

Sixth Grade Illinois Assessment Framework

| STANDARD 1A – VOCABULARY DEVELOPMENT | Related Textbook pages | Related Additional Resources and Activities | Assessment Items |
|---|-------------------------------|--|-------------------------|
| Words in Isolation | | | |
| 1.6.01 Determine the meaning of an unknown word or content-area vocabulary using knowledge of prefixes, suffixes, and word roots (see Roots and Affixes list). | | | |
| 1.6.02 Given words that are spelled alike, identify them as homonyms. | | | |
| Words in Context | | | |
| 1.6.03 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues. | | | |
| 1.6.04 Determine the connotation of a word using word, sentence, and cross-sentence clues. | | | |
| 1.6.05 Use synonyms and antonyms to define words. | | | |
| 1.6.06 Determine the meaning of a word in context when the word has multiple meanings. | | | |

| STANDARDS 1B, 1C – READING STRATEGIES | Related Textbook pages | Related Additional Resources and Activities | Assessment Items |
|---|------------------------|--|------------------|
| 1.6.07 Make and verify predictions based on prior knowledge and text. | | | |
| 1.6.08 Identify probable outcomes or actions. | | | |
| 1.6.09 Identify the structure and format of text, including graphics and headers (e.g., persuasive, informational). | | | |
| 1.6.10 Use information in charts, graphs, diagrams, maps, and tables to help understand a reading passage. | | | |
| 1.6.11 Locate and interpret information found in headings, graphs, and charts. | | | |
| 1.6.12 Identify explicit and implicit main ideas. | | | |
| 1.6.13 Identify cause and effect organizational patterns in fiction and nonfiction. | | | |

| STANDARD 1C – READING COMPREHENSION | Related Textbook pages | Related Additional Resources and Activities | Assessment Items |
|---|-------------------------------|--|-------------------------|
| Literal or Simple Inference | | | |
| 1.6.14 Determine the answer to a literal or simple inference question regarding the meaning of a passage. | | | |
| Summarizing and Main Idea | | | |
| 1.6.15 Distinguish the main ideas and supporting details in any text. | | | |
| 1.6.16 Summarize a story or nonfiction passage, or identify the best summary. | | | |
| Sequencing and Ordering | | | |
| 1.6.17 Identify or summarize the order of events in a story or nonfiction account. | | | |
| 1.6.18 Identify the causes of events in a story or nonfiction account. | | | |
| Drawing Conclusions Based on Evidence | | | |
| 1.6.19 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. | | | |
| 1.6.20 Distinguish between fact and opinion. | | | |

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| <p>1.6.21 Interpret an image based on information provided in a passage.</p> | | | |
| <p>Interpreting Instructions</p> | | | |
| <p>1.6.22 Determine whether a set of complex, multiple-step instructions or procedures are clear (e.g., if not clear, edit to clarify).</p> | | | |
| <p>Author's Purpose and Design</p> | | | |
| <p>1.6.23 Explain how the author's choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.</p> | | | |
| <p>1.6.24 Determine how illustrators use art to express their ideas.</p> | | | |

| STANDARD 2A – LITERARY ELEMENTS AND TECHNIQUES | Related Textbook pages | Related Additional Resources and Activities | Assessment Items |
|--|------------------------|--|------------------|
| Story and Literary Structure | | | |
| 2.6.01 Identify elements of fiction: plot, character, setting, theme, character foils. | | | |
| 2.6.02 Explain how plot, setting, character, and theme contribute to the meaning of a literary selection. | | | |
| 2.6.03 Interpret literary passages using the following element of literary structure: exposition. | | | |
| 2.6.04 Identify the author’s message or theme. | | | |
| 2.6.05 Compare stories to personal experience, prior knowledge, or other stories. | | | |
| 2.6.06 Recognize points of view in narratives (e.g., first person). | | | |
| Characterization | | | |
| 2.6.07 Determine what characters are like by what they say or do by how the author or illustrator portrays them. | | | |
| 2.6.08 Determine character motivation. | | | |
| 2.6.09 Compare or contrast the behavior of two characters. | | | |

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| <p>2.6.10 Explain the relationship between main and supporting characters.</p> | | | |
| <p>Literary Terms and Devices</p> | | | |
| <p>2.6.11 Identify and interpret figurative language or literary devices: (e.g., sensory detail, simile, rhyme, repetition, metaphors, alliteration, personification).</p> | | | |
| <p>2.6.12 Explain how the literary devices (e.g., sensory detail, simile, rhyme, repetition, onomatopoeia, personification) contribute to the meaning of a literary selection.</p> | | | |
| <p>2.6.13 Identify verbal irony.</p> | | | |

| STANDARD 2B – VARIETY OF LITERARY WORKS | Related Textbook pages | Related Additional Resources and Activities | Assessment Items |
|--|-------------------------------|--|-------------------------|
| <p>2.6.14 Identify the following subcategories of genres: science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairy tale, folktale, fable, nonfiction, and essay.</p> | | | |
| <p>2.6.15 Identify whether a given passage is narrative, persuasive, or expository.</p> | | | |

Reading – Roots and Affixes

This list indicates what may be covered on the vocabulary items of the state assessment.

| Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | |
|----------------------|--|---------------------|--|--------------------------------|---|--------------|----------------------------------|--------------|---------------------------------|----------------------|-------------------------------------|
| Part | Example | Part | Example | Part | Example | Part | Example | Part | Example | Part | Example |
| -ed | (e.g., talked, helped) | -able, -ible | (e.g., dependable, edible) | -age | (e.g., package, usage) | ambi- | (e.g., ambidextrous, ambivalent) | anti- | (e.g., antagonist, antacid) | acid, acri | (e.g., acidic, acrimonious) |
| -ing | (e.g., walking, barking) | -al | (e.g., natural, rental) | -ate | (e.g., generate, dictate) | arch | (e.g., archenemy, archbishop) | astro | (e.g., astronomy, astrophysics) | ad- | (e.g., addict, advise) |
| -s, -es | (e.g., dogs, lunches) | -ance | (e.g., reluctance, tolerance) | auto | (e.g., automobile, automatic) | bene | (e.g., beneficial, benefactor) | calor | (e.g., caloric, scald) | anthrop | (e.g., anthropoid, anthropology) |
| -er | (e.g., bigger, brighter) [means “more,” not “one who”] | bi- | (e.g., bicycle, bivalve, triangle) | co- (con-, com-, coll-) | (e.g., coincidence, congregate, combine, collision) | bio | (e.g., biology, biography) | -cide | (e.g., fratricide, suicide) | -ary | (e.g., dictionary, dietary) |
| -est | (e.g., biggest, brightest) | ex- | (e.g., exclude, expel) | demo | (e.g., democratic, demographic) | cycle | (e.g., bicycle, cyclone) | corp | (e.g., corporal, corporation) | aud | (e.g., audible, auditory) |
| -less | (e.g., careless, helpless) | fact | (e.g., factory, manufacture) | dict | (e.g., predict, dictionary) | de- | (e.g., deform, depend) | cred | (e.g., credibility, incredible) | bin- | (e.g., binary, binomial) |
| -ar, -er, -or | (e.g., liar, fighter, inspector) [means “one who”] | geo | (e.g., geography, geology) | en- | (e.g., encourage, enslave, employ) | di- | (e.g., divide, divorce) | dorm | (e.g., dormitory, dormant) | cata- | (e.g., catacombs, catatonic) |
| dis- | (e.g., disobey, disappear) | -ic | (e.g., heroic, realistic) | graph | (e.g., graphic, photograph) | duct | (e.g., introduction, deduct) | epi | (e.g., epicenter, episode) | circ, circum- | (e.g., circumference, circumstance) |
| -en | (e.g., tighten, eaten) | il-, ir- | (e.g., illegal, irregular) | human | (e.g., humanity, inhuman) | ex- | (e.g., excel, excite) | eu- | (e.g., eulogy, eureka) | helio | (e.g., heliotherapy, heliotrope) |
| -ful | (e.g., thankful, beautiful) | in-, im- | (e.g., immigrate, immature, indigestion) | inter- | (e.g., interaction, interfere, interstate) | fore- | (e.g., foreword, forewarned) | flex | (e.g., flexible, reflex) | hydra, hydro | (e.g., hydrate, hydraulic) |

Reading – Roots and Affixes (Continued)

This list indicates what may be covered on the vocabulary items of the state assessment.

| Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | |
|------------|--------------------------------|---------------|-----------------------------|-------------------|--|------------------------|-----------------------------------|------------------|-----------------------------------|--------------------|---------------------------------|
| Part | Example | Part | Example | Part | Example | Part | Example | Part | Example | Part | Example |
| -ly | (e.g., happily, slowly) | -ish | (e.g., childish, babyish) | -ion, -ian | (e.g., location, celebration, guardian) | -ous | (e.g., famous, various) | macro- | (e.g., macroeconomics, macrocosm) | -ive | (e.g., definitive, derivative) |
| re- | (e.g., redo, rebuild, rewrite) | non- | (e.g., nonsense, nonstop) | -ity | (e.g., clarity, enmity) | para- | (e.g., paranormal, parameter) | mar, mari | (e.g., marine, mariner) | mal- | (e.g., malady, malaria) |
| un- | (e.g., unable, unfinished) | over | (e.g., overdone) | -ize | (e.g., economize, homogenize) | -ship | (e.g., friendship, relationship) | micro- | (e.g., microcosm, microphone) | mid- | (e.g., midnight, midwife) |
| -y | (e.g., sleepy, dirty, faulty) | port | (e.g., transport, portable) | -ment | (e.g., contentment, nourishment) | super- | (e.g., superman, superintendent) | mono- | (e.g., monomania, mononucleosis) | -ness | (e.g., kindness, lightness) |
| | | pre- | (e.g., preview, precooked) | meter | (e.g., thermometer, barometer) | sym-, syn-, sys | (e.g., symmetry, synonym, system) | peri- | (e.g., periscope, periodic) | ob- | (e.g., obituary, obese) |
| | | struct | (e.g., construct, destruct) | mis- | (e.g., misguide, misinterpret) | tempo | (e.g., temporal, contemporary) | pseudo- | (e.g., pseudonym) | omni | (e.g., omnipotent, omnipresent) |
| | | tri | (e.g., tricycle, triangle) | multi- | (e.g., multimillionaire, multitude) | ultra- | (e.g., ultraviolet, ultrasonic) | semi- | (e.g., semimonthly, semicircle) | pater, part | (e.g., paternal, patrimony) |
| | | | | -ous | (e.g., humorous, mysterious) | vale, vali | (e.g., validity, valor) | -ure | (e.g., puncture, lecture) | spect | (e.g., spectacular, inspect) |
| | | | | pro- | (e.g., production, proceed) | | | | | theo | (e.g., theocracy, theology) |
| | | | | sphere | (e.g., spherical, hemisphere,) | | | | | under- | (e.g., underdone, undermine) |
| | | | | sub | (e.g., subnormal, submarine) | | | | | | |
| | | | | trans- | (e.g., transportation, transcontinental) | | | | | | |
| | | | | -ual | (e.g., usual, gradual) | | | | | | |