



English Language Arts Grade 6 Performance Level Descriptors

Summer 2025

Columbia, SC

South Carolina Department of Education
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Performance Levels and Performance Level Descriptors

For the South Carolina College- and Career-Ready Assessments (SC READY), educators have developed four performance levels to describe student mastery and command of the knowledge and skills outlined in South Carolina’s College- and Career-Ready Standards (SCCCRS). Most students have at least some knowledge of the information described in the content standards; however, performance levels succinctly describe the extent to which students have demonstrated mastery of the knowledge and skills expressed in the college- and career-ready standards. Performance levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four performance levels on SC READY are Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations.

The general meaning of each of the four levels is provided below:

- The student **does not meet** the expectations of the grade-level content standards.
- The student **approaches** expectations of the grade-level content standards.
- The student **meets** the expectations of the grade-level content standards.
- The student **exceeds** the expectations of the grade-level content standards.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the **Performance Level Descriptors (PLDs)**. PLDs are descriptions of the knowledge and skills expected at each of the four performance levels and were developed by committees of South Carolina educators. The PLDs are based on the approved 2024 state-adopted ELA content standards.

PLDs show a progression of knowledge and skills that students are expected to have mastered across the performance levels. It is important to understand that a student should demonstrate mastery of the knowledge and skills within the student’s performance level as well as all content and skills in any performance levels that precede the student’s own, if any. For example, a student who Meets Expectations should also possess the knowledge and skills described at the Approaches Expectations and Does Not Meet Expectations performance levels.

Standard Expectations: Policies and Ranges

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Policy	The student Does Not Meet Expectations as defined by the grade-level content standards.	The student Approaches Expectations as defined by the grade-level content standards.	The student Meets Expectations as defined by the grade-level content standards.	The student Exceeds Expectations as defined by the grade-level content standards.
Range	The student needs substantial academic support to be on track for college and career readiness.	The student needs additional academic support to be on track for college and career readiness.	The student is prepared to be on track for college and career readiness.	The student is well prepared to be on track for college and career readiness.

Applications of Reading (AOR)

ELA.AOR.1

Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.6.AOR.1.1: Analyze how specific events and descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.	Attempt to analyze how specific events or descriptive details develop the plot, reveal aspects of the characters, or create meaning.	Minimally analyze how specific events and/or descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.	Analyze how specific events, and descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.	Analyze in depth how specific events and descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.
ELA.6.AOR.1.2: Explain how figurative language impacts mood, tone, and meaning.	Attempt to explain how figurative language impacts mood, tone, or meaning.	Minimally explain how figurative language impacts mood or tone; explain how figurative language impacts meaning.	Explain how figurative language impacts mood, tone, and meaning.	Explain in depth how figurative language impacts mood, tone, and meaning.

ELA.AOR.2

Evaluate and critique the development of themes and central ideas within and across texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.6.AOR.2.1: Analyze how key details contribute to the development of a theme(s) over the course of a literary text.	Attempt to analyze how key details contribute to the development of a theme over the course of a literary text.	Minimally analyze how key details contribute to the development of a theme(s) over the course of a literary text.	Analyze how key details contribute to the development of a theme(s) over the course of a literary text.	Analyze in depth how key details contribute to the development of a theme(s) over the course of a literary text.
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.	Attempt to analyze how supporting details contribute to the development of a central idea over the course of an informational text.	Minimally analyze how supporting details contribute to the development of a central idea(s) over the course of an informational text.	Analyze how supporting details contribute to the development of a central idea(s) over the course of an informational text.	Analyze in depth how supporting details contribute to the development of a central idea(s) over the course of an informational text.

ELA.AOR.3

Evaluate how an author’s choice of point of view or perspective shapes style and meaning within and across literary texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.6.AOR.3.1: Determine and explain the impact of multiple narrators or shifts in points of view and/or perspective.	Attempt to determine or explain the impact of multiple narrators or shifts in points of view and/or perspective.	Determine and minimally explain the impact of multiple narrators or shifts in points of view and/or perspective.	Determine and explain the impact of multiple narrators or shifts in points of view and/or perspective.	Determine and explain in depth the impact of multiple narrators or shifts in points of view and/or perspective.

ELA.AOR.4

Evaluate and critique how an author’s perspective and purpose shape style and meaning within and across informational texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
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.	Attempt to analyze a primary and secondary account of the same event or topic and how the different perspectives impact the content or style of a text.	Minimally analyze a primary and secondary account of the same event or topic and how the different perspectives impact the content and/or style of a text.	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.	Analyze in depth 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.AOR.5

Evaluate and critique how an author uses words, phrases, and text structures to craft text.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
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.	Attempt to analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text or contributes to the development of theme, setting, or plot.	Minimally analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and/or contributes to the development of theme, setting, or plot.	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.	Analyze in depth 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.5.2: Analyze how individual text sections (e.g., a particular sentence, paragraph, chapter, or section) fit into the overall structure of an informational text.	Attempt to analyze how individual text sections (e.g., a particular sentence, paragraph, chapter, or section) fit into the overall structure of an informational text.	Minimally analyze how individual text sections (e.g., a particular sentence, paragraph, chapter, or section) fit into the overall structure of an informational text.	Analyze how individual text sections (e.g., a particular sentence, paragraph, chapter, or section) fit into the overall structure of an informational text.	Analyze in depth 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.5.3: Trace the development of an author's argument while identifying the reasoning used and/or the rhetorical appeal of ethos, pathos, or logos in an informational text.	Attempt to trace the development of an author's argument while inconsistently identifying the reasoning used or the rhetorical appeal of ethos, pathos, or logos in an informational text.	Partially trace the development of an author's argument while identifying the reasoning used and/or the rhetorical appeal of ethos, pathos, or logos in an informational text.	Trace the development of an author's argument while identifying the reasoning used and/or the rhetorical appeal of ethos, pathos, or logos in an informational text.	Trace in depth the development of an author's argument while identifying the reasoning used and/or the rhetorical appeal of ethos, pathos, or logos in an informational text.

ELA.AOR.6

Summarize and paraphrase text to support comprehension and understanding.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.6.AOR.6.1: Summarize and/or paraphrase content from grade-level text to enhance comprehension.	Attempt to summarize or paraphrase content from grade-level text to enhance comprehension.	Partially summarize and/or paraphrase content from grade-level text to enhance comprehension.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.	[Meets Expectations is the highest level for this indicator.]

ELA.AOR.7

Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>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.</p> <p>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;</p> <p>b. use background or prior knowledge to determine or clarify the meanings of words and phrases; and</p> <p>c. consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.</p>	<p>Attempt to determine or clarify the meaning of known, unknown, or multiple-meaning words and phrases, choosing from an array of strategies.</p> <p>a. attempt to 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; or</p> <p>b. [classroom-based]</p> <p>c. attempt to consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.</p>	<p>Inconsistently determine or clarify the meaning of known, unknown, or multiple-meaning words and phrases, choosing from an array of strategies.</p> <p>a. inconsistently 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; and/or</p> <p>b. [classroom-based]</p> <p>c. inconsistently consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.</p>	<p>Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies.</p> <p>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; and</p> <p>b. [classroom-based]</p> <p>c. consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.</p>	<p>[Meets Expectations is the highest level for this indicator.]</p>

ELA.AOR.8

Analyze word relationships and nuances in word meanings within literary and informational texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.6.AOR.8.1: Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. interpret figures of speech (e.g., metaphor) in context and analyze how they function within a text;</p> <p>b. determine the relationship between words; and</p> <p>c. distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).</p>	<p>Attempt to interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. attempt to interpret figures of speech (e.g., metaphor) in context and analyze how they function within a text;</p> <p>b. attempt to determine the relationship between words; or</p> <p>c. attempt to distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).</p>	<p>Minimally interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. minimally interpret figures of speech (e.g., metaphor) in context and minimally analyze how they function within a text;</p> <p>b. inconsistently determine the relationship between words; and/or</p> <p>c. minimally distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).</p>	<p>Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. interpret figures of speech (e.g., metaphor) in context and analyze how they function within a text;</p> <p>b. determine the relationship between words; and</p> <p>c. distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).</p>	<p>Interpret in depth an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. interpret figures of speech (e.g., metaphor) in context and analyze in depth how they function within a text;</p> <p>b. determine the relationship between words; and</p> <p>c. distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).</p>

ELA.AOR.9

Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>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.</p>	<p>Attempt to apply knowledge of affixes or Greek and Latin roots to determine new or clarify precise meanings of words and phrases in grade-level content.</p>	<p>Inconsistently apply knowledge of affixes and/or Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.</p>	<p>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.</p>	<p>[Meets Expectations is the highest level for this indicator.]</p>

Research (R)

ELA.R.1

Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
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.	Attempt to conduct short and more sustained research for inquiry by: a. generating a question(s) about a topic; or b. attempting to use a variety of print or multimedia sources to attempt to refine the scope of inquiry as relevant to the topic.	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 partially refine the scope of inquiry as relevant to the topic.	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.	[Meets Expectations is the highest level for this indicator.]
ELA.6.R.1.2: Determine the credibility of one or more sources consulted and use the most credible source(s).	Attempt to determine the credibility of one or more sources consulted and use a credible source(s).	Inconsistently determine the credibility of one or more sources consulted and use a credible source(s).	Determine the credibility of one or more sources consulted and use the most credible source(s).	[Meets Expectations is the highest level for this indicator.]
ELA.6.R.1.3: Determine which source(s) and/or information is relevant to the topic.	Attempt to determine which source(s) or information is relevant to the topic.	Inconsistently determine which source(s) and/or information is relevant to the topic.	Determine which source(s) and/or information is relevant to the topic.	[Meets Expectations is the highest level for this indicator.]
ELA.6.R.1.4: Logically organize findings.	Attempt to organize findings.	Partially organize findings.	Logically organize findings.	[Meets Expectations is the highest level for this indicator.]

Written and Oral Communication (C)

ELA.C.1

Write arguments to support claims with clear reasons and relevant evidence.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.6.C.1.1: Write arguments to support a claim with clear reasons and relevant evidence. When writing:</p> <ul style="list-style-type: none"> 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. 	<p>Write arguments that attempt to support a claim with clear reasons or relevant evidence. When writing, attempts to:</p> <ul style="list-style-type: none"> 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. 	<p>Write arguments that minimally support a claim with clear reasons or relevant evidence. When writing, minimally:</p> <ul style="list-style-type: none"> 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. 	<p>Write arguments to support a claim with clear reasons and relevant evidence. When writing:</p> <ul style="list-style-type: none"> 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. 	<p>Write arguments that skillfully support a claim with clear reasons and relevant evidence. When writing, skillfully:</p> <ul style="list-style-type: none"> 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.C.2

Write informative/expository texts to analyze and explain complex ideas and information.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>ELA.6.C.2.1: Write informative texts to examine a topic and analyze information from one or more sources.</p> <p>When writing:</p> <ul style="list-style-type: none"> 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. 	<p>Write informative texts that attempt to examine a topic or analyze information from one or more sources. When writing, attempts to:</p> <ul style="list-style-type: none"> 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. 	<p>Write informative texts that minimally examine a topic and analyze information from one or more sources. When writing, minimally:</p> <ul style="list-style-type: none"> 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. 	<p>Write informative texts to examine a topic and analyze information from one or more sources. When writing,</p> <ul style="list-style-type: none"> 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. 	<p>Write informative texts that skillfully examine a topic and analyze information from one or more sources. When writing, skillfully:</p> <ul style="list-style-type: none"> 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.C.3

Write narratives to develop real or imagined experiences using effective techniques.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>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:</p> <ul style="list-style-type: none"> 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. 	<p>Write narratives that attempt to develop real or imagined experiences, memories, or ideas, using narrative techniques, descriptive details, and event sequences. When writing, attempts to:</p> <ul style="list-style-type: none"> 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. 	<p>Write narratives that minimally develop real or imagined experiences, memories, or ideas, using narrative techniques, descriptive details, and event sequences. When writing, minimally:</p> <ul style="list-style-type: none"> 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. 	<p>Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences. When writing,</p> <ul style="list-style-type: none"> 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. 	<p>Write narratives that skillfully develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences. When writing, skillfully:</p> <ul style="list-style-type: none"> 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.C.4

Demonstrate command of standard English grammar and conventions when writing.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>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:</p> <ul style="list-style-type: none"> 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 and a semicolon to link related independent clauses; 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); 	<p>Attempt to 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, attempts to:</p> <ul style="list-style-type: none"> 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 and a semicolon to link related independent clauses; 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; 	<p>Inconsistently use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with some different sentence structures. When writing, inconsistently:</p> <ul style="list-style-type: none"> 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 and a semicolon to link related independent clauses; 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; 	<p>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:</p> <ul style="list-style-type: none"> 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 and a semicolon to link related independent clauses; 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); 	<p>[Meets Expectations is the highest level for this indicator.]</p>

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
h. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tenses; and i. consult print and multimedia sources to check and correct spelling.	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 tenses; and i. [classroom-based]	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 tenses; and i. [classroom-based]	h. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tenses; and i. [classroom-based]	

ELA.C.5

Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
ELA.6.C.5.1: Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.	Attempt to improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.	Minimally improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.	Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.	[Meets Expectations is the highest level for this indicator.]