Snapshot – Grade 6 Literacy

Catholic Schools
DIOCESE of DALLAS

Catholic Identity Standards

6.1 **Catholic identity standards.** The student understands and integrates the content of what is learned into their faith and daily life.*

Ways to Grow		
	6.1A	recognize that every human life is sacred because each person is created and loved by God*
	6.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*
	6.1C	recognize and oppose unjust social structures and work toward justice for all*
	6.1D	see God at work in all things and as expressed in the sacraments*
	6.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*

Literacy Routines (use during Word Study, Reading, and Writing to improve communication)

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking
6.2 **Oral language.** The student develops oral language through listening, speaking, and discussion.

Application	Instructional Focus	
6.2 communicate ideas effectively through speaking and discussion	6.2A	listen actively to interpret a message, ask clarifying questions, and respond appropriately
	6.2B	follow and give oral instructions that include multiple action steps
	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
	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

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
6.3 **Vocabulary.** The student uses newly acquired vocabulary expressively.

Application	Instructional Focus	
6.3 use skills to support strategies for determining the meaning of unknown words while reading	6.3A	use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
	6.3B	use context such as definition, analogy, and examples to clarify the meaning of words
	6.3C	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

Tools to Know

Developing and sustaining foundational language skills: listening, speaking, reading, writing and thinking
6.4 **Fluency.** The student reads grade-level text with fluency and comprehension.
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts
6.5 **Comprehension.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Reading Process: Thinking Within the Text						Comprehension: Thinking with the Text			
6.4A adjust fluency when reading grade-level text based on the reading purpose	6.5A establish purpose for reading assigned and self-selected texts	6.5B generate questions about text before, during, and after reading to deepen understanding and gain information	6.5C make and correct or confirm predictions using text features, characteristics of genre, and structures	6.5D create mental images to deepen understanding	6.5E monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down	6.5F make connections to personal experiences, ideas in other texts, and society	6.5G make inferences and use evidence to support understanding	6.5H evaluate details read to determine key ideas	6.5I synthesize information to create new understanding

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Ways to Show: Thinking About the Meaning						
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts **6.6 Genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. **6.7 Literary elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.						
Application	**Instructional Focus**	**Fiction**	**Poetry**	**Drama**	**Informational**	**Argumentative**	**Multimodal/Digital**
6.6/6.7 **comprehend** the author's purpose and meaning in increasingly complex texts and in multiple genres; **analyze** the relationships among **l**iterary elements and structures and how they contribute to the overall meaning	**Genre Characteristics**	6.6A demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths	6.6B analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	6.6C analyze how playwrights develop characters through dialogue and staging	6.6D analyze characteristics and structural elements of informational text, including features such as introduction, foreword, preface, references, or acknowledgements	6.6G analyze characteristics and structures of argumentative text	6.6K analyze characteristics of multimodal and digital texts
	Overall Meaning	6.6L explain the author's purpose and message within a text	6.6L explain the author's purpose and message within a text	6.6L explain the author's purpose and message within a text	6.6L explain the author's purpose and message within a text	6.6L explain the author's purpose and message within a text	6.6L explain the author's purpose and message within a text
		6.7A infer multiple themes within and across texts using text evidence	6.7A infer multiple themes within and across texts using text evidence	6.7A infer multiple themes within and across texts using text evidence	6.6E analyze the controlling idea or thesis with supporting evidence	6.6H identify the claim	
						6.6I identify the intended audience or reader	
	Analysis for Deeper Meaning	6.7B analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback	6.7B analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback	6.7B analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback	6.6F analyze organizational patterns such as definition, classification, advantage, and disadvantage	6.6J explain how the author uses various types of evidence to support the argument	(refer to the genre)
		6.7C analyze how the characters' internal and external responses develop the plot	6.7C analyze how the characters' internal and external responses develop the plot	6.7C analyze how the characters' internal and external responses develop the plot			
		6.7D analyze how the setting, including historical and cultural settings, influences character and plot development	6.7D analyze how the setting, including historical and cultural settings, influences character and plot development	6.7D analyze how the setting, including historical and cultural settings, influences character and plot development			
		6.7E identify examples of noble characteristics in stories of virtuous heroes and heroines*	6.7H share how the beauty and cadence of poetry impacts human sensibilities and forms the soul*				
		6.7F articulate how spiritual knowledge and enduring truths are represented and communicated*					
		6.7G share how literature can contribute to strengthening one's moral character*					

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Author's Craft: Thinking About the Writing

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

6.8   Author's craft. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus	Fiction	Poetry	Drama	Informational	Argumentative	Multimodal/Digital
6.8 **analyze** the authors' choices and how they influence meaning; **apply** author's craft purposefully in writing and speaking	Point of View	6.8A identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	6.8A identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	6.8A identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	6.8A identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	6.8A identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	6.8A identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose
	Structure	6.8B analyze how the use of text structure contributes to the author's purpose	6.8B analyze how the use of text structure contributes to the author's purpose	6.8B analyze how the use of text structure contributes to the author's purpose	6.8B analyze how the use of text structure contributes to the author's purpose	6.8B analyze how the use of text structure contributes to the author's purpose	6.8B analyze how the use of text structure contributes to the author's purpose
		6.8C analyze the author's use of print and graphic features to achieve specific purposes	6.8C analyze the author's use of print and graphic features to achieve specific purposes	6.8C analyze the author's use of print and graphic features to achieve specific purposes	6.8C analyze the author's use of print and graphic features to achieve specific purposes	6.8C analyze the author's use of print and graphic features to achieve specific purposes	6.8C analyze the author's use of print and graphic features to achieve specific purposes
	Language	6.8D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	6.8D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	6.8D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	6.8D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	6.8D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	6.8D describe how the author's use of figurative language such as metaphor and personification achieves specific purposes
		6.8E analyze how the author's use of language contributes to mood and voice	6.8E analyze how the author's use of language contributes to mood and voice	6.8E analyze how the author's use of language contributes to mood and voice	6.8E analyze how the author's use of language contributes to mood and voice	6.8E analyze how the author's use of language contributes to mood and voice	6.8E analyze how the author's use of language contributes to mood and voice
		6.8F explain the differences between rhetorical devices and logical fallacies	6.8F explain the differences between rhetorical devices and logical fallacies	6.8F explain the differences between rhetorical devices and logical fallacies	6.8F explain the differences between rhetorical devices and logical fallacies	6.8F explain the differences between rhetorical devices and logical fallacies	6.8F explain the differences between rhetorical devices and logical fallacies
		6.8G recognize Christian and Western symbols and symbolism*					

Independent Reading

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

6.9   Self-sustained reading. The student reads grade-appropriate texts independently.

6.9A	self-select text and read independently for a sustained period of time
6.9B	share beautifully told and well-crafted works*

Responding to Text (applied to both Shared Reading and Independent Reading)

Listening, speaking, reading, writing, and thinking using multiple texts

6.10   Response skills. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Ways to Show (Response Skills)

6.10A describe personal connections. to a variety of sources, including self- selected texts	6.10B write responses that demonstrate understanding of texts, including comparing sources within and across genres	6.10C use text evidence to support an appropriate response	6.10D paraphrase and summarize texts in ways that maintain meaning and logical order	6.10E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	6.10F respond using newly acquired vocabulary as appropriate	6.10G discuss and write about the explicit or implicit meanings of text	6.10H respond orally or in writing with appropriate register, vocabulary, tone, and voice	6.10I reflect on and adjust responses as new evidence is presented

Writing

Composition: listening, speaking, reading, writing, and thinking using multiple texts
6.11   Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
6.12   Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Application	Tools to Know (Writing Process)	
6.12A compose **literary texts** such as personal narratives, fiction, and poetry using genre characteristics and craft	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** into a focused, structured, and coherent piece of writing by:
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		6.11B.1 organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion
		6.11B.2 developing an engaging idea reflecting depth of thought with specific facts and details
	6.11C	**revise drafts** for clarity, development, organization, style, word choice, and sentence variety
	6.11D	**edit drafts** using standard English conventions, including:
		6.11D.1 complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments
6.12C compose multi-paragraph **argumentative texts** using genre characteristics and craft		6.11D.2 consistent, appropriate use of verb tenses
		6.11D.3 conjunctive adverbs
		6.11D.4 prepositions and prepositional phrases and their influence on subject-verb agreement
		6.11D.5 pronouns, including relative
		6.11D.6 subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor
6.12D compose **correspondence** that reflects an opinion, registers a complaint, or requests information in a business or friendly structure		6.11D.7 capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations
		6.11D.8 punctuation marks, including commas in complex sentences, transitions, and introductory elements
		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** for appropriate audiences

Research (embedded skills throughout Reading and Writing)

Listening, speaking, reading, writing, and thinking using multiple texts
6.13   Inquiry and research. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

Application	Instructional Focus	
6.13 use research skills to plan and present in written, oral, or multimodal formats	6.13A	generate student-selected and teacher-guided questions for formal and informal inquiry
	6.13B	develop and revise a plan
	6.13C	refine the major research question, if necessary, guided by the answers to a secondary set of questions
	6.13D	identify and gather relevant information from a variety of sources
	6.13E	differentiate between primary and secondary sources
	6.13F	synthesize information from a variety of sources
	6.13G	differentiate between paraphrasing and plagiarism when using source materials
	6.13H	examine sources for:
		6.13H.1 reliability, credibility, and bias
		6.13H.2 faulty reasoning such as hyperbole, emotional appeals, and stereotype
	6.13I	display academic citations and use source materials ethically
	6.13J	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results