

Unit 1: Reading and Writing Process

		CHECKPOINT		
		1	2	3
Catholic Identity		Instructional Focus		
6.1	analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 6.1A	share how literature contributes to strengthening moral character *	
Literacy Routines		Instructional Focus		
6.2	communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 6.2A	listen actively to interpret a message, ask clarifying questions, and respond appropriately	
		<input type="checkbox"/> 6.2B	follow and give oral instructions that include multiple action steps	
		<input type="checkbox"/> 6.2C	give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	
		<input type="checkbox"/> 6.2D	participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement	
Word Study		Instructional Focus		
6.3	use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 6.3A	use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech	
		<input type="checkbox"/> 6.3B	determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scribe/script, and jur/jus	
Shared Reading		Instructional Focus		
		Tools to Know: Reading Process		
6.4	read grade-level text with fluency and comprehension	<input type="checkbox"/> 6.3C	use context such as definition, analogy, and examples to clarify the meaning of words	
		<input type="checkbox"/> 6.4A	adjust fluency when reading grade-level text based on the reading purpose	
		<input type="checkbox"/> 6.5A	establish purpose for reading assigned and self-selected texts	
		<input type="checkbox"/> 6.5B	generate questions about text before, during, and after reading to deepen understanding and gain information	
6.5	use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	<input type="checkbox"/> 6.5C	make and correct or confirm predictions using text features, characteristics of genre, and structures	
		<input type="checkbox"/> 6.5D	create mental images to deepen understanding	
		<input type="checkbox"/> 6.5E	monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down	
		Tools to Know: Comprehension		
		<input type="checkbox"/> 6.5F	make connections to personal experiences, ideas in other texts, and society	
		<input type="checkbox"/> 6.5G	make inferences and use evidence to support understanding	
		<input type="checkbox"/> 6.5H	evaluate details read to determine key ideas	
		<input type="checkbox"/> 6.5I	synthesize information to create new understanding	
6.6/6.7		Fiction		
use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts		Poetry		
		Drama		
		Informational		
		Argumentative		

Unit 1: Reading and Writing Process

CHECKPOINT		
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Independent Reading	Instructional Focus			
6.9 read grade-appropriate texts independently	<input type="checkbox"/> 6.9A self-select text and read independently for a sustained period of time <input type="checkbox"/> 6.9B share beautifully told and well-crafted works *			

Responding to Text	Instructional Focus			
6.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	Ways to Show: Response Skills <input type="checkbox"/> 6.10A describe personal connections to a variety of sources, including self-selected texts <input type="checkbox"/> 6.10B write responses that demonstrate understanding of texts, including comparing sources within and across genres <input type="checkbox"/> 6.10C use text evidence to support an appropriate response <input type="checkbox"/> 6.10D paraphrase and summarize texts in ways that maintain meaning and logical order			
6.8 analyze the authors' choices and how they influence and communicate meaning				

Writing	Instructional Focus			
6.11A plan first drafts	<input type="checkbox"/> 6.11A 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			
6.11B develop drafts	<input type="checkbox"/> 6.11B.1 develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 6.11B.2 developing an engaging idea reflecting depth of thought with specific facts and details			
6.11C revise drafts	<input type="checkbox"/> 6.11C revise drafts for clarity, development, organization, style, word choice, and sentence variety			
6.11D edit drafts	<input type="checkbox"/> 6.11D.1 edit drafts using standard English conventions, including” complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments <input type="checkbox"/> 6.11D.7 capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations <input type="checkbox"/> 6.11D.8 punctuation marks, including commas in complex sentences, transitions, and introductory elements <input type="checkbox"/> 6.11D.9 correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too			
6.11E publish written work	<input type="checkbox"/> 6.11E publish written work for appropriate audiences			
6.12A use the writing process to compose literary texts				
6.12B use the writing process to compose informational texts				
6.12C use the writing process to compose argumentative texts				
6.12D compose correspondence				

Research	Instructional Focus			
6.13 use research skills to plan and present in written, oral, or multimodal formats				

Unit 2: Responding to Text/Writing Design

CHECKPOINT		
1	2	3

Catholic Identity	Instructional Focus			
6.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 6.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> 6.1C share how literature ignites the creative imagination *			

Literacy Routines	Instructional Focus			
6.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 6.2A listen actively to interpret a message, ask clarifying questions, and respond appropriately <input type="checkbox"/> 6.2B follow and give oral instructions that include multiple action steps <input type="checkbox"/> 6.2C give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively <input type="checkbox"/> 6.2D participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement			

Word Study	Instructional Focus			
6.3 use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 6.3A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech <input type="checkbox"/> 6.3B 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			

Shared Reading	Instructional Focus			
6.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> 6.3C use context such as definition, analogy, and examples to clarify the meaning of words <input type="checkbox"/> 6.4A adjust fluency when reading grade-level text based on the reading purpose <input type="checkbox"/> 6.5A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 6.5B generate questions about text before, during, and after reading to deepen understanding and gain information <input type="checkbox"/> 6.5C make and correct or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 6.5D create mental images to deepen understanding <input type="checkbox"/> 6.5E monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down			
6.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Comprehension <input type="checkbox"/> 6.5F make connections to personal experiences, ideas in other texts, and society <input type="checkbox"/> 6.5G make inferences and use evidence to support understanding <input type="checkbox"/> 6.5H evaluate details read to determine key ideas <input type="checkbox"/> 6.5I synthesize information to create new understanding			
6.6/6.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 6.7C analyze how the characters' internal and external responses develop the plot <input type="checkbox"/> 6.7E identify examples of noble characteristics in stories of virtuous heroes and heroines <input type="checkbox"/> 6.7F articulate how spiritual knowledge and enduring truths are represented and communicated * Poetry Drama Informational <input type="checkbox"/> 6.6D analyze characteristics and structural elements of informational text, including features such as introduction, foreword, preface, references Argumentative			

Independent Reading	Instructional Focus			
6.9 read grade-appropriate texts independently	<input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *			

Unit 2: Responding to Text/Writing Design

		CHECKPOINT		
		1	2	3
Responding to Text		Instructional Focus		
6.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	Ways to Show: Response Skills			
	<input type="checkbox"/> 6.10A describe personal connections to a variety of sources, including self-selected texts <input type="checkbox"/> 6.10B write responses that demonstrate understanding of texts, including comparing sources within and across genres <input type="checkbox"/> 6.10C use text evidence to support an appropriate response <input type="checkbox"/> 6.10D paraphrase and summarize texts in ways that maintain meaning and logical order <input type="checkbox"/> 6.10E interact with sources in meaningful notetaking, annotating, freewriting, and illustrating			
6.8 analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 6.8A analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 6.8C analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 6.8D analyze the author's use of print and graphic features to achieve specific purposes			

Writing		Instructional Focus		
6.11A plan first drafts	<input type="checkbox"/> 6.11A 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			
6.11B develop drafts	<input type="checkbox"/> 6.11B.1 develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 6.11B.2 developing an engaging idea reflecting depth of thought with specific facts and details			
6.11C revise drafts	<input type="checkbox"/> 6.11C revise drafts for clarity, development, organization, style, word choice, and sentence variety			
6.11D edit drafts	<input type="checkbox"/> 6.11D.2 edit drafts using standard English conventions, including: <input type="checkbox"/> 6.11D.3 consistent, appropriate use of verb tenses <input type="checkbox"/> 6.11D.4 conjunctive adverbs <input type="checkbox"/> 6.11D.4 prepositions and prepositional phrases and their influence on subject-verb agreement <input type="checkbox"/> 6.11D.5 pronouns, including relative <input type="checkbox"/> 6.11D.7 capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations <input type="checkbox"/> 6.11D.8 punctuation marks, including commas in complex sentences, transitions, and introductory elements <input type="checkbox"/> 6.11D.9 correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/they're, and to/two/too			
6.11E publish written work	<input type="checkbox"/> 6.11E publish written work for appropriate audiences			
6.12A use the writing process to compose literary texts	<input type="checkbox"/> 6.12A.1 compose personal narratives using genre characteristics and craft			
6.12B use the writing process to compose informational texts	<input type="checkbox"/> 6.12B compose informational texts , including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft			
6.12C use the writing process to compose argumentative texts				
6.12D compose correspondence				

Research		Instructional Focus		
6.13 use research skills to plan and present in written, oral, or multimodal formats				

Unit 3: Exploring Literary Texts

CHECKPOINT		
1	2	3

Catholic Identity	Instructional Focus			
6.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 6.1C share how literature ignites the creative imagination * <input type="checkbox"/> 6.1D recognize and model the virtues possessed by literary characters *			

Literacy Routines	Instructional Focus			
6.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 6.2A listen actively to interpret a message, ask clarifying questions, and respond appropriately <input type="checkbox"/> 6.2B follow and give oral instructions that include multiple action steps <input type="checkbox"/> 6.2C give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively <input type="checkbox"/> 6.2D participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement			

Word Study	Instructional Focus			
6.3 use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 6.3A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech <input type="checkbox"/> 6.3B 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			

Shared Reading	Instructional Focus			
6.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis)			
6.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
6.6/6.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 6.6A demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths <input type="checkbox"/> 6.7A infer multiple themes within and across texts using text evidence <input type="checkbox"/> 6.7C analyze how the characters' internal and external responses develop the plot <input type="checkbox"/> 6.7E identify examples of noble characteristics in stories of virtuous heroes and heroines* <input type="checkbox"/> 6.6G share how literature can contribute to strengthening one's moral character*			
	Poetry <input type="checkbox"/> 6.6B analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms <input type="checkbox"/> 6.7E share how the beauty and cadence of poetry impacts human sensibilities and forms the soul*			
	Drama <input type="checkbox"/> 6.6C analyze how playwrights develop characters through dialogue and staging			
	Informational			
	Argumentative			

Independent Reading	Instructional Focus			
6.9 read grade-appropriate texts independently	<input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *			

Unit 3: Exploring Literary Texts

		CHECKPOINT		
		1	2	3
Responding to Text		Instructional Focus		
6.10	respond to an increasingly challenging variety of sources that are read, heard, or viewed	Ways to Show: Response Skills <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)		
6.8	analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 6.8A analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 6.8B identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose <input type="checkbox"/> 6.8E describe how the author's use of figurative language such as metaphor and Personification achieves specific purposes <input type="checkbox"/> 6.8F analyze how the author's use of language contributes to mood and voice <input type="checkbox"/> 6.8G explain the differences between rhetorical devices and logical fallacies <input type="checkbox"/> 6.8H recognize Christian and Western symbols and symbolism		

Writing		Instructional Focus		
6.11A	plan first drafts	<input type="checkbox"/> 6.11A 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		
6.11B	develop drafts	<input type="checkbox"/> 6.11B.1 develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 6.11B.2 developing an engaging idea reflecting depth of thought with specific facts, details, and examples		
6.11C	revise drafts	<input type="checkbox"/> 6.11C revise drafts for clarity, development, organization, style, word choice, and sentence variety		
6.11D	edit drafts	<input type="checkbox"/> 6.11D.6 edit drafts using standard English conventions, including: subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor <input type="checkbox"/> 6.11D.7 capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations <input type="checkbox"/> 6.11D.8 punctuation marks, including commas in complex sentences, transitions, and introductory elements <input type="checkbox"/> 6.11D.9 correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/they're, and to/two/too		
6.11E	publish written work	<input type="checkbox"/> 6.11E publish written work for appropriate audiences		
6.12A	use the writing process to compose literary texts	<input type="checkbox"/> 6.12A.1 compose personal narratives using genre characteristics and craft <input type="checkbox"/> 6.12A.2 compose fiction using genre characteristics and craft <input type="checkbox"/> 6.12A.3 compose poetry using genre characteristics and craft		
6.12B	use the writing process to compose informational texts			
6.12C	use the writing process to compose argumentative texts			
6.12D	compose correspondence			

Research		Instructional Focus		
6.13	use research skills to plan and present in written, oral, or multimodal formats			

Unit 4: Exploring Informational Texts

CHECKPOINT		
1	2	3

Catholic Identity	Instructional Focus			
6.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 6.1B interpret and evaluate literature in a Christian spirit *			

Literacy Routines	Instructional Focus			
6.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> maintain previously learned oral communication skills			
Word Study	Instructional Focus			
6.3 use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> maintain and apply previously learned skills (context, Greek and Latin roots, print or digital resources)			

Shared Reading	Instructional Focus			
6.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension)			
6.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
6.6/6.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction			
	Poetry			
	Drama			
	Informational <input type="checkbox"/> 6.6D analyze characteristics and structural elements of informational text, including: features such as introduction forward, preface, references			
	Argumentative <input type="checkbox"/> 6.6E analyze characteristics and structures of argumentative text <input type="checkbox"/> 6.7E.1 identify the claim <input type="checkbox"/> 6.7E.2 identify the intended audience or reader <input type="checkbox"/> 6.7E.3 explain how the author uses various types of evidence to support the argument			

Independent Reading	Instructional Focus			
6.9 read grade-appropriate texts independently	<input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *			

Responding to Text	Instructional Focus			
6.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	Ways to Show: Response Skills <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
6.8 analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 6.8A analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 6.8C analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 6.8D analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 6.8F analyze how the author's use of language contributes to mood and voice <input type="checkbox"/> 6.8G explain the differences between rhetorical devices and logical fallacies			

Unit 4: Exploring Informational Texts

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
6.11A plan first drafts	<input type="checkbox"/> 6.11A 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			
6.11B develop drafts	<input type="checkbox"/> 6.11B.1 develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 6.11B.2 developing an engaging idea reflecting depth of thought with specific facts, details, and examples			
6.11C revise drafts	<input type="checkbox"/> 6.11C revise drafts for clarity, development, organization, style, word choice, and sentence variety			
6.11D edit drafts	<input type="checkbox"/> 6.11D.7 edit drafts using standard English conventions, including: capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations <input type="checkbox"/> 6.11D.8 punctuation marks, including commas in complex sentences, transitions, and introductory elements <input type="checkbox"/> 6.11D.9 correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/they're, and to/two/too			
6.11E publish written work	<input type="checkbox"/> 6.11E publish written work for appropriate audiences			
6.12A use the writing process to compose literary texts				
6.12B use the writing process to compose informational texts	<input type="checkbox"/> 6.12B compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear central idea and genre characteristics and craft			
6.12C use the writing process to compose argumentative texts	<input type="checkbox"/> 6.12C compose multi-paragraph argumentative texts using genre characteristics and craft			
6.12D compose correspondence	<input type="checkbox"/> 6.12D compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure			
Research	Instructional Focus			
6.13 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 6.13A generate student-selected and teacher-guided questions for formal and informal inquiry <input type="checkbox"/> 6.13B develop and revise a plan <input type="checkbox"/> 6.13C refine the major research question, if necessary, guided by the answers to a secondary set of questions <input type="checkbox"/> 6.13D identify and gather relevant information from a variety of sources <input type="checkbox"/> 6.13E differentiate between primary and secondary sources <input type="checkbox"/> 6.13F synthesize information from a variety of sources <input type="checkbox"/> 6.13G differentiate between paraphrasing and plagiarism when using source materials <input type="checkbox"/> 6.13H examine sources for: <input type="checkbox"/> 6.13H.1 reliability, credibility, and bias <input type="checkbox"/> 6.13H.2 faulty reasoning such as hyperbole, emotional appeals, and stereotype <input type="checkbox"/> 6.13I display academic citations and use source materials ethically <input type="checkbox"/> 6.13J use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			

Reading and Writing – Grade 6 (all standards)

CHECKPOINT		
1	2	3

Catholic Identity	Instructional Focus			
6.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 6.1A share how literature contributes to strengthening moral character * <input type="checkbox"/> 6.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> 6.1C share how literature ignites the creative imagination * <input type="checkbox"/> 6.1D recognize and model the virtues possessed by literary characters *			

Literacy Routines	Instructional Focus			
6.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 6.2A listen actively, ask clarifying questions, and respond appropriately <input type="checkbox"/> 6.2B follow and give oral instructions that include multiple action steps <input type="checkbox"/> 6.2C give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively <input type="checkbox"/> 6.2D participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement			

Word Study	Instructional Focus			
6.3 use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 6.3A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech <input type="checkbox"/> 6.3B determine the meaning and usage of grade-level academic words derived from Greek and Latin roots such as mis/mit, bene, man, scrib/script, and jur/jus <input type="checkbox"/> 6.3C use context such as definition, analogy, and examples, to clarify the meaning of words			

Shared Reading	Instructional Focus			
6.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> 6.3C use context such as definition, analogy, and examples, to clarify word meaning <input type="checkbox"/> 6.4A adjust fluency when reading grade-level text based on the reading purpose <input type="checkbox"/> 6.5A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 6.5B generate questions about text before, during, and after reading to deepen understanding and gain information <input type="checkbox"/> 6.5C make and correct or confirm predictions using text features, characteristics of genre and structures <input type="checkbox"/> 6.5D create mental images to deepen understanding <input type="checkbox"/> 6.5E monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down			
6.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Comprehension <input type="checkbox"/> 6.5F make connections to personal experiences, ideas in other texts, and society <input type="checkbox"/> 6.5G make inferences and use evidence to support understanding <input type="checkbox"/> 6.5H evaluate details read to determine key ideas <input type="checkbox"/> 6.5I synthesize information to create new understanding			
6.6/6.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 6.6A demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths <input type="checkbox"/> 6.7A infer multiple themes within and across texts using text evidence <input type="checkbox"/> 6.7B analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback <input type="checkbox"/> 6.7C analyze how the characters' internal and external responses develop the plot <input type="checkbox"/> 6.7D analyze how the setting, including historical and cultural settings, influences character and plot development <input type="checkbox"/> 6.7E identify examples of noble characteristics in stories of virtuous heroes and heroines* <input type="checkbox"/> 6.7F articulate how spiritual knowledge are represented and communicated * <input type="checkbox"/> 6.7G share how literature can contribute to strengthening one's moral character* Poetry <input type="checkbox"/> 6.6B analyze the effect of meter and structural elements such as a line breaks in poems across a variety of poetic forms Drama <input type="checkbox"/> 8.6C analyze how playwrights develop characters through dialogue and staging Informational <input type="checkbox"/> 6.6D analyze characteristics and structural elements of informational texts including the controlling idea and thesis with supporting evidence, features such as footnotes, endnotes and citations, and multiple organizational patterns within a text to develop the thesis			

Reading and Writing – Grade 6 (all standards)

		CHECKPOINT		
		1	2	3
		Argumentative		
	<input type="checkbox"/> 6.6E recognize characteristics and structures of argumentative text by identifying the claim and analyzing the argument, identifying and explaining the counterargument, and identifying the intended audience			
Independent Reading		Instructional Focus		
6.9	read grade-appropriate texts independently	<input type="checkbox"/> 6.9A self-select text and read independently for a sustained period of time <input type="checkbox"/> 6.9B share beautifully told and well-crafted works *		
Responding to Text		Instructional Focus		
		Ways to Show: Response Skills		
6.10	respond to an increasingly challenging variety of sources that are read, heard, or viewed.	<input type="checkbox"/> 6.10A describe personal connections to a variety of sources including self-selected texts <input type="checkbox"/> 6.10B write responses that demonstrate understanding of texts, including comparing sources within and across genres <input type="checkbox"/> 6.10C use text evidence to support an appropriate response <input type="checkbox"/> 6.10D paraphrase and summarize texts in ways that maintain meaning and logical order <input type="checkbox"/> 6.10E interact with sources in meaningful ways such as notetaking, annotating, freewriting or illustrating <input type="checkbox"/> 6.10F respond using newly acquired vocabulary as appropriate <input type="checkbox"/> 6.10G discuss and write about the explicit or implicit meanings of text <input type="checkbox"/> 6.10H respond orally or in writing with appropriate register, vocabulary, tone, and voice <input type="checkbox"/> 6.10I reflect on and adjust responses as new evidence is presented		
6.8	analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 6.8A analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 6.8B identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose <input type="checkbox"/> 6.8C analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 6.8D analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 6.8E describe how the author's use of figurative language such as metaphor and personification achieves specific purposes <input type="checkbox"/> 6.8F analyze how the author's use of language contributes to mood and voice <input type="checkbox"/> 6.8G explain the differences between rhetorical devices and logical fallacies <input type="checkbox"/> 6.8H recognize Christian and Western symbols and symbolism		

Reading and Writing – Grade 6 (all standards)

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
6.11A plan first drafts	<input type="checkbox"/> 6.11A 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			
6.11B develop drafts	<input type="checkbox"/> 6.11B.1 develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion <input type="checkbox"/> 6.11B.2 developing an engaging idea reflecting depth of thought with specific facts, details, and examples			
6.11C revise drafts	<input type="checkbox"/> 6.11C revise drafts for clarity, development, organization, style, word choice, and sentence variety			
6.11D edit drafts	<input type="checkbox"/> 6.11D edit drafts using standard English conventions, including: <input type="checkbox"/> 6.11D.1 complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments <input type="checkbox"/> 6.11D.2 consistent, appropriate use of verb tenses <input type="checkbox"/> 6.11D.3 conjunctive adverbs <input type="checkbox"/> 6.11D.4 prepositions and prepositional phrases and their influence on subject-verb agreement <input type="checkbox"/> 6.11D.5 pronouns, including relative <input type="checkbox"/> 6.11D.6 subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor <input type="checkbox"/> 6.11D.7 capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations <input type="checkbox"/> 6.11D.8 punctuation marks, including commas in complex sentences, transitions, and introductory elements <input type="checkbox"/> 6.11D.9 correct spelling, including commonly confused terms such as its/it's, affect/ effect, there/their/they're, and to/two/too			
6.11E publish written work	<input type="checkbox"/> 6.11E publish written work for appropriate audiences			
6.12A use the writing process to compose literary texts	<input type="checkbox"/> 6.12A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft			
6.12B use the writing process to compose informational texts	<input type="checkbox"/> 6.12B compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft			
6.12C use the writing process to compose argumentative texts	<input type="checkbox"/> 6.12C compose multi-paragraph argumentative texts using genre characteristics and craft			
6.12D compose correspondence	<input type="checkbox"/> 6.12D compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure			
Research	Instructional Focus			
6.13 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 6.13A generate student-selected and teacher-guided questions for formal and informal inquiry <input type="checkbox"/> 6.13B develop and revise a plan <input type="checkbox"/> 6.13C refine the major research question, if necessary, guided by the answers to a secondary set of questions <input type="checkbox"/> 6.13D identify and gather relevant information from a variety of sources <input type="checkbox"/> 6.13E differentiate between primary and secondary sources <input type="checkbox"/> 6.13F synthesize information from a variety of sources <input type="checkbox"/> 6.13G differentiate between paraphrasing and plagiarism when using source materials <input type="checkbox"/> 6.13H examine sources for: <input type="checkbox"/> 6.13H.1 reliability, credibility, and bias <input type="checkbox"/> 6.13H.2 faulty reasoning such as hyperbole, emotional appeals, and stereotype <input type="checkbox"/> 6.13I display academic citations and use source materials ethically <input type="checkbox"/> 6.13J use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			