

## Catholic Identity: Integration of Our Faith

- 6.1A share how literature contributes to strengthening moral character.
- 6.1B interpret and evaluate literature in a Christian spirit.
- 6.1C share how literature ignites the creative imagination.
- 6.1D recognize and model the virtues possessed by literary characters

## Phonics and Word Study

**6.2 Word Study.** The student uses phonics and vocabulary strategies to read grade-level text with fluency and comprehension.

### Process

6.2A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text

Applied Standards	Supporting Standards
6.2B use strategies to determine the meaning of unknown words while reading	6.2B.1 use context such as definition, analogy, and examples to clarify the meaning of words 6.2B.2 determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus 6.2B.3 use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech

## Shared Reading

**6.3 Reading.** The student uses metacognitive skills to both develop and deepen comprehension and recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex texts. The student analyzes works of fiction and non-fiction to uncover authentic Truth.\*

### Tools to Know (Reading Process)

6.3A establish purpose for reading assigned and self-selected texts	6.3B generate questions about text before, during, and after reading	6.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures	6.3D create mental images to deepen understanding	6.3E monitor comprehension and make adjustments while reading
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### Tools to Know (Comprehension)

6.3F make connections to personal experiences, other texts, and society	6.3G make inferences and use evidence to support understanding	6.3H evaluate details read to determine key ideas	6.3I synthesize information to create new understanding	
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Applied Standards	Supporting Standards				
6.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend increasingly complex traditional, contemporary, classical, and diverse texts	6.3K Fiction	6.3K.1 infer multiple themes within a text using text evidence	6.3K.2 analyze how the characters' internal and external responses develop the plot; identify the causes underlying why people do the things they do *		
			6.3K.3 identify examples of noble characteristics in stories of virtuous heroes and heroines *		
			6.3K.4 analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback		
			6.3K.5 analyze how literature can reflect the historical and sociological culture of the time period and influence character and plot development *		
			6.3K.6 articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories *		
			6.3K.7 share how literature can contribute to strengthening one's moral character *		
6.3L Poetry		6.3L.1	analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms		
		6.3L.2	share how the beauty and cadence of poetry impacts human sensibilities and forms the soul *		
6.3M Drama		6.3M.1	analyze how playwrights develop characters through dialogue and staging		
6.3N Informational		6.3N.1	analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence, features such as introduction, foreword, preface, references, or acknowledgements to gain background information, and organizational patterns such as definition, classification, advantage, and disadvantage		
6.3O Argumentative		6.3O.1	recognize characteristics and structures of argumentative text by identifying the claim, explaining how the author uses various types of evidence to support the argument, identifying the intended audience		

## Independent Reading

**6.4 Self-sustained reading.** The student is expected to self-select text and read independently for a sustained period of time.

6.4A self-select text and read independently for a sustained period of time

6.4B share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form \*

Responding to Text				
<p><b>6.5 Response skills.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> <p><b>6.6 Author's purpose and craft.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts and can be used to develop his or her own products and performances.</p>				
Ways to Show (Response Skills)				
6.5A describe personal connections to texts	6.5B write responses that demonstrate understanding of texts	6.5C use text evidence to support an appropriate response	6.5D paraphrase and summarize texts in ways that maintain meaning and logical order	6.5E respond using newly acquired vocabulary as appropriate
Applied Standards	Supporting Standards			
6.6A analyze how authors' choices influence and communicate meaning and can be used purposefully in writing and speaking	<p>6.6A.1 analyze the author's reasoning and discover the author's intent *</p> <p>6.6A.2 analyze how the use of text structure contributes to the author's purpose</p> <p>6.6A.3 analyze the author's use of print and graphic features to achieve specific purposes</p> <p>6.6A.4 describe how the author's use of figurative language such as metaphor and personification achieves specific purposes</p> <p>6.6A.5 identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose</p> <p>6.6A.6 recognize Christian and Western symbols and symbolism *</p> <p>6.6A.6 analyze how the author's use of language contributes to mood and voice</p> <p>6.6A.7 explain the differences between rhetorical devices and logical fallacies</p>			

Writing				
<p><b>6.7 Composition.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful and serve as a bridge for communication with one's fellow man for the betterment of all involved. *</p>				
Tools to Know (Writing Process)				
6.7A plan first drafts	6.7B develop drafts	6.7C revise drafts	6.7D edit drafts	6.7E publish written work
Applied Standards	Supporting Standards			
6.7F compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	<p>6.7A.1 plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests</p> <p>6.7B.1 organize drafts with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion</p> <p>6.7B.2 develop an engaging idea reflecting depth of thought with specific facts and details</p> <p>6.7B.3 apply author's craft purposefully</p>			
6.7G compose informational texts that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft	<p>6.7C.1 revise drafts for clarity, development, organization, style, word choice, and sentence variety</p> <p>6.7D use grammar as a means of signifying concepts and the relationship to reason; * edit drafts for...</p> <p>6.7D.1 complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments</p> <p>6.7D.2 consistent, appropriate use of verb tenses</p> <p>6.7D.3 conjunctive adverbs</p> <p>6.7D.4 prepositions and prepositional phrases and their influence on subject-verb agreement</p> <p>6.7D.5 pronouns, including relative</p> <p>6.7D.6 subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor</p>			
6.7H compose argumentative texts using genre characteristics and craft	<p>6.7D.7 correct capitalization</p> <p>6.7D.8 punctuation marks, including commas in complex sentences, transitions, and introductory elements</p> <p>6.7D.9 correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/they're, and to/two/too</p>			
6.7I compose correspondence	<p>6.7E.1 publish written work for appropriate audiences</p> <p>6.7I.1 compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure</p>			

Research	
<p><b>6.8 Inquiry and research.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.</p>	
Applied Standards	Supporting Standards
6.8 use research skills to plan and present in written, oral, or multimodal formats	<p>6.8A.1 generate student-selected and teacher-guided questions for formal and informal inquiry</p> <p>6.8A.2 develop and revise a plan</p> <p>6.8A.3 refine the major research question, if necessary, guided by the answers to a secondary set of questions</p> <p>6.8A.4 identify and gather relevant information from a variety of sources</p> <p>6.8A.5 differentiate between primary and secondary sources</p> <p>6.8A.6 synthesize information from a variety of sources</p> <p>6.8A.7 differentiate between paraphrasing and plagiarism when using source materials</p> <p>6.8A.8 examine sources for reliability, credibility, and bias</p> <p>6.8A.9 examine sources for faulty reasoning such as hyperbole, emotional appeals, and stereotype</p> <p>6.8A.10 use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p>