

| Scoring: 4-5= Essential, 3-4 "Important to Know" & 1-3 "Nice to Know"  |  |  |   |  |   |  |
|--|--|--|---|--|---|--|
| <b>Essential Standards that all students will learn to mastery (By the end of this course/unit/grade students are able to...)</b>  | <b>Endurance</b><br>Knowledge or skill needs to last beyond the test. Is this an ongoing skill? Will this provide long-term value beyond the test? | <b>Readiness</b> Essential to move up to next grade/level. Will this provide students with the tolls for the next level of learning/education? | <b>Leverage</b> Will this provide value across disciplines? Will this be used in other courses not in my content area? Does this have high utility across content & curriculum? | <b>Teacher Input</b> Look to your colleagues for second opinions. Do other teachers feel this standard is necessary? | <b>Testing</b> Does the standard appear on district/state/national assessments? | <b>Essential? YES or NO (determination by Teacher)</b> |
| AS.6.RL.3 Describe how a particular story's or plot's unfold in a series of episodes as well as how the characters respond or change as the plot moves toward the resolution                   | 4  | 4  | 4   | 4  | 5   | Yes  |
| AS.6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of specific word choice on meaning and tone | 5  | 5  | 5   | 5  | 5   | Heck Yeah!!!   |
| AS.6.RL.6 Explain how an author develops the point of view of the narrator or speaker of a text  | 2  | 2  | 2   | 2  | 5   | No   |
| AS.6.RI.1 Cite textual evidence to support analysis of what the text explicitly as well as inferences drawn from the text  | 4  | 5  | 5   | 4  | 5   | Yes  |
| AS.6.RI.2 Determine the central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments                     | 5  | 5  | 5   | 5  | 5   | yes  |
| AS.6.RI.6 Determine an author's point of view or purpose in a text and how it is conveyed in the text  | 4  | 5  | 4   | 4  | 5   |  |
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