

# 6<sup>TH</sup> GRADE READING CHECKLIST

## Goals 1 – 5

### Illinois Learning Standards A-C

#### Assessment Frameworks

ISAT test questions are derived from this checklist. Use as a curriculum guide.

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#### WORDS IN ISOLATION

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\_\_\_\_\_ Determine the meaning of an unknown word or content-area vocabulary using knowledge of prefixes, suffixes, and word roots (see Roots and Affixes list).

\_\_\_\_\_ Given words that are spelled alike, identify them as homonyms.

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#### WORDS IN CONTEXT

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\_\_\_\_\_ Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.

\_\_\_\_\_ Determine the connotation of a word using word, sentence, and cross-sentence clues.

\_\_\_\_\_ Use synonyms and antonyms to define words.

\_\_\_\_\_ Determine the meaning of a word in context when the word has multiple meanings.

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#### READING STRATEGIES

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\_\_\_\_\_ Make and verify predictions based on prior knowledge and text.

\_\_\_\_\_ Identify probable outcomes or actions.

\_\_\_\_\_ Identify the structure and format of text, including graphics and headers (e.g., persuasive, informational).

\_\_\_\_\_ Use information in charts, graphs, diagrams, maps, and tables to help understand a reading passage.

\_\_\_\_\_ Locate and interpret information found in headings, graphs, and charts.

\_\_\_\_\_ Identify explicit and implicit main ideas.

\_\_\_\_\_ Identify cause and effect organizational patterns in fiction and nonfiction.

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**LITERAL OR SIMPLE INFERENCE**

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\_\_\_\_\_ Determine the answer to a literal or simple inference question regarding the meaning of a passage.

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**SUMMARIZING AND MAIN IDEA**

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\_\_\_\_\_ Distinguish the main ideas and supporting details in any text.

\_\_\_\_\_ Summarize a story or nonfiction passage, or identify the best summary.

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**SEQUENCING AND ORDERING**

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\_\_\_\_\_ Identify or summarize the order of events in a story or nonfiction account.

\_\_\_\_\_ Identify the causes of events in a story or nonfiction account.

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**DRAWING CONCLUSIONS BASED ON EVIDENCE**

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\_\_\_\_\_ Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

\_\_\_\_\_ Distinguish between fact and opinion.

\_\_\_\_\_ Interpret an image based on information provided in a passage.

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**INTERPRETING INSTRUCTIONS**

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\_\_\_\_\_ Determine whether a set of complex, multiple-step instructions or procedures are clear (e.g., if not clear, edit to clarify).

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**AUTHOR'S PURPOSE AND DESIGN**

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\_\_\_\_\_ Explain how an author's choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.

\_\_\_\_\_ Determine how illustrators use art to express their ideas.

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**ENABLING OBJECTIVES**

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**From Grade 5**

\_\_\_\_\_ Determine the meaning of an unknown word using knowledge of prefixes, suffixes, and word roots from Greek, Latin, and other sources (see Roots and Affixes list) (e.g., using knowledge of the suffix –ian to determine the meaning of guardian).

- \_\_\_\_\_ Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
- \_\_\_\_\_ Determine the answer to a literal or simple inference question regarding the meaning of a passage.
- \_\_\_\_\_ Distinguish between the main ideas and supporting details in informational text.
- \_\_\_\_\_ Summarize a story or nonfiction passage, or identify the best summary.
- \_\_\_\_\_ Identify or summarize the order of events in a story or nonfiction account.

**From Grade 4**

- \_\_\_\_\_ Determine the meaning of an unknown word using knowledge of common prefixes, suffixes, and word roots (see Roots and Affixes list) (e.g., using knowledge of the suffix –ish to determine the meaning of foolish).
- \_\_\_\_\_ Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
- \_\_\_\_\_ Determine the answer to a literal or simple inference question regarding the meaning of a passage.
- \_\_\_\_\_ Distinguish between the main ideas and supporting details in informational text.

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**STORY AND LITERARY STRUCTURE**

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- \_\_\_\_\_ Identify elements of fiction: plot, character, setting, theme, character foils.
- \_\_\_\_\_ Explain how plot, setting, character, and theme contribute to the meaning of a literary selection.
- \_\_\_\_\_ Interpret literary passages using the following element of literary structure: exposition.
- \_\_\_\_\_ Identify the author’s message or theme.
- \_\_\_\_\_ Compare stories to personal experience, prior knowledge or other stories.
- \_\_\_\_\_ Recognize points of view in narratives (e.g., first person).

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**CHARACTERIZATION**

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- \_\_\_\_\_ Determine what characters are like by what they say or do, or by how the author or illustrator portrays them.
- \_\_\_\_\_ Determine character motivation.

\_\_\_\_\_ Compare or contrast the behavior of two characters.

\_\_\_\_\_ Explain the relationship between main and supporting characters.

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### LITERARY TERMS AND DEVICES

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\_\_\_\_\_ Identify and interpret figurative language or literary devices: (e.g., sensory detail, simile, rhyme, repetition, subtle metaphors, alliteration, personification).

\_\_\_\_\_ Explain how the literary devices (e.g., sensory detail, simile, rhyme, repetition, onomatopoeia, personification) contribute to the impact of a literary selection.

\_\_\_\_\_ Identify verbal irony.

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### VARIETY OF LITERARY WORKS

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\_\_\_\_\_ 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.

\_\_\_\_\_ Identify whether a given passage is fictional narrative, nonfiction narrative, persuasive, or expository.

#### Grade 6

**ambi-** (e.g., ambidextrous, ambivalent)

**arch** (e.g., archenemy, archbishop)

**bene** (e.g., beneficial, benefactor)

**bio** (e.g., biology, biography)

**cycle** (e.g., bicycle, cyclone)

**de-** (e.g., deform, depend)

**di-** (e.g., divide, divorce)

**duct** (e.g., introduction, deduct)

**ex-** (e.g., excel, excite)

**fore-** (e.g., foreword, forewarned)

**-ous** (e.g., famous, various)

**para-** (e.g., paranormal, parameter)

**-ship** (e.g., friendship, relationship)

**super-** (e.g., superman, superintendent)

**sym-, syn-, sys** (e.g., symmetry, synonym, system)

**tempo** (e.g., temporal, contemporary)

**ultra-** (e.g., ultraviolet, ultrasonic)

**vale, vali** (e.g., validity, valor)