

6th Grade Language Usage

Goal	ISAT%	Objective Description (with content limits)	Vocabulary Words
Standard 3: Writing Process			
3.1: Prewrite	50-60%	<p>6.LA.3.1.2 Generate a main idea appropriate to the type of writing.</p> <p>CL: D 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</p> <p>Main idea Writer's focus Topic sentence</p>	<p><u>Prewriting</u> ~ the first stage in the writing process; includes deciding what to write about, collecting ideas and details, and making an outline or a plan. Prewriting strategies include brainstorming and using graphic organizers, notes, and logs.</p> <p><u>Writing</u> ~ the process of composing a letter, book, or other writing.</p> <p><u>Revising</u> ~ the stage of the writing process in which a writer goes over a draft, making changes in its content, organization and style in order to improve it. Revision techniques include adding, elaborating, deleting, combining, and rearranging text.</p> <p><u>Editing</u> ~ editing is one of the steps of the writing process in which a revised draft is checked for standard usage, varied sentence structure, and appropriate word choice.</p> <p><u>Publishing</u> ~ the preparation of a finished piece of writing, often involving available technology, so that it can be presented to a larger audience.</p>
3.1: Prewrite		<p>6.LA.3.1.3 Select organizational strategies appropriate for writing.</p> <p>CL: D 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.</p> <p>Supporting details Concluding statement</p>	<p><u>Audience</u> ~ the person(s) who reads or listens to what the writer or speaker says.</p> <p><u>Purpose</u> ~ the aim of writing, which may be to express, discover, record, develop, reflect on ideas, problem solve, entertain, influence, inform, or describe.</p>
3.1: Prewrite		<p>6.LA.3.1.4 Apply an appropriate writing format for purpose and audience. (726.01.c)</p> <p>CL: D 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.</p> <p>Story writing that incorporates a setting, character, conflict (problem), and resolution (solution)</p> <p>Purpose Format Audience</p>	

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3.3: Revise		6.LA.3.3.1 Revise draft for meaning, clarity and effective sequencing. (726.02) CL: Content Limit: Sequence Precise language Mixed grade-level revision skills (Includes a mix of skills assessed in 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.3.4, and 5.3.1)	<u>Traits</u> ~ ideas-in writing, the message or them and the details that elaborate upon that message or theme. ~ organization - the arrangement of main points and supporting details in a piece of writing. ~ voice - a writer's unique way of using tone and style to communicate with the audience. ~ word choice - the vocabulary a writer chooses to convey meaning. ~ sentence fluency - the smooth rhythm and flow of sentence that vary in length and style. ~ conventions - correct spelling, grammar, usage, and mechanics.
3.3: Revise		6.LA.3.3.2 Add details to more effectively accomplish the purpose of writing. (726.02.c) CL: D 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	<u>Main Idea</u> ~ a one- or two-sentence statement of the purpose of a piece of writing. <u>Supporting Details</u> ~ the supporting details add the details to information. They are the little things that add depth and dimension to a piece of writing. <u>Organization Patterns</u> ~ the way in which information is organized and then presented. (chronological - the arrangement of details according to when events or actions take place). <u>Graphic Organizer</u> ~ a visual way of organizing information; types of graphic organizers are chart, graphs, clusters, and idea tree.
3.3: Revise		6.LA.3.3.3 Apply and add transition words to clarify sequence. CL: D 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.	<u>Figurative Language</u> ~ words used for descriptive effect that express some truth beyond the literal level. Figures of speech such as similes, metaphors, or personification are examples of figurative language. <u>Research</u> ~ the search for information on a topic.
3.3: Revise		6.LA.3.3.4 Rearrange words, sentences, and paragraphs to enhance writing style. (726.02.c) CL: Content Limit: Modifier placement Varying sentence beginnings, lengths, and patterns to improve flow and to enhance meaning.	<u>Facts</u> ~ a piece of information that can be verified.

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3.4: Edit		<p>6.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. (726.02)</p> <p>CL: C 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)</p>	<p><u>Examples</u> ~ one part of a group, category, collection that shows what the whole is like.</p> <p><u>Sequence</u> ~ a sequence is the order of something that happens.</p> <p><u>Transition words</u> ~ connecting words or phrases that clarify relationships between details, sentences, or paragraphs.</p> <p><u>Usage</u> ~ all the ways in which the words, grammatical forms and combinations of a language or used in speech and writing.</p> <p><u>Rubric</u> ~ guideline or criteria by which a piece of writing will be evaluated, graded or judged.</p> <p><u>Editing Checklist</u> ~ the steps of the writing process in which a revised draft is checked for standard usage, varied sentence structure, and appropriate word choice.</p> <p><u>Editing marks</u> ~ a set of universal correction symbols used to show errors in spelling, punctuation, sentence construction and grammar.</p> <p><u>Narrative Writing</u> ~ narration is the authors telling of the story.</p> <p><u>Creative Writing</u> ~</p> <p><u>Expository Writing</u> ~</p> <p><u>Persuasive Writing</u> ~ persuasion is the authors method of using words to encourage the reader to do his or her bidding.</p> <p><u>Literary Response</u> ~ a response to a story based on well-known characters, themes, plots, and settings.</p>

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Standard 5: Writing Components			
5.2: Spelling Skills	40-50%	6.LA.5.2.1 Spell correctly Grade 6 high-frequency words and content area words. (726.02.a) CL: B Content Limit: Includes grade-appropriate words commonly taught across multiple textbook series	<u>Parts of Speech</u> ~ noun - names a person, a place, a thing, an idea, a quality, or a characteristic. ~ pronoun - a word that takes the place of a noun, a group of words acting as noun, or another pronoun. ~ verb - a word that expresses an action or a state of being and is necessary to make a statement. ~ adjective - a word that modifies or describes, a noun or a pronoun. ~ an adverb - a word that modifies a verb, an adjective, or another adverb. ~ preposition - a word that shows the relationship of a noun or pronoun to some other word in the sentence. ~ conjunction - a word that joins single words or groups of words. ~ interjection - a word or phrase that expresses strong feeling. <u>Noun</u> ~ proper - a specific person, place, or thing, an idea, a quality, or a characteristic which must be capitalized. ~ common - any person, place, or thing, an idea, a quality, or a characteristic which is not capitalized.
5.2: Spelling Skills		6.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately. CL: C Content Limit: Includes homophones and commonly confused words	

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5.3: Sentence Structure		<p>6.LA.5.3.1 Identify complex sentences with subject and verb agreement. (726.02.c)</p> <p>CL: C 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)</p> <p> Complete/incomplete sentences [and run-ons]</p> <p> Combining sentences to correctly form complete simple, compound, or complex sentences</p>	<p><u>Verb</u> ~ a word that expresses an action or a state of being and is necessary to make a statement. ~ action - word that names an action. It may contain more than one word. ~ linking verb - links the subject to the rest of the sentence. ~ helping verb - is a verb that helps the main verb tell about an action or make a statement. <u>Sentence Construction</u> ~ simple - has only one main clause and no subordinate clauses. ~ compound - has two or more main clauses with each clause having its own subject and predicate, usually joined by a comma and a coordination conjunction. ~ complex - has one main clause and one or more subordinate clauses. ~ kind: declarative - is a sentence that makes a statement; interrogative - a sentence that asks a question; imperative - commands or orders someone to do something; exclamatory - shows strong feeling or excitement.</p> <p><u>Subject</u> ~ the noun or pronoun that tells who or what the sentence is about.</p> <p><u>Predicate</u> ~ the verb or verb phrase and any modifiers that make an essential statement about the subject of a sentence.</p> <p><u>Subject-Verb Agreement Phrase</u> ~ the agreement in number between the subject and predicate of a sentence.</p> <p><u>Clause</u> ~ a group of words that has a subject and a predicate and that is used as part of a sentence.</p> <p><u>Punctuation</u> (period, exclamation point, question mark, comma, colon, quotation marks) ~ punctuation is everything in written language other than the actual letters or numbers, including punctuation marks (listed at right), inter-word spaces, and indentation.</p>
5.3: Sentence Structure		<p>6.LA.5.3.2 Use correctly:</p> <p>future verb tenses adjectives personal pronouns conjunctions adverbs</p> <p>CL: C Content Limit: Skills assessed in previous grades are included. Examples: Past and present verb forms, including irregular verbs</p>	
5.4: Conventions		<p>6.LA.5.4.1 Apply capitalization correctly in writing. (726.02.a)</p> <p>CL: C [Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.]</p>	

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5.4: Conventions		<p>6.LA.5.4.2 Use quotation marks and commas to punctuate dialogue. (726.02.a)</p> <p>CL: C 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.</p> <p>[Apostrophes used to create singular and plural possessives are included.]</p> <p>Skills assessed in previous grades are included. Examples: Previous commas: words/phrases in a series, dates and addresses, friendly and business letter conventions, direct address, compound sentences, Colons before a list, End punctuation</p>	<p><u>Capitalization</u> ~ the proper placement of upper case letters on specific words in sentence structure.</p>

Cognitive level codes:
B: Memorize
C: Perform procedures
D: Demonstrate understanding
E: Conjecture, generalize, prove
F: Solve non-routine problems, make connections