

Grade 6 Poetry/Songs	Adequately Meets Grade Level Learning Outcomes
CONTENT	<ul style="list-style-type: none"> • Writing focuses on a topic • Writing evokes an image or strong feelings, or presents a clear message or personal opinion • Uses some of the following to develop the image, feeling, or message <ul style="list-style-type: none"> ○ Social issues ○ Personal feelings ○ Memories ○ Moments ○ Facts ○ Observations
ORGANIZATION	<ul style="list-style-type: none"> • Uses familiar text structures that may include <ul style="list-style-type: none"> ○ Free verse (does not have a regular rhythm, line length, or rhyme scheme) ○ List poems ○ Comparison ○ Shape poems ○ Poems for two voices ○ Rhyme (may be contrived) ○ Rhythm or flow (may be contrived) ○ Lyrics ○ Spoonerisms
WORD CHOICE	<ul style="list-style-type: none"> • Word choice is appropriate for intended audience • Uses precise vocabulary related to topic • Uses expressive language (interesting words including adjectives, adverbs, synonyms, comparisons) to create desired effect (visuals, sounds, feelings)
VOICE (Author's Craft: Style, Tone, Engagement, Mood,) <i>Word choice and content work together to create voice</i>	<ul style="list-style-type: none"> • Voice is evident • Creates tone that reflects feelings/emotions consistent with the topic. May use <ul style="list-style-type: none"> ○ Organization of ideas ○ Formatting • Tone is easy to describe (funny, sarcastic, angry, joyful, ...) • Writing evokes a feeling or response in the reader
CONVENTIONS <i>* in poetry, punctuation is a part of voice or organization and is used to add emphasis or to clarify meaning</i>	<ul style="list-style-type: none"> • Spells most words correctly; spelling errors show incorrect use of spelling rules and patterns • Errors do not interfere with communication