

**Target Assessment: 6th Grade
Testing Guidelines: Form B**

Benchmark tested			SLE	We have noted which SLEs have been assessed on prior 6th Grade Literacy Exams, but would caution teachers to pay close attention to all SLEs since others may be included in future exams. Also, those not appropriate to paper-pencil exams provide the foundation for testable items. Pretest and Posttest: Literary and Poetry	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
2006	2007	2008			Narr Desc	Exp	Per	All
WRITING								
			W.4.6.1	Generate ideas using such strategies as reading, discussing, focused free-writing, observing, brainstorming, and reading logs	T			
			W.4.6.2	Organize ideas by using such graphic organizers as webbing, mapping, charts/graphs, and formal outlining with main topics and sub-topics	Map	Web Out-line	Chart graph	Web map
1	21		W.4.6.3	Demonstrate an awareness of purpose and audience for all modes of written discourse	T			
			W.4.6.4	Use available technology to access information by using a card catalog and the Internet	T			
			W.4.6.5	Use prewriting to draft expository paragraphs with emphasis on the following: central idea, explanation, elaboration, unity, purpose and audience	Central idea	Purpose audience	unity	elab
			W.4.6.6	Organize expository paragraphs that include a topic sentence, supporting details, and a concluding sentence		T		
	2		W.4.6.7	Create an effective lead sentence for each paragraph by using such features as a factual statement or an unusual statement about the topic	T			
8			W.4.6.8	Revise content for: central idea; organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.); unity; elaboration; clarity	Central idea org	Unity elab	Clar-ity	
			W.4.6.9	Revise style for: sentence variety; tone; voice; selected vocabulary; selected information	tone Voice	Sel info Sel voc		
	8		W.4.6.10	Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, rubric, and/or reference materials (e.g., dictionary, thesaurus, etc.)	T			
			W.4.6.11	Edit individually or in groups for appropriate grade-level conventions, within the following features: sentence formation usage, mechanics	T			
			W.4.6.12	Use available technology for sharing and/or publication	NT			
			W.4.6.13	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	NT			
			W.4.6.14	Publish/share according to purpose and audience	NT			
			W.5.6.1	Write to describe, to inform, to entertain, to explain, and to persuade	Desc Enter	Info Expl	Per	Des Ent
	6		W.5.6.2	Select the form of writing that addresses the intended audience		T		
			W.5.6.3	Create expository, narrative, descriptive, and persuasive writings	Narr Desc	Exp Info	Per	All
			W.5.6.4	Write poems using a variety of techniques/devices, with emphasis on narrative, including ballads	NT			
5	3		W.5.6.5	Write research reports using a variety of sources, summarizing, and paraphrasing	NT			
			W.5.6.6	Write to reflect ideas/interpretations of multicultural and universal themes and concepts	T			
			W.5.6.7	Write with and without prompts for a sustained period of time	NT			
			W.5.6.8	Write responses to literature that demonstrate understanding or interpretation	T			
			W.5.6.9	Write on demand with or without prompt within a given time frame	NT			
			W.5.6.10	Write across the curriculum	NT			

			W.6.6.1	Use a variety of simple and compound sentences of varied lengths				T	
			W.6.6.2	Use different kinds of sentences: declarative, interrogative, imperative, exclamatory	T				
	5	2	W.6.6.3	Use compound sentence elements (e.g., subjects, predicates, complements, and complete sentences, etc.) to combine sentences for more effective writing style	Subj	Pred	Cplmt Comp sent		
			W.6.6.4	Define, identify, and use natural and inverted sentence order for emphasis and variety		T			
	6	1	W.6.6.5	Identify and correct fragments and run-ons		T			
2		1	W.6.6.6	Use knowledge of the parts of speech to construct effective sentences: common and proper nouns; pronouns to avoid repetition; active and linking verbs; adjectives to modify nouns and pronouns; adverbs to modify verbs, adjectives, and other adverbs; coordinate conjunctions to join; interjections for excitement; prepositions to indicate relationships	Nouns Verbs Pronouns	Adjectives Adverbs	Conjunctions Interjections prepositions		
			W.6.6.7	Usage: Apply conventions of grammar with emphasis on the following: subject-verb agreement, parts of speech, parts of a sentence, conjugation in perfect verb tenses possessive, nominative, and objective pronouns	s-v aggre pronouns	Parts of speech Conj verb tenses	Parts of sentence		
3			W.6.6.8	Spelling: Apply correct spelling to commonly misspelled words	T				
4, 7			W.6.6.9	Spelling: Spell homonyms correctly according to usage	T				
			W.6.6.10	Capitalization: Apply conventional rules of capitalization in writing	T				
		2	W.6.6.11	Punctuation: Apply conventional rules of punctuation in writing with emphasis on end marks, quotation marks, comma in a series, comma in compound sentences, comma in complex sentence, comma in direct address	End marks Quotation mark	Commas in series Compound sent	Complex sent Direct address		
6	1		W.7.6.1	Use figurative language purposefully, such as onomatopoeia, to shape and control language to affect readers	T				
			W.7.6.2	Use a variety of sentence types and lengths	T				
			W.7.6.3	Use word or sentence repetition for effect	T				
			W.7.6.4	Use transition words/phrases		T			
			W.7.6.5	Use purposeful vocabulary with emphasis on developing style	T				
	4		W.7.6.6	Create a strong lead and conclusion	T				
			W.7.6.7	Narrow the time focus of a piece of writing	T				
			W.7.6.8	Use writer's checklist or scoring guides/rubrics to improve written work	NT				
			W.7.6.9	Self-evaluate writing using checklists or scoring guides/rubrics	NT				
READING					Lit Poet	Cont Prac	Cont Prac	Lit Poet	
			R.9.6.1	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	T				
			R.9.6.2	Analyze the interrelationships of text and world issues/events by applying connection strategies		T			
			R.9.6.3	Generate and revise questions to establish purposes for reading	T				
			R.9.6.4	Generate and revise questions relevant to text and topics		T			
			R.9.6.5	Monitor comprehension in relation to questions generated	NT				
7	13,2 1		R.9.6.6	Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text	T				
4, B	2	4 6 8 14 17 18- OR	R.9.6.7	Make inferences and draw conclusions about characters' traits and actions based on plot, setting, motives, and responses to other characters	T				
	6, 24		R.9.6.8	Analyze literary elements of character, plot, and setting	T				
1, 8, 12	4	9-OR	R.9.6.9	Compare the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme	T				

6, 17	12, B, 19		R.9.6.10	Distinguish among facts and inferences supported by evidence and opinions in text		Con	Prac	
A, 11, 14, 20	14	3 11 2 8	R.9.6.11	Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.)	T			
3, 23	9, 23	5 13 3	R.9.6.12	Identify main ideas and supporting evidence in short reading passages	Lit	Cont	Prac	
16, 19	16		R.9.6.13	Use the text features to locate and recall information, with emphasis on cue words and phrases	Lit	Cont	Prac	
10, 15	7, 17	7 10 9-OR	R.9.6.14	Use knowledge of text structure(s) to enhance understanding with emphasis on cause/effect and compare/contrast	Lit	Cont	Prac	
			R.9.6.15	Classify and organize text information by determining subtopics of information		T		
24, C			R.9.6.16	Use skimming and scanning to locate specific information to develop a general overview	T			
5, 18	18, C	2 1 7	R.9.6.17	Analyze information from the text, based on purpose and/or level of importance	Lit	Cont	Prac	
18	22		R.9.6.18	Summarize the content of a text	Lit	Cont	Prac	
		1 12	R.9.6.19	Identify events that advance the plot of a literary work and evaluate how those events relate to past, present, or future actions	T			
	A		R.9.6.20	Evaluate personal, social, and political issues as presented in text		T		
			R.10.6.1	Read for a substantial amount of time daily				
			R.10.6.2	Read texts that reflect contributions of different cultural groups	T			
			R.10.6.3	Vary reading strategies according to text and purpose	T			
	5	15	R.10.6.4	Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials		T		
			R.10.6.5	Compare/contrast information from multiple sources		T		
			R.10.6.6	Use skimming and scanning to locate specific information or to develop a general overview	T			
			R.10.6.7	Select informational sources appropriate for a given purpose		T		
			R.10.6.8	Organize and synthesize information for use in written and oral presentation			NT	
			R.10.6.9	Understand and analyze the differences in structure of various informational text		T		
			R.10.6.10	Read a variety of literature, including historical fiction, autobiography, and realistic fiction	T			
			R.10.6.11	Read a variety of poetry, with emphasis on narrative, including ballads				T
			R.10.6.12	Explain how form, including rhyme, rhythm, repetitions, line structure and punctuation, conveys the mood and meaning of a poem				T
			R.10.6.13	Read and utilize functional/practical texts, including advertisements, slogans, brochures, and timelines		T		
			R.10.6.14	Analyze message through pictures, images, and photographs	T			
		6	R.10.6.15	Analyze selections through text, images, and photographs for a given purpose		T		
			R.11.6.1	Automatically decode words to ensure focus on comprehension			NT	
			R.11.6.2	Continue to develop and maintain an adequate body of sight words			NT	
			R.11.6.3	Add content words to sight vocabulary	T			
	15, 20		R.11.6.4	Use knowledge of root words and affixes and word relationships to determine meaning	T			
	11	4	R.11.6.5	Use context to determine meaning of multiple meaning words	T			
	1		R.11.6.6	Use resources to determine meaning of technical and specialized vocabulary		T		
13, 21			R.11.6.7	Determine useful and relevant words	T			
9	10	5	R.11.6.8	Explain the meaning of figurative language such as idioms, similes and metaphors	T			

			R.11.6.9	Identify word origins, derivations and inflections and foreign words	Word Origin	Derivation	Inflection	For. Wds
	3	16	R.11.6.1 0	Use context clues to select appropriate dictionary definition	T			
			R.11.6.1 1	Read grade level text orally with an approximate rate of 145 words per minute	NT			
			R.11.6.1 2	Read grade level text orally with accuracy and expression	NT			
INQUIRY and RESEARCH								
			IR.12.6.1	Generate questions to explore and select a specific topic for research	NT			
			IR.12.6.2	Use reference features (e.g., bibliographies, etc.) and <i>text features</i> (e.g., appendix, preface, index, glossary, etc.) to access information		T		
			IR.12.6.3	Use print and electronic sources, including computer databases, to locate information	NT			
			IR.12.6.4	Gather information from more than one source appropriate to purpose and topic		T		
			IR.12.6.5	Interpret information from graphic sources		T		
			IR.12.6.6	Develop notes that include main ideas, summaries, and paraphrasing from one or more sources	T			
			IR.12.6.7	Create a formal topic outline of main and sub-topics		T		
			IR.12.6.8	Use research to create one or more oral, written, or visual presentations/products	NT			