**Academic Language – Grade 6 (2014)**

**(From SBAC Practice Test Scoring Guide 2014 for Grade 6)**

| **G** | **DOK** | **STD. #** | **Standard** | **Question** |
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| 6 | 1 | L-2.b | The student will identify and/or  edit for correct spelling of words that are at or two grades below grade level, including frequently misspelled words. | Click on the two sentences that contain errors in spelling. |
| 6 | 3 | L-5 | The student will interpret the meaning of a figurative phrase used in context and its impact on meaning and tone. | What does the phrase “\_\_\_\_\_\_\_\_\_” suggest about the narrator’s comfort level with \_\_\_\_\_? Select two choices. |
| 6 | 3 | L-5.a | The student will interpret the use of literary devices. | Which statement best describes the phrase “\_\_\_\_\_\_” adds to the meaning of the text? |
| 6 | 2 | RI-1 | The student will identify explicit text evidence to support a GIVEN inference based on the text. | The author suggests \_\_\_\_\_\_\_\_\_\_\_\_. Which sentence from the text best supports this inference? |
| 6 | 2 | RI-1 | The student will identify text evidence to support a given inference based on the text. | Which detail from the text best supports the idea that the narrator is feeling discouraged? |
| 6 | 2 | RI-2 | The student will summarize a central idea in a text. | Which statement best summarizes the central idea of the text? |
| 6 | 2 | RI-2 | The student will determine the central idea of a key paragraph in the text. | What most likely did the author intend by mentioning \_\_\_\_. Support your answer with evidence from the text. |
| 6 | 3 | RI-3 | The student will analyze the interaction between ideas within a text. | Click on the statement that best describes what the reference to \_\_\_\_ shows about \_\_\_\_\_. |
| 6 | 3 | RI-5 | The student will determine how structuring a text with a specific detail at its beginning impacts the meaning of the text. | How does this sentence add to the confusion about \_\_\_\_\_ presented in the text? |
| 6 | 3 | RI-5 | The student will analyze why an author included certain elements in a text and analyze how that inclusion impacts meaning. | How does the last paragraph add to the central idea of the text? Select three options. |
| 6 | 2 | RL-2 | The student will summarize key ideas and events in a text. | Which sentence from the text best summarizes the central idea of the text? |
| 6 | 3 | RL-3 | The student will analyze the relationships among characters' actions/interactions within one text. | Select the statement that best describes how the relationship between the narrator and Libby develops in the paragraphs. Which sentences from the text that best support your answer in part A? Select three options. |
| 6 | 2 | RL-4, L-4.a | The student will use resources to determine the correct meaning of an unknown word in a literary text. | Click on the word that most closely matches the definition provided. |
| 6 | 3 | RL-5 | The student will analyze the impact of word choice on reader interpretation of meaning or tone. | What do the descriptions “\_\_\_\_\_” and “\_\_\_\_” suggest about the character? |
| 6 | 3 | RL-6 | The student will form an inference about a literary text and identify details within the text that support that inference. | What inference can be made about the narrator’s feelings about \_\_\_\_\_\_? Support your answer with details from the text. |
| 6 | 2 | SL-3, SL-2 | 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. | What is the most likely purpose of the presentation? |

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| 6 | 3 | SL-3, SL-2 | 3. The student will analyze a quality (soundness of reasoning, relevance or sufficiency of evidence) of a presentation. | What additional information could be added to the presentation to best help the listener’s understanding of the main idea? |
| 6 | 3 | SL-3, SL-2 | 4. The student will draw and/or support a conclusion based on content in a presentation. | Which conclusion is best supported by the information in the presentation? Which detail from the presentation best supports your answer in part A? |
| 6 | 2 | SL-3, SL-2 | 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. | What is the central idea of the presentation? |
| 6 | 3 | SL-3, SL-2 | 4. The student will draw and/or support a conclusion based on content in a presentation. | Which conclusion is best supported by evidence from the presentation? |
| 6 | 3 | SL-3, SL-2 | 2. The student will analyze how information is presented and/or the effects of the delivery. | How does this sentence influence the listener’s understanding of the presentation? |
| 6 | 2 | W-1.a | (Organization) The student will  revise arguments by identifying improved organizational elements such as establishing a clear claim. | The student needs to add an introduction that clearly establishes the claim about \_\_\_\_\_. Choose the paragraph that would make the best introduction. |
| 6 | 2 | W1.b, W-8 | The student will cite evidence to support analyses, arguments, or critiques. | Decide if the information in Source 1, Source 2, both sources, or neither source supports each claim. |
| 6 | 1 | W-2.d | The student will identify and use the best academic or grade-level or below domain- specific (but not scientific or social studies)  construct-relevant word(s)/phrase to convey the precise or intended meaning of a text especially with informational/explanatory writing. | The writer wants to replace the underlined phrase to make her meaning more exact. Which word would make her word choice better. |
| 6 | 2 | W-2.d, W-3.d, L-3.a, L-6 | The student will identify and use the best word(s)/phrase to convey ideas in a text precisely. | Which of the words best replaces the underlined phrases with more clear and specific language? |
| 6 | 3 | W-3.b | 1. (Organization) The student will use information provided in a stimulus to write organized narratives that engage and orient the reader by e. providing closure that follows logically from the narrative | In one paragraph, write an ending to the narrative that follows logically from the events or experiences in the narrative. |
| 6 | 2 | W-3.c | (Organization) The student will  revise narrative texts by identifying/choosing improved narrative elements such as d. Transition strategies to convey sequence, establish pacing, signal shifts in time or place | Select the best sentence to transition between the two paragraphs. |
| 6 | 2 | W-8 | The student will analyze information within and among sources of information in order to integrate information that is paraphrased. | The student took notes about information in the sources. Select two notes that correctly paraphrase, or restate information from both sources. |
| 6 | 2 | W-8 | The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. | Which source would most likely give the student more information for the paragraph from his report? |