

## Idaho State Content Standards with Limits – Language Arts

### 6<sup>th</sup> Grade

#### **Standard 1: Reading Process**

Identify graphic sources of information (e.g., maps, graphs, illustrations, diagrams, timelines, or tables) to address research questions.

Content Limit: Item will address graphic features in a grade-level-appropriate passage that may include maps, graphs, illustrations, diagrams, timelines, or tables. Only one concept may be assessed in an item.

Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words.

Content Limit: Item will address word structure using words containing a base word, a root word, prefix, or suffix, including Greek and Latin derivatives, to assist in decoding words.

Infer word meaning from knowledge of root words, derived from Greek and Latin.

Content Limit: Vocabulary items require word structure to assist in determining meaning and may include prefixes, suffixes, syllabication, or root words.

Apply context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings.

Content Limit: Vocabulary items may require context clues or words with multiple meanings within a grade-level passage (based on 2 readability formulas). Only one concept may be assessed in an item. Item may require the identification of synonyms, antonyms, words with multiple meanings, and analogies. Item will not require definition of the specific term.

#### **Standard 2: Comprehension/Interpretation**

Determine the author's purpose, stated or implied, for writing various texts

Content Limit: Item requires identification of author's main purpose for writing various texts. Item may include an author's purpose that is stated or implied.

Apply cause and effect relationships to gain meaning from text.

Content Limit: Item requires a conclusion based on determining the cause and effect.

Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.

Content Limit: An item may require more than one reading skill (e.g., an item may require both a literal and an evaluative response to the text). Item requires information based solely from the text given.

Identify the facts and details that support the author's argument and summarize the findings.

Content Limit: Item may require the identification of main idea, facts, and/or details relevant to author's purpose solely from the text given. Item may require a summary solely from the text given.

Follow multi-step written directions.

Content Limit: Multi-step instructions will be multiple steps in response to an item. Item may require organization and/or sequencing of information. Item requires information obtained solely from the text given.

Describe different genres of fiction and kinds of poetry, and the major characteristics of each form.

Content Limit: Item may contain information about defining characteristics of the major genres of fiction (e.g., realistic fiction, tall tale, fable, legend, folktale, and poetry).

Distinguish between major characters and minor characters.

Content Limit: Item will contain information about characters; response will be a descriptor of character traits. Characterization may be addressed in the item. Item does not require definition of the specific terms.

Analyze the influence of the setting on the problem and resolution of the story.

Content Limit: Item may require the identification and/or analysis (e.g., description of relationships) of the problem and solution to the setting. Relationships may compare literary elements (e.g., how setting affects plot and/or resolution of a problem). Only literary elements of setting, plot, conflict, and resolution may be used in items.

Analyze the conflict of a plot and explain its resolution.

Content Limit: Item may require the identification and/or analysis (e.g., how conflict affects the resolution). Only literary elements of plot, conflict, and resolution may be used in items.

Identify the literary point of view (e.g., first person, third person) in literary text.

Content Limit: Item may require identification of the author's purpose and/or support for that purpose. Point of view refers to that of the author.

Identify themes that appear in different literary works.

Content Limit: Item will require the identification of theme in various literary works.

Identify common literary devices (e.g., flashback, foreshadowing, personification) to increase comprehension.

Content Limit: Item will address the identification and/or understanding of simile, metaphor, imagery, foreshadowing, flashback, or personification.

### **Standard 3: Writing Process**

Generate a main idea appropriate to the type of writing.

Content Limit:

Items may require a statement of purpose, audience, and format that will allow students to select the most appropriate main idea from several options

Main idea

Writer's focus

Topic sentence

Select organizational strategies appropriate for writing.

Content Limit:

Items may require a statement of purpose, audience, and format that will allow students to select the best supporting details and concluding statement.

Supporting details  
Concluding statement

Apply an appropriate writing format for purpose and audience.

Content Limit:

Items may require a statement of purpose and audience that will allow students to select the most appropriate format from the given options. Item responses selected from the formats taught in Standard 4, Grades K-6.

Story writing that incorporates a setting, character, conflict (problem), and resolution (solution)

Purpose  
Format  
Audience

Revise draft for meaning, clarity and effective sequencing.

Content Limit:

Sequence  
Precise language

Add details to more effectively accomplish the purpose of writing.

Content Limit:

Items may require the audience and purpose for the selected passage. Items may include a passage that contains too little detail to effectively achieve the writing purpose. Students may select the response that improves the effectiveness of the passage.

Adding relevant details  
Removing irrelevant details

Apply and add transition words to clarify sequence.

Content Limit:

Items may require the audience and purpose for the selected passage. Item responses may contain transition words that can be inserted into the passage to clarify sequence or meaning.

Rearrange words, sentences, and paragraphs to enhance writing style.

Content Limit:

Modifier placement  
Varying sentence beginnings, lengths, and patterns to improve flow and to enhance meaning

Edit the draft using an editing checklist with common editing marks.

Content Limit:

Mixed grade-level editing skills (Includes a mix of skills assessed in 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.4.1, and 5.4.2)

## **Standard 5: Writing Components**

Spell correctly Grade 6 high-frequency words and content area words.

Content Limit:

Includes grade-appropriate words commonly taught across multiple textbook series

Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately.

Content Limit:

Includes homophones and commonly confused words

Identify complex sentences with subject and verb agreement.

Content Limit:

Sentences may be complex sentences. One sentence may contain an error in subject-verb agreement.

[Notice: Subject-verb agreement shifts from 5.3.2 to 5.3.1 at Grade 5.]

Skills assessed in previous grades are included.

Examples:

Sentence type recognition (declarative, interrogative, exclamatory)

Complete/incomplete sentences [and run-ons]

Combining sentences to correctly form complete simple, compound, or complex sentences

Use correctly:

- future verb tenses
- adjectives
- personal pronouns
- conjunctions
- adverbs

Content Limit:

Skills assessed in previous grades are included.

Examples:

Past and present verb forms, including irregular verbs

Apply capitalization correctly in writing.

[Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.]

Use quotation marks and commas to punctuate dialogue

Content Limit:

Items may specify the mark (quotation mark or comma) and ask students to select its correct placement within the sentence or ask students to select the sentence that demonstrates correct use of the specified mark.

[Apostrophes used to create singular and plural possessives are included.]