

6th Grade LA Trimester 1 Cycle 1 Benchmark Assessment 2013-2014

Writing Booklet

Name: _____ Date _____

6. W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

6.W.2a: Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

6.W.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

6.W.2f: Provide a concluding statement or section that follows from the information or explanation presented.

6. IT.2.2 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Target	Extends 4	Meets 3	Below 2	Well Below 1
6. IT.2.2 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Cites accurate/specific (paraphrased or word for word from text) and relevant (text clearly connects to inference) text evidence to support your clear inference.</p> <p>AND</p> <p>Inference offers a unique, sophisticated perspective outside of the expected or typical inferences that could be drawn, while still being fully supported by the textual evidence.</p>	<ul style="list-style-type: none"> • Cites accurate (word for word or paraphrased from the text), relevant (text clearly connects to inference) textual evidence to support each big idea. 	<ul style="list-style-type: none"> •Big ideas are inconsistently supported with accurate (word for word or paraphrased from the text) and relevant (text connects to the inference) textual evidence. 	<ul style="list-style-type: none"> • Text evidence may be missing or general (not taken word for word from the text) or irrelevant (does not support the big idea the writer claims it does).

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<p>6.W.2a. Introduce a topic and organize supporting details clearly.</p> <p>(ORGANIZATION)</p>	<ul style="list-style-type: none"> • Topic sentence is sophisticated and engaging • Big ideas, details, and explanations are organized and included in each paragraph. • Organization enhances understanding 	<ul style="list-style-type: none"> • Topic sentence is clear and engaging • Big ideas, details, and explanations are organized and included in each paragraph 	<ul style="list-style-type: none"> • Topic sentence is unclear. • Limited organization: missing some elements: big ideas, details, explanations • Organization makes the topic or paper confusing 	<ul style="list-style-type: none"> • Topic sentence is unclear. • Limited organization: missing some <i>or many</i> elements: big ideas, details, explanations • Organization makes the topic unclear and confusing
<p>6.W.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>(BIG IDEAS, TEXT EVIDENCE, AND EXPLANATION SUPPORT)</p>	<ul style="list-style-type: none"> • Includes logical and distinct (different) big ideas • Includes details/evidence that <i>strongly</i> support the big ideas • Explanations thoroughly connect the details and big ideas to the topic • Explanation includes logical inferences that enhance the understanding 	<ul style="list-style-type: none"> • Includes logical and distinct (different) big ideas • Includes details/evidence that support the big ideas • Explanations connect the details and big ideas to the topic • Explanation includes logical inferences 	<ul style="list-style-type: none"> • Some big ideas are not logical or are too similar • Some details support the big ideas • Some explanations connect the details and big ideas to the topic • Explanation includes some illogical inferences 	<ul style="list-style-type: none"> • Most or all of the big ideas are not logical or are too similar • Most of the details don't support the big ideas • Most or all of the explanations do not connect the details and big ideas to the topic • Explanation includes some illogical inferences
<p>6.W.2f. Provide a concluding statement or section.</p> <p>(CONCLUSION)</p>	<ul style="list-style-type: none"> • Provides a sophisticated conclusion that brings the writing to a close. • Conclusion leaves the reader with a lasting impression. 	<ul style="list-style-type: none"> • Provides a conclusion that is different from the introduction and is appropriate for the topic. 	<ul style="list-style-type: none"> • Conclusion repeats the introduction. • Conclusion is limited or lacks appropriate development. 	<ul style="list-style-type: none"> • No apparent conclusion or conclusion completely off topic.

Please continue to the next page.

Informative/ Explanatory Writing Task:

Directions: Use passage #1 to complete the following task.

After reading the story “The Rumor,” answer the following prompt in a well-developed multi-paragraph essay.

Explain two character traits that Beth has that make her a good candidate for student council president. Cite text evidence to support each BIG IDEA in your essay.

TOPIC: _____

AUDIENCE _____

KEY WORDS: _____

USE THE SPACE BELOW TO **BRAINSTORM** YOUR IDEAS:

TOPIC= _____

Big Ideas	Supporting Details (text evidence)	Explanation (SO WHAT?)
•		
•		

Conclusion _____

Please begin writing your essay on the following page.

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6th Grade LA Trimester 1 Cycle 1 Benchmark Assessment 2013-2014
