function of definite and indefinite articles; f. distinguish between and use simple, compound, complex, and compound-complex sentences to add variety; g. distinguish between and use different types of phrases (prepositional and appositive); h. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense; and i. consult print and multimedia sources to check and correct spelling.

ELA.6.C.4.1
Evidence Statements for ELA.6.C.4.1
The student will use the rules of standard English grammar and conventions to make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence types and phrasing.   **The student will:**   • apply knowledge of rules for capitalization.   • use punctuation (commas, parentheses, dashes) to set off nonrestrictive clauses.   • use a colon to introduce a quotation.   • use a hyphen in a compound adjective with numbers (e.g., two-hour movie, 30-minute class).   • determine pronouns with unclear or ambiguous antecedents.   • correct pronouns with unclear or ambiguous antecedents.   • explain the function of definite and indefinite articles.   • distinguish between simple, compound, complex, and compound-complex sentences.   • use simple, compound, complex, and compound-complex sentences to add variety.   • distinguish between different types of phrases (prepositional and appositive).   • use different types of phrases (prepositional and appositive).   • identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tenses.
Assessment Limits/ Content Constraints
For summative assessment purposes: • a stand-alone item will only address one aspect of the grade-level indicator.   • the student *may* be asked to choose a response that correctly applies convention rules.   • the student *may* be presented with a sentence or section of text and asked to correct an error.   **DOK Range:** 1-2

ELA.6.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.

ELA.6.C.5.1
Evidence Statements for ELA.6.C.5.1
The student will improve writing by: • planning. • revising. • editing. • building on personal ideas and the ideas of others. • revising for clarity of content.
Assessment Limits/ Content Constraints
Determining the correct response will require identification of: • effective planning needed to strengthen writing. • edits to strengthen writing. • revisions to strengthen writing. • effective feedback from adults and peers to strengthen writing. **For summative assessment purposes, the student:** • *may* be provided with a short sample of text and asked to select an option that edits a text to enhance clarity of content. • *may* be provided with a short sample of text and asked to select an option that revises a text to enhance clarity of content. • *may* be provided with a short sample of text that provides feedback from a teacher. Using the suggested feedback, the student will edit or revise. • will apply planning, editing, and revising to the TDW response. **DOK Range:** 1-2