

Start Date

10/01/14

End Date

01/25/15

Grade

6th Grade

Subject

English Language Arts

Show Reviewer Suggested

Show Broken Into Specific

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**Reset**

**Build Report**

## Broken Into More Specific

**E06.B-K.1.1.2: Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.**

I believe this question should be written in 3 parts (A, B, and C) rather than just A and B. Students should be able to earn 1 point for each of the details in Part B (and C, if revised) that are supportive of the answer in Part A. It is my understanding that students who choose only one of the correct answers in Part B do not get any credit for their thinking (the only options for correct answers are all parts correct = 3 points or only Part A correct = 1 point, or 0 points if all parts are incorrect). (Students should be able to earn a point for each of the correct supporting details, not only if they get both right. An easy revision would be to separate the question into 3 parts instead of just 2.)

I would tell the student the central idea and ask which details support it. (If the student gets the first question wrong, he/she will most likely get the second question wrong. )

**E06.B-K.1.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).**

I would inform the students of the key event or idea then ask which details support that. (If the student gets the first question wrong, they will most likely get the second wrong.)

**E06.A-K.1.1.2: Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.**

1. Determine a theme or central idea of a text and how it is conveyed through relevant details. 2. Provide a summary of the text distinct from personal opinions or judgments. (These are two different skills. Theme is a debatable opinion, which can be supported through text evidence to be considered valid. How can a debatable opinion, theme, be summarized distinct from personal opinions or judgements?)

I believe this question should be written in 3 parts (A, B, and C) rather than just A and B. Students should be able to earn 1 point for each of the details in Part B (and C, if revised) that are supportive of the answer in Part A. It is my understanding that students who choose only one of the correct answers in Part B do not get any credit for their thinking (the only options for correct answers are all parts correct = 3 points or only Part A correct = 1 point, or 0 points if all parts are incorrect). (Students should be able to earn a point for each of the correct supporting details, not only if they get both right. An easy revision would be to separate the question into 3 parts instead of just 2.)

**E06.A-K.1.1.3: Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.**

Describe how the plot of a particular story, drama or poem unfolds. Describe how the characters respond and/or change as the plot develops and moves toward a resolution. (The statement addresses cause (plot) and effect (character response); however, the sample question only addresses effect. If this is a skill set expected to be evaluated together as indicated in the statement with the verbiage of "as well as", the questions should reflect this. )

**E06.A-C.2.1.1: Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.**

1. Determine an author's purpose in a text and explain how it is conveyed in the text. 2. Explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author. (Author's purpose and point of view are two different literary terms. These terms do not necessarily go hand in hand.)

Determine an author's purpose in a text and explain how it is conveyed in the text. Explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.

Determine an author's purpose in a text and how it is conveyed in the text. Explain how an author develops the point of view of the narrator or speaker in a text. Describe the effectiveness of the point of view used by the author.

Part 1: Determine the author's purpose in the text. Part 2: Determine the point of view in a story. Part 3: Determine if the point of view is effective as used by the author or would a different point of view better advance the story? (Determining how an author develops a point of view in a story is a difficult skill for 6th grade children. Establishing the point of view and if this is an effective point of view by analyzing the story is a key skill in itself and will help get our students ready for career and college; it always supports them in

higher level thinking by analyzing the effectiveness of the point of view.)

The author's purpose should be separate from point of view.

**E06.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.**

Part 1- Determine different types of figurative language (metaphor, alliteration, hyperbole, etc.) Part 2- Interpret the meaning of figurative language used in a text. (Analyzing the impact of a specific word choice on meaning is a skill difficult for 11 & 12 year olds to grasp. This skill would be more beneficial in 7th or 8th grade. Having students interpret the meaning of the figurative language requires critical thinking- once again, the main goal of the standards in the first place.)

**E06.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).**

This is a lot to ask kids to do. Stop asking them to use higher order thinking and analyzing reading selections for a whole bunch of details at once!!!!

**E06.C.1.1.1: Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.**

I feel that the second part of the sentence ("support the writer's purpose by organizing the reasons and evidence") should be separated from the first part ("introduce claims for the intended audience").

The "demanding task" needs to be clarified. What is demanding to one person might not

be demanding to another. If keeping this statement, a list of possible "demanding tasks" needs to be included to provide choices ie. (raking leaves/shoveling snow/paper route/babysitting) (This is unclear because everyone has a different definition of "demanding task". It is unfair and will not provide the best situation for a child to earn the highest points on the rubric.)

**E06.C.1.1.2: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.**

The topic or text is misunderstood because "demanding task" is so broad of a prompt.

**E06.C.1.1.3: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.**

Please refer to my previous suggestion.

**E06.C.1.1.4: Establish and maintain a formal style.**

1) establish a style for writing. 2) use proper grammar, punctuation, and spelling during the writing assignment. 3) complete the writing using the same style you started with.

Please refer to my 1st suggestion regarding this open-ended requirement.

**E06.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.**

Please refer to my 1st suggestion for this open ended requirement.

**E06.C.1.2.1: Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.**

Please refer to my first suggestion for this open ended requirement.

This standard basically refers to the entire writing process. I believe that it should be broken up into smaller pieces. Students might be able to successfully complete part of this, but not necessarily the entire thing.

**E06.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**

Please refer to my 1st suggestion for this open ended requirement.

**E06.C.1.2.3: Use appropriate transitions to clarify the relationships among ideas and concepts.**

Please refer to my 1st suggestion for this open ended requirement. (I just feel that misinterpreting and/or not clearly understanding the prompt will ultimately affect the outcome of his/her essay.)

**E06.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.**

Please see all prior feedback. (Again, if "demanding task" isn't clarified, the vocabulary to inform about the topic might not be seen as specific enough.)

**E06.C.1.2.5: Establish and maintain a formal style.**

See prior feedback. (Author style could be greatly altered if "demanding task" isn't clarified. Maybe one person has the "demanding task" of feeding a pet. Another has the "demanding task" of caring for a terminally ill parent after school. It is just way too wide open.)

**E06.C.1.2.6: Provide a concluding section that follows from the information or explanation presented.**

See prior feedback once again.

**E06.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.**

See prior feedback. (I feel most of these would have been "like eligible content" if the prompt was better clarified.)

Too many different skills are addressed through this standard, as written.

**E06.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**

Please see prior feedback. (If there is such a variation with "demanding task", the experiences/events/characters could generate drastically different.)

**E06.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.**

See prior feedback.

**E06.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.**

Once again see prior feedback.

**E06.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.**

See prior feedback.

**E06.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.**

"Provide 2-3 pieces of evidence to support your claim" should be added for clarification. (I believe that indicating the amount/number/pieces of evidence is essential to ensure a well-written essay in response.)

**E06.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).**

Refer to prior feedback.

**E06.E.1.1.3: Use appropriate transitions to clarify the relationships among ideas and concepts.**

Refer to prior feedback as this will also affect transitions.

**E06.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.**

Please refer to prior feedback.

**E06.E.1.1.5: Establish and maintain a formal style.**

it needs more steps.. (Very difficult to write an entire essay on the topic of "theme" for a sixth grader...)

Once again, refer to prior feedback on this open ended.

**E06.E.1.1.6: Provide a concluding section that follows from the analysis presented.**

need to give more specific tasks (Theme is a broad topic and very difficult to write an entire essay on for a sixth grader)

Once again, refer to prior feedback on this open ended requirement.

## Different Grade

**E06.B-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.**

8

**E06.B-K.1.1.2: Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.**

7



**E06.B-K.1.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).**

7

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**E06.A-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.**

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**E06.A-K.1.1.2: Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.**

7

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**E06.A-K.1.1.3: Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.**

9

**E06.A-C.2.1.1: Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.**

8

9

**E06.A-C.2.1.2: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.**

7

8

**E06.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.**

8

**E06.A-C.3.1.1: Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.**

7

8

**E06.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).**

8

**E06.A-V.4.1.2: Demonstrate understanding of figurative language,**

**word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).**

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**E06.B-C.2.1.1: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.**

7

8

**E06.B-C.2.1.2: Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.**

7

8

**E06.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.**

7

**E06.B-C.3.1.1: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias).**

7

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**E06.B-C.3.1.2: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).**

8

**E06.C.1.1.1: Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.**

7

**E06.C.1.1.2: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.**

7

**E06.C.1.1.4: Establish and maintain a formal style.**

8

**E06.C.1.2.1: Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.**

8

**E06.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**

10

7

**E06.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.**

7

**E06.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**

7

8

**E06.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.**

8

**E06.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.**

8

**E06.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.**

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**E06.D.1.1.1: Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).**

7

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**E06.D.1.1.2: Use intensive pronouns (e.g., myself, ourselves).**

7

**E06.D.1.1.3: Recognize and correct inappropriate shifts in pronoun number and person.**

7

**E06.D.1.1.4: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).**

9

**E06.D.1.1.8: Ensure subject-verb and pronoun-antecedent agreement.**

7

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**E06.D.1.2.1: Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.**

7

**E06.D.2.1.1: Vary sentence patterns for meaning, reader/listener interest, and style.**

8

**E06.D.2.1.2: Maintain consistency in style and tone.**

7

**E06.D.2.1.5: Choose words and phrases for effect.**

7

8

**E06.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.**

7

8

**E06.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).**

7

8

**E06.E.1.1.3: Use appropriate transitions to clarify the relationships among ideas and concepts.**

7

8

**E06.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.**

8

**E06.E.1.1.5: Establish and maintain a formal style.**

8

**E06.E.1.1.6: Provide a concluding section that follows from the analysis presented.**

8

8

**Rewritten**

**E06.B-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.**

Again, I would not rewrite the statement. I would change "part one" & "part two" to question numbers. (The splitting into parts will confuse students. Make them separate questions.)

get rid of the two part questions! one question at a time only. one question should not relate to the next on standardized tests.

The way the question is written is fine. However, I believe the points should be awarded differently. It is my understanding that students who get the first part wrong, and the second part correct, do not get any credit for the correct part of their answer (the only options are 2 points or 0 points). There could be a number of reasons for this, but I believe that if a student is able to identify a correct supporting detail, then he or she should be awarded the point for their thinking. (I believe the points should be awarded differently. It is my understanding that students who get the first part wrong, and the second part correct, do not get any credit for the correct part of their answer (the only options are 2 points or 0 points). There could be a number of reasons for this, but I believe that if a student is able to identify a correct supporting detail, then he or she should be awarded the point for their thinking.)

**E06.B-K.1.1.2: Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.**

content of questions is fine but you have to get rid of the two part question that makes the second answer rely on the first!

The statement is fine; however, students should also have the opportunity to provide their own interpretations of a passage they have read.

The statements should not be broken into parts. Eliminate "part one" & "part two" and make them question numbers. Additionally, it is confusing to now begin asking students for two answers vs. one which is best. Making them bold will not make a difference. Any questions in this format will skew the validity of the results because it is simply a new



format. (The students have enough change to deal with when it comes to the articulation of the actual vocabulary. It really isn't fair to now start altering the question format as well. )

**E06.A-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.**

Find the statement that best supports the analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. (To cite textual evidence would suggest that they could create their own example which they can not.)

getting the first question wrong would cause the children to get the second wrong. rewrite to make the questions independent from one another. (see above)

I like the questions, but I feel they should be broken down into 2 separate questions. (If the child gets the first part of the answer wrong, then part two of the question makes no sense to them. It puts them at a disadvantage when trying to answer it. I think it will only confuse the child.)

The question itself should not be rewritten. Simply remove "part one" & "part two". Make them question numbers. (I agree with the statement. I don't agree with the two-part question that is new. )

The way the question is written is fine. However, I believe the points should be awarded differently. It is my understanding that students who get the first part wrong, and the second part correct, do not get any credit for the correct part of their answer (the only options are 2 points or 0 points). There could be a number of reasons for this, but I believe that if a student is able to identify a correct supporting detail, then he or she should be awarded the point for their thinking. (I believe the points should be awarded differently. It is my understanding that students who get the first part wrong, and the second part correct, do not get any credit for the correct part of their answer (the only options are 2 points or 0 points). There could be a number of reasons for this, but I believe that if a student is able to identify a correct supporting detail, then he or she should be awarded the point for their thinking.)

**E06.A-K.1.1.2: Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text**

**distinct from personal opinions or judgments.**

Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text without personal opinions or judgments. (Distinct from personal opinions and judgments can be misread as a student under pressure and stress during testing may misread it believing they are being asked for their opinion or judgment. )

Do not rewrite the statement. Simply remove "part one" & "part two" and replace with question numbers. (Again, I agree with the statement but no having two parts to a question. They should be separated. )

individual questions not question in pairs. rewrite.

The second question needs to be independent of the first question. (If the student gets the first question wrong, the student cannot get the second question right. )

The second questions should be independent of the first question.

this should be two separate eligible content areas (It is two totally different concepts. Theme and a summary are completely different.)

The statement is too wordy. (Quite frankly, as an educated adult, I do not know that I would be able to answer this question correctly.)

**E06.A-K.1.1.3: Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.**

Describe the sequence of events or ideas in a piece of writing and explained how they change a character.

**E06.A-C.2.1.1: Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.**

Explain how an author develops the point of view of the narrator or speaker in a text;

describe the effectiveness of the point of view used by the author. (The author's purpose seems to be an opinion, not something that can be absolutely determined.)

Keep it simple. Just state "explain why you think the author speaks or the narrator views the main idea of the passage/book." (The common core standards for English are ridiculous. Most 6th graders are completely unable to dissect a sentence identifying nouns, verbs, indirect/direct objects, adjectives, ect. They should be taught more than just how to write essays or how to find proof of why persons did actions a, b, and c)

**E06.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.**

Are you assuming that every 6th grader knows what personification means? (If 6th grade students do not know what certain words mean, they will not be able to answer the questions on the test. If something is taught earlier in the year, students will not remember things in the Spring when the test is taken.)

I think the question is appropriate for the grade level. However the question is written for someone well into high school, and Gloomy needs to be changed. i would ask "What is the meaning of the personification in the above lines?" The first answer could read "It establishes a dreary mood" or something similar. I'm not sure the child would understand the wrod "gloomy".

**E06.A-C.3.1.1: Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.**

two answers C and D can be correct. rewrite the answer choices. (see above)

**E06.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c.**

**Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).**

both A and D could be interpreted as the answer. rewrite answer choices.

**E06.C.1.1.1: Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.**

directions need to be clearer and very specific for the student. criteria are too specific.

**E06.C.1.1.2: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.**

directions need to be clearer and very specific for the student. criteria are too specific

I feel that the reference to "using credible sources" is appropriate to be taught throughout the school year; however, I don't feel this is fair for testing purposes. While taking a standardized test, students will not have the opportunity to collect information from various sources, credible or not.

**E06.C.1.1.3: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.**

directions need to be clearer and very specific for the student. criteria are too specific

I don't understand what this means. Is the standard referring to use of appropriate transition words?

**E06.C.1.1.4: Establish and maintain a formal style.**

directions need to be clearer and very specific for the student. criteria are too specific

**E06.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.**

directions need to be clearer and very specific for the student. criteria are too specific

**E06.C.1.2.1: Introduce a topic for the intended audience; organize**

**ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.**

directions need to be clearer and very specific for the student. criteria are too specific

**E06.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**

directions need to be clearer and very specific for the student. criteria are too specific

**E06.C.1.2.3: Use appropriate transitions to clarify the relationships among ideas and concepts.**

directions need to be clearer and very specific for the student. criteria are too specific

**E06.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.**

directions need to be clearer and very specific for the student. criteria are too specific

**E06.C.1.2.5: Establish and maintain a formal style.**

directions need to be clearer and very specific for the student. criteria are too specific

**E06.C.1.2.6: Provide a concluding section that follows from the information or explanation presented.**

directions need to be clearer and very specific for the student. criteria are too specific

**E06.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**

Remove the word "pacing".

**E06.D.2.1.5: Choose words and phrases for effect.**

6th grade students need to know what sensory language is in a statement. (Students should know what sensory language is.)

## Should Be Deleted

**E06.B-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.**

The kids are being asked for too much of this in 6th grade. Just start it in this grade not pound it into their heads. Use common sense, and have the kids master writing conventions first before asking them to write 90% of the school day.

**E06.A-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.**

At a sixth grade level, summarizing a passage and providing relevant details to support that summary should be sufficient.

Inferences are just that...ONE person's view on things. Aren't we trying to teach children to think independently? I wouldn't have picked the answer on number 2 and I minored in English!

**E06.A-K.1.1.2: Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.**

I have a doctorate. Yet, when I read the sample content ("Nail Soup"), none of the generalizations seemed correct to me. All of them seemed subjective.

**E06.A-C.2.1.1: Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.**

There is nothing that goes with the sample question to determine the first person point of view. What are the students basing the sample question off of in the text?

**E06.A-C.2.1.2: Analyze how a particular sentence, chapter, scene, or**

**stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.**

This appears to be a questions specifically designed to trick the reader. A 6th grader can easily confuse the development of a poem with the overall theme as the two are often intertwined with only subtle differences. I would love to see how many college english majors would get this question correct, let alone a 6th gras student. Not sure what you are trying to accomplish.

**E06.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.**

None of the choices provided seem to apply. Huddling together does not depict a gloomy atmosphere. Flowers growing in a fierce environment, bent and trembling, does not give the reader a sense that they grow well. No support for inner conflict or comparison to other flowers. I honestly have no idea what the answer would be for this question.

This is too general of a statement.

**E06.A-C.3.1.1: Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.**

The question itself is confusing. Isn't the author the poet? Is there a reference I am not understanding? A students might be confused as I am.

**E06.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical,**

**unwasteful, thrifty).**

Not every student knows what a hyperbole is. In my adult life, I have never analyzed text when reading to say if something is a hyperbole. Let's get back to basics and real life situations.

**E06.B-C.2.1.1: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.**

Similar standard addressed in E06.A-C.2.1.1

**E06.B-C.3.1.2: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).**

The statement does not have any text prior to compare anything to before answering any questions.

**E06.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Determine the meaning of technical words and phrases used in a text.**

Similar to standard E06.A-V.4.1.1

**E06.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category,**



**synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).**

Similar to standard E06.A-V.4.1.2

**E06.C.1.1.1: Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.**

A typical sixth grader would have trouble trying to write enough information on this given topic. I think a more controversial issue such as cell phones in schools, girls playing football, carrying book bags around school..etc.. would make a better prompt for 6th graders.

**E06.C.1.1.2: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.**

A typical sixth grader would have trouble trying to write enough information on this given topic. I think a more controversial issue such as cell phones in schools, girls playing football, carrying book bags around school..etc.. would make a better prompt for 6th graders.

**E06.C.1.1.3: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.**

A typical sixth grader would have trouble trying to write enough information on this given topic. I think a more controversial issue such as cell phones in schools, girls playing football, carrying book bags around school..etc.. would make a better prompt for 6th graders.

**E06.C.1.1.4: Establish and maintain a formal style.**

I feel that this is subjective.

**E06.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.**

A typical sixth grader would have trouble trying to write enough information on this given topic. I think a more controversial issue such as cell phones in schools, girls playing football, carrying book bags around school..etc.. would make a better prompt for 6th graders.

**E06.C.1.2.1: Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.**

A typical sixth grader would have trouble trying to write enough information on this given topic. I think a more controversial issue such as cell phones in schools, girls playing football, carrying book bags around school..etc.. would make a better prompt for 6th graders.

**E06.C.1.2.5: Establish and maintain a formal style.**

Reiterates a standard above. Common sense people!

This was already stated in C.1.1.4. In addition to it already being listed, I think that it is subjective.

**E06.C.1.2.6: Provide a concluding section that follows from the information or explanation presented.**

Similar to standard E06.C.1.1.5

**E06.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.**

see related answer

Sixth grade students cannot be expected to answer multiple text dependent analysis questions and write essays. I think they should only have one of each type of question on the entire PSSA test.

**E06.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and**

**description, to develop experiences, events, and/or characters.**

Sixth grade students cannot be expected to answer multiple text dependent analysis questions and write essays. I think they should only have one of each type of question on the entire PSSA test.

**E06.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.**

Sixth grade students cannot be expected to answer multiple text dependent analysis questions and write essays. I think they should only have one of each type of question on the entire PSSA test.

**E06.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.**

Sixth grade students cannot be expected to answer multiple text dependent analysis questions and write essays. I think they should only have one of each type of question on the entire PSSA test.

**E06.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.**

Sixth grade students cannot be expected to answer multiple text dependent analysis questions and write essays. I think they should only have one of each type of question on the entire PSSA test.

**E06.D.1.1.4: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).**

They need to stop putting vague questions on tests. These are sixth graders for goodness sakes!!

**E06.D.1.2.2: Spell correctly.**

Learning disabled students who cannot spell and have IEPs which modify their requirements have no shot at answering these questions correctly.

Students have skills to utilize appropriate resources (dictionary, spell check, etc) that will

support them in spelling correctly in college and career ready situations.

This is not a fair question for students with learning disabilities. Maybe the eligible content should be rewritten to have students choose the correct word from choices of frequently misused words.

**E06.D.2.1.2: Maintain consistency in style and tone.**

I don't even know what "informal diction" is. We encourage students to develop their own style. I don't think this is a fair question because style can't be bottled and "added to".

**E06.D.2.1.3: Choose words and phrases to convey ideas precisely.**

it's really a matter of choice between explain and state....this could be worded a bit better.

**E06.D.2.1.5: Choose words and phrases for effect.**

It seems redundant. It was already covered in E06 D 213

It's often difficult for individuals to choose what is "most" descriptive, as it can be subjective. The questions asking for selections based upon something that is "most" descriptive seem purposefully confusing.

**E06.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.**

too complicated for age level

**E06.E.1.1.5: Establish and maintain a formal style.**

It depends on the assignment. Formal writing has a place, but so does creative writing. There is evidence that creativity scores predict college success and that creativity is on the decline in America. Writing isn't confined to inter office memorandums.

too complicated for age level

**E06.E.1.1.6: Provide a concluding section that follows from the**

## analysis presented.

It seems subjective and there is room for a gray area in grading.

no way is this grade appropriate.

## Suggested Eligible Content

Texts presented to the students should vary between genres and style to establish variety and peek interest. Texts need to be challenging, fun, and as always develop a student's desire to read and think creatively.

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### Reporting (/Admin)



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