

## Language Arts - Grade 6

Idaho Department of Education Content Standards	Objective	Sub Objective	Task Analysis	Essential Vocabulary	Assessments Teaching Tools	Materials & Resources
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis	<b>Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.</b>				
<b>Standard 1: Reading Process</b>						
Goal 1.1: Acquire Concepts About Print	No objectives at this grade level.					
Goal 1.2: Acquire Concepts About Text	6.LA.1.2.1 Apply the structural features of popular media.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Apply structural features of popular media including: magazines, television, newspaper, books and the web.	• Identify correct structural features of media (main idea, supporting details, title, captions, etc.). • Demonstrate how features influence comprehension.	structural features • title • main idea • supporting details • multimedia • captions • media	• Create a multimedia presentation reviewing a magazine, television program, newspaper, book, movie, or website using structural features.	Home video, poster, PowerPoint, interviews, etc.
	6.LA.1.2.2 Apply text features (e.g., directions, legend, index, and glossary, sequence, bold face print, headings) to explain text.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Apply text features (e.g., directions, table of contents, legend, index, and glossary, sequence, bold face print, illustrations, headings) to explain text.	• Utilize details in text that explain information found in the text.	legend • index • bold face • headings • glossary • table of contents • illustrations • captions • preface • appendix	• Examine the textbook by completing a textbook scavenger hunt focusing on primary text features as indicated by the teacher/handout.	Textbook,(teacher generated) handout listing text features: Textbook Scavenger Hunt
	6.LA.1.2.3 Identify graphic sources of information (e.g., maps, graphs, illustrations, diagrams, timelines, or tables) to address research questions.  CL: B 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.	• Identify graphic sources of information (e.g., maps, graphs, illustrations, diagrams, timelines, or tables) to address research questions.	• Identify graphic sources to answer research questions.	timeline • table • map • graph • illustrations • diagram • captions • compare • contrast • research questions	• List the various types of graphic sources of information. • Compare and contrast the various forms of graphic information used in research.	Examples of graphic information.
Goal 1.3: Acquire Phonological Awareness Skills	No objectives at this grade level.					
Goal 1.4: Acquire Decoding Skills Using Word Parts	6.LA.1.4.1 Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words.  CL: D 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.	• Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words.	• Decode words and identify their meanings • Define and memorize prefixes, suffixes, and root meanings • Construct new words using the root and a variety of affixes • Students will infer word meaning from: <i>Prefixes</i> --de-,dis-,in-,im-,mis-,non-,over-,pre-,re-,trans-,un-,co-,extra-, <i>Suffixes</i> -- -able, -ible, -er, -or, -est, -ful, -less, -ous, -eous, -ious <i>Common Latin Roots</i> : bene, centi, contra, dict, duct, form, fract, struct <i>Common Greek Roots</i> : auto, bio, chron, geo, hemi, macro, micro, mono, ology, psych, sphere, tele, therm	affix • root • base word • prefix • suffix • structural analysis • decode • word family	• Create new words using Greek/Latin derivatives and defend their words based on the definitions. • Write a one paragraph story using the student created vocabulary.	Boise School District Curriculum Standards, <i>CORE literacy Vocabulary Handbook</i> (isbn:0-9774057-0-2), List of Greek/Latin roots and meanings, <i>The Word Within The Word</i> by Michael Clay Thompson (isbn: 9-88092-587-6), <i>Flip-a-Chip</i> www.readwritethink.org  List of Greek/Latin roots and meanings,
	6.LA.1.4.2 Read abbreviations appropriate to grade level.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Read abbreviations appropriate to grade level.	• Read abbreviations appropriate to grade level • Write abbreviations appropriate to grade level >adj., adv., conj., n., prep., v., art., pn., acct., A.D., B.C., Corp., pl., sing., subj., ad lib, AKA [adjective, adverb, conjunction, noun, preposition, verb, article, pronoun, account, Anno Domini (in the year of our Lord), before Christ, corporation, plural, singular, subject, ad libitum (improvise), also known as]	abbreviation	• Match list of abbreviations with their meanings.	<i>The Word Within The Word</i> by Michael Clay Thompson (isbn: 9-88092-587-6) <i>The Reading Teacher's Book of Lists</i> , Fourth Edition, Prentice Hall. Teacher generated abbreviation handout.  Abbreviations handout

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Goal 1.5: Acquire Decoding Skills Using Syllabication	6.LA.1.5.1 Apply spelling and syllabication rules to aid in decoding and word recognition.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Apply spelling and syllabication rules to aid in decoding and word recognition.	<ul style="list-style-type: none"> <li>Use the correct vowel/consonant patterns for specific rules</li> <li>Break words into vowel/consonant patterns</li> </ul>	syllable • vowel • consonant	<ul style="list-style-type: none"> <li>Classify words written on flashcards by their spelling patterns.</li> </ul>	flashcards, spelling list(s), <a href="http://www.all-about-spelling.com/spelling-list-for-6th-grade.html">www.all-about-spelling.com/spelling-list-for-6th-grade.html</a>  spelling list(s)
Goal 1.6: Acquire Decoding Skills Using Context	6.LA.1.6.1 Use context clues to aid in decoding of new words.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use context clues to aid in decoding of new words.	<ul style="list-style-type: none"> <li>Utilize general context, definitions, restatement, examples, comparisons, contrasts, idioms, slang, to aid in decoding of new words.</li> <li>Students will use each of the procedures to decode words.</li> </ul>	context clues • decode • idioms • slang • restate • compare/contrast	<ul style="list-style-type: none"> <li>Use a selected passage to allow students to decode words from context clues.</li> </ul>	Passage that contains variety of clues. <a href="http://www.readwritethink.org">www.readwritethink.org</a>
Goal 1.7: Acquire Fluency	6.LA.1.7.1 Read grade-level-appropriate text orally with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).  CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Read grade-level-appropriate text orally with fluency and accuracy from at least 150 correct words per minute	<ul style="list-style-type: none"> <li>Read grade level text and apply appropriate rate, accuracy, and prosody.</li> </ul>	fluency • rate • accuracy • prosody	<ul style="list-style-type: none"> <li>Practice fluent reading through fluency timings using grade level reading passages with progress graphed.</li> </ul>	AIMS Web, <i>Six Minute Solution</i> , <i>Read Naturally</i> or district assigned fluency program. <i>Don't Speed. READ! 12 Steps to Smart and Sensible Fluency Instruction</i> , Scholastic., Reader's Theatre  fluency chart.xls
Goal 1.8: Vocabulary and Concept Development	6.LA.1.8.1 Infer word meaning from knowledge of root words, derived from Greek and Latin.  CL: D Content Limit: Vocabulary items require word structure to assist in determining meaning and may include prefixes, suffixes, syllabication, or root words.	• Infer word meaning from knowledge of root words, derived from Greek and Latin.	<ul style="list-style-type: none"> <li>Define roots and affixes</li> <li>Construct words using given roots and affixes</li> <li>Chunk words into syllables</li> <li>Find root word in a given word</li> </ul>	infer • root • prefix • suffix • affix • syllable	<ul style="list-style-type: none"> <li>Given choice of roots, prefixes and suffixes, students form words and indicate meanings.</li> </ul>	Lists of Greek/Latin words with definitions. ~ Lists of Greek/Latin roots/affixes with definitions.  GreekLatinRoots.doc
	6.LA.1.8.2 Apply context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings.  CL: D 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.	• Apply context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings.	<ul style="list-style-type: none"> <li>Identify words with multiple meanings</li> <li>Identify unfamiliar words</li> <li>Recognize and create analogies</li> <li>Use synonyms, antonyms, homonyms, homophones to clarify word meanings</li> </ul>	multiple • synonym • antonym • homonym • homophone • analogy • idiom • context	<ul style="list-style-type: none"> <li>After reading a passage, students demonstrate understanding by illustrating what was read.</li> <li>Create a diagram (Venn, Web, etc) of homonym/homophones.</li> <li>Students complete a daily analogy activity generated by the teacher.</li> </ul>	Daily analogies book (for practice), <i>Ambidextrous Mind</i> by Bob Standish, <a href="http://www.readwritethink.org">www.readwritethink.org</a>  <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a>
	6.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 6 content area text.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 6 content area text.	<ul style="list-style-type: none"> <li>Use captions and bold headings to define meaning of unfamiliar words</li> <li>Syllabicate words and identify common roots</li> </ul>	caption • syllabicate • roots	<ul style="list-style-type: none"> <li>Teacher generated handout using words from content area texts for students to syllabicate and analyze for meaning.</li> <li>Read and summarize content area material.</li> </ul>	Classroom Poster: 1 Look for context clues 2 Look for word part clues 3 Guess the meaning 4 Try out your meaning in the original sentence 5 Use the dictionary to confirm the meaning
	6.LA.1.8.4 Use a grade-level appropriate dictionary, thesaurus, and glossary to find or confirm word meanings and/or clarify shades of meaning.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use a grade-level appropriate dictionary, thesaurus, and glossary to find or confirm word meanings and/or clarify shades of meaning.	<ul style="list-style-type: none"> <li>Locate meanings, pronunciations, derivatives using a dictionary, thesaurus or glossary</li> </ul>	pronunciation • derivative • thesaurus • glossary • guide words	<ul style="list-style-type: none"> <li>Locate words and their meanings using a word scavenger hunt (can be done in teams).</li> </ul>	student dictionaries, teacher generated handout

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<b>Standard 2: Comprehension/Interpretation</b>						
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	6.LA.2.1.1 Determine the author's purpose, stated or implied, for writing various texts.  CL: C 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.	• Determine the author's purpose, stated or implied, for writing various texts.	• Define author's purpose • Identify the author's purpose in text	inform • persuade • express • entertain • imply	• Read and discuss a variety of genres to determine the author's purpose.	<i>Point of View in the News</i> www.nationalgeographic.org
	6.LA.2.1.2 Apply cause and effect relationships to gain meaning from text.  CL: D Content Limit: Item requires a conclusion based on determining the cause and effect.	• Apply cause and effect relationships to gain meaning from text.	• Show the effect if given the cause using grade level material • Show the cause if given the effect using grade level material • Show outcomes using cause and effect	cause • effect • consequence • conclusion • hypothesis	• Identify the causes and effects of various events using core/basal materials.	<i>Reinforcing Cause and Effect Through Diamante Poems</i> www.readwritethink.org
	6.LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.  CL: E 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.	• Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.	• State an opinion • Support with evidence • Cite where the evidence was found • Express and support responses to various types of texts • Support response by referring to relevant aspects of text and life experiences	inference • conclusion • opinion • fact • evidence • relevant • cite • support	• Read a passage and draw a conclusion. Defend with evidence from passage to support opinion.	<i>Poems That Tell a Story: Narrative and Persona in the Poetry of Robert Frost</i> www.edsitelement.nh.gov
Goal 2.2: Acquire Skills to Comprehend Expository Text	6.LA.2.2.1 Apply knowledge of expository text structure to extend comprehension.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Apply knowledge of expository text structure to extend comprehension.	• Review and define expository text • Define and review introduction, body and conclusion • Identify steps when writing expository text • State the elements of introduction, body and conclusion of expository text • Interpret details in expository text	expository • introduction • body • conclusion • interpret • elements • prompt	• Write a three or five paragraph essay based on a prompt. • Identify the location of various elements of expository writing on a teacher generated handout using a written essay that has scrambled paragraphs.	<i>Expository Escapade-Detective Handbook</i> www.readwritethink.org teacher generated grading rubric
	6.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Generate how, why, and what-if questions for interpreting expository texts.	• Define expository text • Discuss the five W's (who, what, why, when, where) and the how of expository text • Identify and define the terms • Generate 5W questions for expository text at grade level.	expository text • five W's	• Analyze a newspaper article to answer the 5 W's. • Utilize the Get the Gist strategy to summarize (10 words or less).	<i>GIST: A Summarizing Strategy for Use in Any Content Area</i> www.readwritethink.org
	6.LA.2.2.3 Identify the facts and details that support the author's argument and summarize the findings.  CL: C 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.	• Identify the facts and details that support the author's argument/purpose and summarize the findings.	• Identify main ideas and supporting details • Locate signal words • State author's purpose • Summarize information from expository text	• author's purpose/argument • main idea • signal words	• Use basal/core generated comprehension check questions to determine comprehension. • Read a passage to determine the main ideas, supporting details, purpose, etc. • Read prewritten paragraphs to determine the best summary of a selection.	<i>Six-Way Paragraphs</i> Jamestown Publishers
	6.LA.2.2.4 Follow multi-step written directions.  CL: C 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.	• Follow multi-step written directions.	• Organize and sequence expository text	multi step • directions • summarize • expository text • sequence • chronological	• In small groups write a recipe (s'mores, rice krispie treats, peanut butter sandwich, etc). Exchange recipes and test for accuracy. • Identify the proper sequence for an activity i.e., cooking, using a vending machine, etc. Make sure that correct ingredients, order, and amounts are included.	recipe cards

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Goal 2.3: Acquire Skills for Comprehending Literary Text	6.LA.2.3.1 Describe different genres of fiction and kinds of poetry, and the major characteristics of each form.  CL: C 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).	• Describe different genres of fiction and poetry, and the major characteristics of each form.	• Explain the major characteristics of specific genres including poetry • Recognize the distinguishing characteristics of genres including poetry	genres • characteristics • distinguish	• Post headings of genres around the room and have students add titles of stories, novels, articles, etc under appropriate headings as they finish reading.	
	6.LA.2.3.2 Distinguish between major characters and minor characters.  CL: C 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.	• Distinguish between major characters and minor characters.	• List the individual characters and their traits • Identify major and minor characters • Compare and contrast major and minor characters	trait • compare • contrast • minor • major • characters • antagonist • protagonist	• Read a passage and identify the characters and their roles using a list, determine the major and main characters. • Compare and contrast major and minor characters and their traits using a Venn diagram. • Draw life size outlines on paper and write in character traits. Major characters are drawn larger than minor characters.	
	6.LA.2.3.3 Analyze the influence of the setting on the problem and resolution of the story. (725.02.d)  CL: E 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 influence of setting, plot, conflict and resolution in a story. • Compare story elements.	• Recognize story, plot, setting, problem and resolution • Analyze story, plot, setting, problem and resolution	setting • plot • conflict • resolution • climax	• Re-write a story (preferably scary) to change an element of the setting to show how important it is to the plot. • Students write fractured fairy tales complete with story elements.	original versions of fairy tales
	6.LA.2.3.4 Analyze the conflict of a plot and explain its resolution. (725.02.d)  CL: E 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.	• Analyze the conflict of a plot and explain its resolution.	• Define plot • Track the events of the plot • Identify sub plots • Identify problem/conflict • Discuss the resolution	plot • resolution • exposition • rising action • falling action • denouement	• Create comic strip showing story elements in condensed form.	Example: either teacher generated or published
	6.LA.2.3.5 Identify the literary point of view (e.g., first person, third person) in literary text.  CL: C 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 the literary point of view/perspective (e.g., first person, third person) in literary text.	• Select and identify author's point of view/perspective • Identify author's purpose • Identify author's audience • Describe how the author's perspective or point of view effects the text	point of view • narrator • first, second, third person • omniscient • author's purpose • audience	• Write an autobiography (short version) or "ME" poem. • Trade poems and write someone else's poem in third person. • Write a story of their day in the third person, instead of first.	Use point-of-view fairy tales available from Scholastic book orders. <i>The True Story of the Three Little Pigs</i> by A. Wolf
	6.LA.2.3.6 Identify themes that appear in different literary works. (725.02.d)  CL: E Content Limit: Item will require the identification of theme in various literary works.	• Identify themes that appear in different literary works. • Identify ideas/interpretations of multicultural themes and concepts (tolerance and diversity). • Identify universal themes and concepts (love, friendship, loyalty, greed, survival).	• Define theme/"big idea" • State the difference between a topic and a theme • Identify the author's support for the theme • Determine the author's message • Respond to multicultural and universal themes in the context of literature/texts across the curriculum	theme • tone • mood • "big idea"	• Give small groups picture books and brainstorm themes within the picture books, share with entire class and list themes on wall chart. • Using wordless books or just single pictures students brainstorm and identify the themes.	picture books, variety of literature, wordless books, single pictures

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	6.LA.2.3.7 Identify common literary devices (e.g., flashback, foreshadowing, personification) to increase comprehension.  CL: C Content Limit: Item will address the identification and/or understanding of simile, metaphor, imagery, foreshadowing, flashback, or personification.	<ul style="list-style-type: none"> <li>Identify common literary devices (e.g., flashback, foreshadowing, personification) to increase comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Define each literary device</li> <li>Identify literary devices</li> <li>Determine how the literary devices increase understanding of text</li> </ul>	literary device • figurative • literal • tone • mood • simile • metaphor • foreshadow • imagery • flashback • symbolism • personification • idiom • onomatopoeia • alliteration	<ul style="list-style-type: none"> <li>Using highlighters students highlight the different literary devices in a particular story.</li> <li>Have students imagine they are a particular animal in a thunderstorm, then they write down the feelings and actions of that animal.               <ul style="list-style-type: none"> <li>Using a handout students identify situations of a literary device from particular stories.</li> </ul> </li> <li>Students bring in and defend an example of a literary device from their independent reading.</li> </ul>	<i>(The Legend of Sleepy Hollow</i> is a fun story to use because it contains many literary devices.) Edgar Allan Poe stories are also good for literary device use.  Play idiom "Picture This". One student draws an idiom. The next child tries to figure out the idiom.
<b>Standard 3: Writing Process</b>						
Goal 3.1: Acquire Prewriting Skills	6.LA.3.1.1 Generate ideas using prewriting strategies.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> <li>Generate ideas using prewriting strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm</li> <li>Assemble ideas using graphic organizers</li> </ul>	brainstorm • graphic • semantic • organizer • Venn diagram	<ul style="list-style-type: none"> <li>"Think Tank" Students write ideas on cards. Everyone throw cards in the center and mix cards up. Draw cards and answer orally and discuss.</li> </ul>	
	6.LA.3.1.2 Generate a main idea appropriate to the type of writing.  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  Main idea Writer's focus Topic sentence	<ul style="list-style-type: none"> <li>Generate a main idea appropriate to the type of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Determine audience and purpose of the writing</li> <li>Determine format for a piece of writing</li> <li>Brainstorm topics</li> <li>Develop a main idea</li> </ul>	purpose • audience • main idea • format	<ul style="list-style-type: none"> <li>Read selections and determine the audience and purpose.</li> <li>View various examples of writing formats and determine purpose for each.</li> <li>Make a brainstorming list as a class.</li> <li>Read a picture book. Students get in pairs to think/pair/share and decide on main idea.</li> </ul>	
	6.LA.3.1.3 Select organizational strategies appropriate for writing.  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.  Supporting details Concluding statement	<ul style="list-style-type: none"> <li>Select organizational strategies appropriate for writing including introduction, body and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Use and practice a variety of prewriting and organizational strategies</li> <li>Organize writing using supporting details</li> <li>Develop an introduction appropriate to topic</li> <li>Develop a body with supporting details</li> <li>Develop a conclusion that succinctly summarizes the introduction and body.</li> </ul>	purpose • audience • detail • introduction • conclusion • format	<ul style="list-style-type: none"> <li>Using a pregenerated piece of writing students unscramble the paragraphs to provide proper organization.</li> <li>Given a piece of writing students select from a variety of conclusions the appropriate ending. Do the same activity with introductions.</li> <li>Read part of a story and students generate the ending.</li> <li>Progressive story writing...each student adds a sentence to the story.</li> </ul>	Teacherworks.org?.com?

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	<p>6.LA.3.1.4 Apply an appropriate writing format for purpose and audience.</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>	<ul style="list-style-type: none"> <li>Apply an appropriate writing format for purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a thesis</li> <li>Identify audience</li> <li>Identify the elements of writing for fiction/nonfiction</li> <li>Select the format appropriate for purpose and audience</li> <li>Utilize an appropriate writing format for purpose and audience.</li> </ul>	setting • character • conflict • resolution • thesis	<ul style="list-style-type: none"> <li>Given a selection students will identify the thesis statement, audience, and purpose.</li> <li>Presented with various scenarios students will determine the appropriate format for a written response to situation.</li> </ul>	
	<p>6.LA.3.1.5 Plan writing to produce a piece of writing within a set time period.</p> <p>CL: Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> <li>Plan writing to produce a piece of writing within a set time period.</li> </ul>	<ul style="list-style-type: none"> <li>Use brainstorming strategies within a set time period.</li> </ul>	prewrite • graphic organizer	<ul style="list-style-type: none"> <li>Direct Writing Assessment practice.</li> </ul>	
Goal 3.2: Acquire Skills for Writing a Draft	<p>6.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details.</p> <p>CL: Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> <li>Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm/use graphic organizers to:                             <ul style="list-style-type: none"> <li>Prewrite a draft</li> <li>Indicate main idea</li> <li>Indicate supporting details</li> <li>Sequence events</li> </ul> </li> </ul>	generate • organize • draft • main idea • supporting details • sequence	<ul style="list-style-type: none"> <li>Write a rough draft from a semantic organizer that includes main idea and supporting details.</li> </ul>	
	<p>6.LA.3.2.2 Write a draft with a main idea and appropriate details in a logical sequence.</p> <p>CL: Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> <li>Write a draft with a main idea and appropriate details in a logical sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Write a draft with a main idea and appropriate details in a logical sequence.</li> <li>Use a variety of transition words</li> </ul>	order of importance • chronological • sequential order • transition	<ul style="list-style-type: none"> <li>Write down the steps to a simple process like using a vending machine, getting dressed, or making a PB&amp;J sandwich.</li> <li>Make a board game with directions that allow other students to play the game.</li> </ul>	
Goal 3.3: Acquire Skills for Revising a Draft	<p>6.LA.3.3.1 Revise draft for meaning, clarity and effective sequencing.</p> <p>CL: Content Limit: Sequence Precise language</p> <p>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)</p>	<ul style="list-style-type: none"> <li>Revise draft for meaning, clarity and effective sequencing.</li> </ul>	<ul style="list-style-type: none"> <li>Apply revision strategies to a rough draft:                             <ul style="list-style-type: none"> <li>Voice</li> <li>Supporting details/evidence /example</li> <li>Mechanics</li> <li>Tone/Mood</li> <li>Usage</li> <li>Point of view</li> </ul> </li> </ul>	voice • details • clarity • tone • mood • point of view • adverbs • adjectives	<ul style="list-style-type: none"> <li>Reading and editing pieces of writing together in peer groups.</li> </ul>	CUPS & COPS=capitals, usage, paragraphs, sentence structure, conclusion, organization, pronouns, spelling

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Idaho Department of Education Content Standards	Objective	Sub Objective	Task Analysis	Essential Vocabulary	Assessments Teaching Tools	Materials & Resources
	6.LA.3.3.2 Add details to more effectively accomplish the purpose of writing.  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	<ul style="list-style-type: none"> <li>Add details to more effectively accomplish the purpose of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Review types of details</li> <li>Use sensory language/imagery</li> <li>Use strong, vivid verbs</li> <li>Use figurative language</li> <li>Revise to add relevant or delete irrelevant details.</li> </ul>	audience • five senses • imagery • sensory • vivid • figurative language • relevant • irrelevant	<ul style="list-style-type: none"> <li>Using a pregenerated piece of writing students will add adjectives to increase interest.</li> <li>Using flashcards/dice/chips labeled with story elements students create a written work using sensory language.</li> <li>Students are presented with an experience (sitting by a river) and they create a paragraph to describe this experience (without stating the phrase) in a way that the reader can infer the experience without prior knowledge of the phrase.</li> </ul>	Give each student a YORK peppermint patty. Have the students use their five senses to describe the candy. Start with sight: What does the YORK look like? Students use descriptive sight adjectives. What does the YORK smell like? Students use descriptive smelling adjectives. <i>Figuratively Speaking</i> , by Delana Heidrich, thelearningworks.com
	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.	<ul style="list-style-type: none"> <li>Apply and add transition words to clarify sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Choose appropriate places within the writing to apply transition words.</li> <li>Clarifying sequence of story that uses foreshadowing and flashback with the use of transition words.</li> </ul>	transition • clarify	<ul style="list-style-type: none"> <li>Using cause and effect semantic organizer add transition words to events to clarify sequence.</li> <li>Cut comic strips into panels. Have students put comic strip panels in order with transition words between each panel.</li> </ul>	semantic organizers
	6.LA.3.3.4 Rearrange words, sentences, and paragraphs to enhance writing style.  CL: Content Limit: Modifier placement  Varying sentence beginnings, lengths, and patterns to improve flow and to enhance meaning	<ul style="list-style-type: none"> <li>Rearrange words, sentences, and paragraphs to enhance writing style.</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions to connect ideas.</li> <li>Unscramble the words from a complex sentence that has been mixed up.</li> <li>Create compound and complex sentences from simple sentences.</li> <li>Create simple sentences from compound and complex sentences.</li> <li>Write in complete sentences varying the types and use of appropriate dependent clauses.</li> <li>Create paragraphs using a variety of simple and complex sentences with varying beginnings.</li> </ul>	dependent • clause • complex • compound • simple • conjunction • modifier	<ul style="list-style-type: none"> <li>Cut up a complex sentence. Mix the words. Have students arrange the words in the correct order and put them in logical sequence.</li> <li>Cut up a passage. Mix the sentences. Have students arrange the sentences in the correct order and put them in logical sequence.</li> <li>Peer editing focusing on sentence structure and word usage to enhance writing style.</li> </ul>	
	6.LA.3.3.5 Apply literary models to refine writing style.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> <li>Apply literary models to refine writing style.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm literary models (genres, allusion, characters, irony, foreshadowing, etc)</li> <li>Identify literary model to be used</li> <li>Use a rubric to insure all elements of the model are included</li> <li>Write passages using the model</li> <li>Revise</li> </ul>	literary model (s) • revise	<ul style="list-style-type: none"> <li>Use writing rubric to assess a student sample of a literary model.</li> </ul>	<a href="http://www.readwritethink.org">www.readwritethink.org</a> , <i>Figuratively Speaking</i> , by Delana Heidrich, thelearningworks.com
	6.LA.3.3.6 Apply strategies to guide the revision process.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> <li>Apply strategies to guide the revision process.</li> </ul>	<ul style="list-style-type: none"> <li>Reread the draft</li> <li>Revise to assure that the writing contains a central idea</li> <li>Organize according to purpose and mode</li> <li>Provide ample supporting details</li> <li>Use a clear message</li> </ul>	revise • edit • draft • mode • central idea	<ul style="list-style-type: none"> <li>Practice using peer revision process using teacher generated rubric.</li> </ul>	Writing/revision checklist. <a href="http://www.readwritethink.org">www.readwritethink.org</a> District writing series teacher guide.
Goal 3.4: Acquire Skills for Editing a Draft	6.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.  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)	<ul style="list-style-type: none"> <li>Edit the draft using an editing checklist with common editing marks.</li> </ul>	<ul style="list-style-type: none"> <li>Apply conventions of grammar, usage and mechanics (syntax)</li> <li>Use standard, grade appropriate proofreading check list</li> </ul>	edit • proofread • revise • conventions • usage • syntax	<ul style="list-style-type: none"> <li>Edit a draft using an editing checklist with common editing marks.</li> </ul>	Step Up To Writing Editing Checklist, Editing checklist, <a href="http://www.educationoasis.com">www.educationoasis.com</a> , District writing series teacher guide.

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Goal 3.5: Acquire Skills to Publish Writing	6.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Publish writing in an appropriate format for the purpose and audience.	<ul style="list-style-type: none"> <li>• Determine purpose, audience, and format.</li> <li>• Use:               <ul style="list-style-type: none"> <li>- Electronic bulletin boards</li> <li>- Email</li> <li>- Multimedia presentation</li> <li>- School newspaper</li> <li>- Local newspaper</li> <li>- Report</li> <li>- Speech</li> <li>- Dramatic performance</li> <li>- Writing exchange group</li> <li>- Essay</li> <li>- Text Messaging</li> <li>- Letter</li> </ul> </li> </ul>	electronic • multimedia • dramatic	<ul style="list-style-type: none"> <li>• View and discuss various writing samples to determine the purpose, audience, and format.</li> <li>• Choose an audience, purpose, and format and compose a written piece that matches the determined need. Submit/publish to desired recipient.</li> </ul>	Writing exchange groups using Miss Nelson is Missing. After reading book to class, the students will write an essay persuading their teacher to come back to school. Use other Miss Nelson books to assess students in other modes of writing.
	6.LA.3.5.2 Share writing with intended audience.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Share writing with intended audience.	<ul style="list-style-type: none"> <li>• Identify audience</li> <li>• Publish work</li> <li>• Perform or dramatize published work</li> </ul>	publish • dramatize	<ul style="list-style-type: none"> <li>• Share completed work in writing in exchange groups of five or less.</li> <li>• Letter to the Editor</li> </ul>	
<b>Standard 4: Writing Applications</b>						
Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills	6.LA.4.1.1 Write narratives that develop a standard plot line.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write narratives that develop a standard plot line.	<ul style="list-style-type: none"> <li>• Identify the elements of plot structure.</li> <li>• Review narrative/creative writing styles.</li> <li>• Compose a written narrative that clearly shows the structure of the plot.</li> </ul>	narrative • creative • plot • sub plot • conflict • resolution • rising action • falling action • denouement	<ul style="list-style-type: none"> <li>• Use a semantic organizer to map an existing story/plot line.</li> <li>• Use a semantic organizer to develop an original plot line.</li> <li>• Rewrite a fairy tale adding an alternative ending.</li> </ul>	<a href="http://www.readwritethink.org---interactive online graphic organizers">www.readwritethink.org---interactive online graphic organizers</a>  <a href="http://www.readwritethink.org/lesson_images/lesson411/Narrative.pdf">http://www.readwritethink.org/lesson_images/lesson411/Narrative.pdf</a> 6 LA.4.1.1  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=116">http://www.readwritethink.org/lessons/lesson_view.asp?id=116</a> 6 LA.4.1.1
	6.LA.4.1.2 Write a variety of expressive works that include sensory details and figurative language.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write a variety of expressive works that include sensory details and figurative language.	<ul style="list-style-type: none"> <li>• Define expressive work, sensory details and figurative language</li> <li>• Read a variety of writing styles that include sensory details and figurative language</li> <li>• Identify and write an expressive work that includes sensory details and figurative language</li> </ul>	creative • narrative • expressive • sensory details • figurative language	<ul style="list-style-type: none"> <li>• Write an expressive work that includes sensory details and figurative language.</li> </ul>	<i>Color of Silence: Sensory Imagery in Pat Mora's Poem "Echoes"</i> <a href="http://www.readwritethink.org">www.readwritethink.org</a>  <a href="http://www.learner.org/jnorth/tm/InstrucStrat30.html">http://www.learner.org/jnorth/tm/InstrucStrat30.html</a> 6 LA.4.1.2  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=79">http://www.readwritethink.org/lessons/lesson_view.asp?id=79</a> 6 LA.4.1.2  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=1104">http://www.readwritethink.org/lessons/lesson_view.asp?id=1104</a> 6 LA.4.1.2
Goal 4.2: Acquire Expository (Informational/Research) Writing Skills	6.LA.4.2.1 Write technical text that identifies a sequence of activities or processes.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write technical text that identifies a sequence of activities or processes.	<ul style="list-style-type: none"> <li>• Define technical text (instructions, job applications, recipes, "how to", timetables, resumes)</li> <li>• Define sequence</li> <li>• Use appropriate steps of the writing process to write a technical text that includes a sequence of activities or processes</li> <li>• Use transitional vocabulary where appropriate</li> </ul>	sequence • instructions • technical text • recipe • transition	<ul style="list-style-type: none"> <li>• Develop a written series of instructions for a task, game, or puzzle for a partner to complete successfully.</li> </ul>	<i>~It's a Crash Test, Dummy</i> <a href="http://www.sciencelinks.com">www.sciencelinks.com</a>  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=123">http://www.readwritethink.org/lessons/lesson_view.asp?id=123</a> 6 LA.4.2.1  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=1101">http://www.readwritethink.org/lessons/lesson_view.asp?id=1101</a> 6 LA.4.2.1

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	6.LA.4.2.2 Write a research report with facts, details, and examples from multiple sources.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> <li>Write a research report with facts, details, and examples from multiple sources.</li> </ul>	<ul style="list-style-type: none"> <li>Define research report.</li> <li>Compare and contrast fact and opinion.</li> <li>Describe and locate multiple research sources.</li> <li>Examine research material to determine important information.</li> <li>Use information from sources to create "notes" or other material to use when composing rough draft.</li> <li>Write a research report, indicating sources, topic sentence, conclusion, bibliography, etc.</li> </ul>	research report • fact/opinion • expository • source/citation • bibliography • conclusion • body • topic	<ul style="list-style-type: none"> <li>Publish a research report on a given topic utilizing information derived from multiple sources.</li> <li>Report format can vary from traditional paper, to pamphlet, poster, video, PowerPoint, etc.</li> </ul>	<i>Mapping the Past</i> <a href="http://www.edsitelement.neh.gov">www.edsitelement.neh.gov</a> <i>Elements of Myths</i> <a href="http://artsedge.kennedy-center.org">http://artsedge.kennedy-center.org</a> for step by step research instruction  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=306">http://www.readwritethink.org/lessons/lesson_view.asp?id=306</a> 6 LA.4.2.2  <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=430">http://edsitement.neh.gov/view_lesson_plan.asp?id=430</a> 6 LA.4.2.2
Goal 4.3: Acquire Persuasive Writing Skills	6.LA.4.3.1 Write persuasive compositions that state and support a position with emotional appeals.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> <li>Write persuasive compositions that state and support a position with emotional appeals.</li> </ul>	<ul style="list-style-type: none"> <li>Describe persuasive writing and note differences from argumentative writing</li> <li>Give a reason for supporting a position</li> <li>Use examples of emotional appeal in writing</li> <li>Review and use appropriate steps of writing process to write a persuasive composition that supports a position and uses emotional appeal</li> </ul>	persuasive • argumentative • support • position • pro/con • fact/opinion • testimonial • propaganda • bias	<ul style="list-style-type: none"> <li>Students choose a topic and a point of view then compose a written composition to persuade others to change their position.</li> <li>Students create businesses and convince each other to buy their product.</li> </ul>	<i>Can You Convince Me? Developing Persuasive Writing</i> <a href="http://www.readwritethink.org">www.readwritethink.org</a> Students create businesses and convince each other buy their product.  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=1137">http://www.readwritethink.org/lessons/lesson_view.asp?id=1137</a> 6 LA.4.3.1  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=268">http://www.readwritethink.org/lessons/lesson_view.asp?id=268</a> 6 LA.4.3.1
Goal 4.4: Acquire Skills for Literary Response	6.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> <li>Write a response that identifies a text to self, text to world, and/or text to text connection.</li> </ul>	<ul style="list-style-type: none"> <li>Define literary response</li> <li>Define text</li> <li>State the differences between text to self, text to text and text to world.</li> <li>Write a response appropriate to these three tasks.</li> <li>Draw on life experience to express authentic response to the three tasks.</li> </ul>	literary response • text • text to self • text to text • text to world	<ul style="list-style-type: none"> <li>Text to self - Double entry journal (write to self in journal)</li> <li>Text to text - Compare two novels (like <i>Hatchet</i> and <i>Island of the Blue Dolphins</i>)</li> <li>Text to world - Compare a novel with its movie or other real world application (<i>The Outsiders</i> to the movie or to gangs in the community--Pony Boy feels isolated in this chapter...Have you ever felt this way?)</li> </ul>	novels, student journals  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=228">http://www.readwritethink.org/lessons/lesson_view.asp?id=228</a> 6 LA.4.4.1  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=228">http://www.readwritethink.org/lessons/lesson_view.asp?id=228</a> 6LA.4.4.1  <a href="http://forpd.ucf.edu/strategies/stratText.html">http://forpd.ucf.edu/strategies/stratText.html</a> 6LA.4.4.1  <a href="http://classroom.jc-schools.net/read/TextTextSummer.htm">http://classroom.jc-schools.net/read/TextTextSummer.htm</a> 6LA.4.4.1  <a href="http://forpd.ucf.edu/strategies/textConnect.pdf">http://forpd.ucf.edu/strategies/textConnect.pdf</a> 6LA.4.4.1  <a href="http://www.readinglady.com/index.php?module=pagemaster&amp;PAGE_user_op=view_page&amp;PAGE_id=18">http://www.readinglady.com/index.php?module=pagemaster&amp;PAGE_user_op=view_page&amp;PAGE_id=18</a> 6LA.4.4.1  <a href="http://www2.scholastic.com/browse/unitplan.jsp?id=331">http://www2.scholastic.com/browse/unitplan.jsp?id=331</a> 6LA.4.4.1  <a href="http://www.educationoasis.com/curriculum/LP/RE/text-to-text_connection.htm">http://www.educationoasis.com/curriculum/LP/RE/text-to-text_connection.htm</a> 6LA.4.4.1  <a href="http://www.educationoasis.com/curriculum/LP/RE/text-to-text_connection.htm">http://www.educationoasis.com/curriculum/LP/RE/text-to-text_connection.htm</a> 6LA.4.4.1

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	6.LA.4.4.2 Write responses to literature that identify the author's purpose.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write responses to literature that identify the author's purpose.	<ul style="list-style-type: none"> <li>Identify and explain the author's purpose.</li> <li>Write a literary response to the author's purpose.</li> <li>Describe how the author's perspective or point of view effects the text.</li> </ul>	author's purpose • perspective • response • antagonist	<ul style="list-style-type: none"> <li>Publish a composition evaluating the piece of literature and stating the author's purpose.</li> <li>Write a response telling how the story would be different if you changed the author's perspective.</li> <li>Retell a traditional folktale from the perspective of the villain/antagonist.</li> </ul>	literature-- <i>The Three Little Pigs as told by A. Wolf</i> , <a href="http://www.rhlschool.com/read7n2.htm">http://www.rhlschool.com/read7n2.htm</a> 6LA.4.4.2 <a href="http://www.teach-nology.com/worksheets/language_arts/authors/ver2/6LA.4.4.2">http://www.teach-nology.com/worksheets/language_arts/authors/ver2/6LA.4.4.2</a> <a href="http://www.teach-nology.com/worksheets/language_arts/authors/ver4/6LA.4.4.2">http://www.teach-nology.com/worksheets/language_arts/authors/ver4/6LA.4.4.2</a> <a href="http://www.marshallschools.com/teachers/kennedyb/readinglinks.htm">http://www.marshallschools.com/teachers/kennedyb/readinglinks.htm</a> 6LA.4.4.2 <a href="http://www.english-zone.com/vocab/vic02.html">http://www.english-zone.com/vocab/vic02.html</a> 6LA.4.4.2 <a href="http://unx1.shsu.edu/~txcae/Powerpoints/prepostest/autorpovpretest.html">http://unx1.shsu.edu/~txcae/Powerpoints/prepostest/autorpovpretest.html</a> 6LA.4.4.2 <a href="http://ask.reference.com/web?q=Author's+Purpose&amp;qsrc=2892&amp;l=dir&amp;o=10601">http://ask.reference.com/web?q=Author's+Purpose&amp;qsrc=2892&amp;l=dir&amp;o=10601</a> 6LA.4.4.2 <a href="http://www.rcs.k12.tn.us/rcs_web/Title_1/author's_purpose_scavenger_hunt.htm">http://www.rcs.k12.tn.us/rcs_web/Title_1/author's_purpose_scavenger_hunt.htm</a> 6LA.4.4.2
<b>Standard 5: Writing Components</b>						
Goal 5.1: Acquire Handwriting Skills	6.LA.5.1.1 Write fluently and legibly in print or cursive.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write fluently and legibly in print or cursive.	<ul style="list-style-type: none"> <li>Apply conventions of print and cursive</li> <li>Write legibly as determined by the teacher and traditional writing conventions.</li> </ul>	conventions • legible	<ul style="list-style-type: none"> <li>Rewrite spelling paragraph in cursive.</li> <li>Write spelling words in cursive or legible print.</li> <li>Any other written work as indicated by the teacher.</li> <li>Given a prompt students will write for 5 consecutive min. to demonstrate fluent writing skill.</li> </ul>	<a href="http://www.nwp.org/cs/public/print/resource/2577">http://www.nwp.org/cs/public/print/resource/2577</a> 6LA.5.1.1
Goal 5.2: Acquire Spelling Skills	6.LA.5.2.1 Spell correctly Grade 6 high-frequency words and content area words.  CL: B Content Limit: Includes grade-appropriate words commonly taught across multiple textbook series	• Spell correctly Grade 6 high-frequency words and content area words.	• Indicate ability to use and spell high frequency and content area words correctly	high frequency • content area	• Use standards preparation practice tests to practice the testing format.	Rebecca Sitton spelling research, district 25 website, Boise School District resources?, <a href="http://www.all-about-spelling.com/spelling-list-for-6th-grade.html">www.all-about-spelling.com/spelling-list-for-6th-grade.html</a>
	6.LA.5.2.2 Spell correctly multisyllabic words that include those with Greek and Latin derivatives.  CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Spell correctly multisyllabic words that include those with Greek and Latin derivatives.	<ul style="list-style-type: none"> <li>Define multisyllabic</li> <li>Give examples with Greek and Latin derivatives</li> <li>Locate spelling patterns</li> </ul>	multisyllabic • derivatives	<ul style="list-style-type: none"> <li>Recall spelling patterns and rules to correctly spell multisyllabic words.</li> <li>Apply spelling rules and patterns to correctly spell multisyllabic words in weekly spelling test and/or written assignments.</li> </ul>	Give each student a strip. Write a word on the front of the strip and decorate it. On the back, write the word, break into syllables, write part of speech and definition, use in a sentence. Student says the word out loud to class and explain their word strip. Then students dramatize the sentence for the class.
	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	• Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately.	<ul style="list-style-type: none"> <li>Recognize spelling rules and patterns</li> <li>Apply less common prefixes, suffixes and plurals</li> <li>Use homophones</li> <li>Compare word meanings from past and present (e.g. web, web)</li> <li>Compare/contrast commonly confused words (e.g. affect, effect)</li> </ul>	prefix • suffix • affix • plural • homophone • evolve	<ul style="list-style-type: none"> <li>Recall spelling patterns and rules to correctly spell words.</li> <li>Apply spelling rules and patterns to correctly spell words in weekly spelling test and/or written assignments.</li> </ul>	<a href="http://math-and-reading-help-for-kids.org/articles/Scrabble%3A_An_Entertaining_Way_to_Improve_Your_Child%27s_Vocabulary_and_Spelling_Skills.html">http://math-and-reading-help-for-kids.org/articles/Scrabble%3A_An_Entertaining_Way_to_Improve_Your_Child%27s_Vocabulary_and_Spelling_Skills.html</a> 6LA.5.2.3

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Idaho Department of Education Content Standards	Objective	Sub Objective	Task Analysis	Essential Vocabulary	Assessments Teaching Tools	Materials & Resources
Goal 5.3: Acquire Skills for Sentence Structure	6.LA.5.3.1 Identify complex sentences with subject and verb agreement.  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) Complete/incomplete sentences [and run-ons] Combining sentences to correctly form complete simple, compound, or complex sentences	• Identify complex sentences with subject and verb agreement.	• List differences between simple, compound and complex sentences • Identify errors in subject/verb agreement • Indicate sentence type e.g. interrogative, exclamatory, declarative, imperative • Indicate which sentences are complete and which are fragments	simple • compound • run-on • fragments • interrogative • exclamatory • declarative • imperative	• Locate the subject and verb in a complex sentence. Determine the agreement of the s. and v. • Identify the complex sentence when presented with a group of sentences of varying types. • Identify the sentence type when presented with various sentences.	Group activity. Half have subjects, half have verbs. Students find another student and match to make a complex sentence in which the subject and verb agree. Group activity. Subjects are written on letter "S" and verbs are written on the letter "V". Students match subjects and verbs to make complex sentences in which the subject and verb agree. ~Steck-Vaughn Spelling ~McMillan, McGraw-Hill English
	6.LA.5.3.2 Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs  CL: C Content Limit: Skills assessed in previous grades are included. Examples: Past and present verb forms, including irregular verbs	• Use correctly: all verb tenses adjectives personal pronouns conjunctions adverbs	• Identify and use listed parts of speech orally and in writing	interjection • verb • noun • adverb • preposition • irregular verb	• Apply rules of grammar when using parts of speech in speaking and writing.	District provided curriculum, teacher generated writing rubrics
Goal 5.4: Acquire Skills for Using Conventions	6.LA.5.4.1 Apply capitalization correctly in writing.  CL: C [Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.]	• Apply capitalization correctly in writing.	• Capitalize sentences, titles, etc. to clarify and enhance meaning	enhance • clarify	• Assess in daily writing and formal writing.	
	6.LA.5.4.2 Use quotation marks and commas to punctuate dialogue.  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.  [Apostrophes used to create singular and plural possessives are included.]  Skills assessed in previous grades are included.	• Use quotation marks, apostrophes, and commas to punctuate correctly	• Punctuate correctly to clarify and enhance meaning using hyphens, semicolons, colons, possessives, apostrophes and quotation marks	hyphens • dialogue • semicolon • possessive • quotation marks • colon • apostrophe	• Create a dialogue and correctly add appropriate punctuation.	In pairs interview classmates. Write a short biography using correct punctuation including quotation marks. Each student gives a life motto. Students must punctuate the motto correctly.  <a href="http://www.kimskorner4teachertalk.com/writing/sixtrait/conventions/punctuation.html#COMMA">http://www.kimskorner4teachertalk.com/writing/sixtrait/conventions/punctuation.html#COMMA</a> 6LA.5.4.2  <a href="http://www.kimskorner4teachertalk.com/writing/sixtrait/conventions/punctuation.html#QUOTATION%20MARKS">http://www.kimskorner4teachertalk.com/writing/sixtrait/conventions/punctuation.html#QUOTATION%20MARKS</a> 6LA.5.4.2
<b>Standard 6: Communication</b>						

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Idaho Department of Education Content Standards	Objective	Sub Objective	Task Analysis	Essential Vocabulary	Assessments Teaching Tools	Materials & Resources
Goal 6.1: Acquire Listening Skills	6.LA.6.1.1 Listen in order to summarize information from a variety of sources.	• Listen in order to summarize information from a variety of sources.	<ul style="list-style-type: none"> <li>• Use effective listening skills</li> <li>• Identify author's purpose</li> <li>• Determine important ideas</li> <li>• Distinguish important information</li> <li>• Orally summarize important information</li> </ul>	author's purpose • summarize	<ul style="list-style-type: none"> <li>• Summarize the events from each classroom's activities using daily planner.</li> </ul>	<a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=850">http://www.readwritethink.org/lessons/lesson_view.asp?id=850</a> 6LA.6.1.1  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=850">http://www.readwritethink.org/lessons/lesson_view.asp?id=850</a> 6LA.6.1.1
	6.LA.6.1.2 Listen attentively to compare speaker's verbal communication (e.g., word choice, pitch, feeling, and tone) to the nonverbal message (e.g., posture and gesture).	• Listen attentively to compare speaker's verbal communication (e.g., word choice, pitch, feeling, and tone) to the nonverbal message (e.g., posture and gesture).	<ul style="list-style-type: none"> <li>• Identify qualities of a good speaker/presentation (word choice, pitch, tone, and emotion)</li> </ul>	word choice • pitch • tone • mood	<ul style="list-style-type: none"> <li>Listen to:</li> <li>• Identify the tone of voice of person expressing various moods.</li> <li>• Identify the facial expression of a person expressing various moods.</li> </ul>	
	6.LA.6.1.3 Listen to identify the tone, mood, and emotion conveyed in oral communications.	• Listen to identify the tone, mood, and emotion conveyed in oral communications.	<ul style="list-style-type: none"> <li>• Identify speaker's purpose</li> <li>• Identify mood and tone of presentation and describe how the presentation made the listener feel</li> <li>• Evaluate if the mood, tone and emotion matched the author's purpose</li> </ul>	mood • tone • emotion • author's purpose	<ul style="list-style-type: none"> <li>Listen to:</li> <li>• Identify the tone of voice of person expressing various moods</li> <li>• Identify the facial expression of a person expressing various moods.</li> </ul>	
	6.LA.6.1.4 Listen to acquire and summarize information from a variety of sources.	• Listen to create a written summary of information from a variety of sources.	<ul style="list-style-type: none"> <li>• Recall a variety of ways to record information presented orally i.e. spidergraph, outline, notes etc.</li> <li>• Distinguish important information from less important details</li> <li>• Record information in a predetermined format</li> <li>• Present information in a summary</li> </ul>	outline • note-taking • spidergraph	<ul style="list-style-type: none"> <li>• Write in daily planner a summary of events/activities in each classroom.</li> <li>• Watch a news broadcast and create a written summary of information.</li> </ul>	Cornell Note-Taking Form
Goal 6.2: Acquire Speaking Skills	6.LA.6.2.1 Ask questions to elicit information, including evidence to support a speaker's position.	• Ask questions to elicit information, including evidence to support a speaker's position.	• Ask Who, What, Where, When, Why, How questions.	inquiry questions	<ul style="list-style-type: none"> <li>• Interview a parent, classmate, community member, and/or teacher to discover information using a pre-generated list of questions.</li> </ul>	
	6.LA.6.2.2 Emphasize important points to assist the listener in following an oral presentation.	• Emphasize important points to assist the listener in following an oral presentation.	<ul style="list-style-type: none"> <li>• Review main ideas and supporting details</li> <li>• Ask who, what, where, when, why, how questions for understanding presentation</li> </ul>	main idea • supporting details • inquiry questions	<ul style="list-style-type: none"> <li>• Create a list of informational points based on presentation, then create a map/web of important points.</li> </ul>	Glencoe Literature Reading with a Purpose Unit 5 Resources graphic organizer (p28) rubric for listening to presentation: clarity of vocab., eye contact, preparation, speaking speed, visual aids.
	6.LA.6.2.3 Organize oral presentations to maintain a clear focus.	• Organize oral presentations to maintain a clear focus.	<ul style="list-style-type: none"> <li>• Brainstorm list of possible topics</li> <li>• Identify an appropriate topic</li> <li>• Select main idea and supporting details in sequence</li> <li>• Create an organizational format to create a focused presentation (outline, note cards, graphic organizers, etc.)</li> </ul>	topic • main idea • logical sequencing	<ul style="list-style-type: none"> <li>• Create a plan of presentation based on information already researched. Use note cards, graphic organizer, or an outline to write a clear plan of presentation.</li> </ul>	Glencoe Literature Reading with a Purpose Unit 5 Resources graphic organizer (p28) rubric for listening to presentation: clarity of vocab., eye contact, preparation, speaking speed, visual aids.
	6.LA.6.2.4 Deliver narrative presentations that include sensory details and establish a context, plot, and point of view.	• Deliver narrative presentations that include sensory details and establish a context, plot, and point of view.	<ul style="list-style-type: none"> <li>• Review sensory details (simile, metaphor, personification, strong verbs/adjectives, senses, etc.)</li> <li>• Review reading/writing story elements i.e. plot, exposition, resolution, etc.</li> <li>• Create a story map of narrative or use a sequential organization tool (outline)</li> <li>• Adapt story map into an appropriate oral presentation</li> </ul>	sensory details • metaphors • similes • personification • story elements	<ul style="list-style-type: none"> <li>• Present a summary of a short story, novel, article, or other piece of literature (published or original) including sensory details, context, plot, and point of view.</li> </ul>	Teacher generated rubric for presentation, story map for presentation preparation
	6.LA.6.2.5 Use appropriate verbal and nonverbal techniques to maintain audience interest.	• Use appropriate verbal and nonverbal techniques to maintain audience interest.	<ul style="list-style-type: none"> <li>• Identify appropriate verbal and nonverbal techniques to maintain audience interest i.e. prosody, voice volume, stance, eye contact etc.</li> <li>• Incorporate the above to maintain audience interest during an oral presentation</li> </ul>	prosody • verbal • nonverbal • voice • volume	<ul style="list-style-type: none"> <li>• Using a presentation rubric practice oral presentation.</li> </ul>	Glencoe Literature Reading with a Purpose Unit 5 Resources graphic organizer (p28) rubric for listening to presentation: clarity of vocab., eye contact, preparation, speaking speed, visual aids.

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Idaho Department of Education Content Standards	Objective	Sub Objective	Task Analysis	Essential Vocabulary	Assessments Teaching Tools	Materials & Resources
	6.LA.6.2.6 Deliver oral responses to literature that develop an interpretation that shows careful reading, understanding, and insight.	<ul style="list-style-type: none"> <li>Deliver oral responses to literature that develop an interpretation that shows careful reading, understanding, and insight.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and illustrate the author's technique (persuasive, entertaining etc.)</li> <li>Infer the effects of the literature on its intended audience (humorous, powerful)</li> <li>Provide evidence for the inference</li> <li>Present a well supported interpretation of the literature in small or large groups</li> </ul>	interpretation • inference • evidence • technique	<ul style="list-style-type: none"> <li>Complete an active reading graphic organizer that identifies: author's purpose and technique; use supporting details to provide evidence.</li> <li>Discuss in small groups.</li> </ul>	Use a graphic organizer to determine important details and information that can be left out.
Goal 6.3: Acquire Viewing Skills	6.LA.6.3.1 View media to analyze as a source for information, entertainment, and persuasion appropriate to grade level.	<ul style="list-style-type: none"> <li>View media to analyze as a source for information, entertainment, and persuasion appropriate to grade level.</li> </ul>	<ul style="list-style-type: none"> <li>Identify types of media</li> <li>Categorize media into genre</li> <li>Describe topics covered</li> <li>Record impressions</li> </ul>	media • persuasion • bias • propaganda • entertainment	<ul style="list-style-type: none"> <li>View various media and use a graphic organizer to differentiate; discuss in groups.</li> </ul>	
	6.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.	<ul style="list-style-type: none"> <li>Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between graphics, pictures, and charts at grade level</li> <li>Interpret the concepts between graphics, pictures, and charts at grade level</li> <li>Practice understanding of graphics, pictures, and charts</li> </ul>	graphs • charts	<ul style="list-style-type: none"> <li>Interpret graphics, pictures, and charts to develop an understanding of classroom concepts presented in curriculum.</li> </ul>	
	6.LA.6.3.3 Analyze the role of media in focusing people's attention on events and in forming their opinions on issues.	<ul style="list-style-type: none"> <li>Analyze the role of media in focusing people's attention on events and in forming their opinions on issues.</li> </ul>	<ul style="list-style-type: none"> <li>Sort facts from opinions</li> <li>Identify loaded language or pictures</li> <li>Identify bias</li> <li>Determine what point of view a person identifies with and why</li> </ul>	media • loaded language • bias • point of view	<ul style="list-style-type: none"> <li>View various pieces of historical propaganda and scrutinize the motivation for each piece. Investigate the possible opinions that were generated for each piece.</li> <li>Show pieces of current media broadcast to show how media bias influences popular opinion. (Bush/ Obama).</li> </ul>	
	6.LA.6.3.4 Analyze the purpose, organization, content, and delivery of verbal communication and non-verbal cues.	<ul style="list-style-type: none"> <li>Analyze the purpose, organization, content, and delivery of verbal communication and non-verbal cues.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the information from the source</li> <li>Identify the speakers intent and delivery</li> <li>Identify nonverbal cues</li> <li>Explain the presenters purpose, content, organization, and delivery</li> </ul>	delivery • verbal • nonverbal	<ul style="list-style-type: none"> <li>Replicate various facial features, body gestures, and voice tones related to different purposes.</li> <li>Analyze student videotaped presentations/classroom interactions for verbal and non-verbal cues.</li> </ul>	
	6.LA.6.3.5 Use a variety of resources to produce visuals in order to communicate to an audience.	<ul style="list-style-type: none"> <li>Use a variety of resources to produce visuals in order to communicate to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Identify available resources</li> <li>Practice using available resources</li> <li>Incorporate use of resources to communicate with an audience (PowerPoint, overhead, videos, Smart boards, internet, etc.)</li> </ul>	visuals	<ul style="list-style-type: none"> <li>Incorporate use of resources to communicate with an audience (PowerPoint, overhead, videos, graphics, Smart boards, print media, internet, etc.)</li> </ul>	