Catholic Schools DIOCESE of DALLAS

Catholic Identity

Application		Instructional Focus	Unit	CHECKPOINT		
				1	2	3
Ways to Grow	6.1 understand and integrate the content of what is learned into faith and daily life*	☐ 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)

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

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

Application		Instructional Focus	Unit	1	2	3
Tools to Know	6.4 read grade-level text with fluency and comprehension 6.5 use the reading process to develop and deepen comprehension of increasingly complex texts	**Tools to Know: Reading Process** ☐ 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				
		Tools to Know: Comprehension ☐ 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				

(continued)

Catholic Schools DIOCESE of DALLAS

Shared Reading (continued)

Application	Instructional Focus	Unit	1	2	3
Ways to Show 6.6/6.7 **comprehend** the author's purpose and meaning in increasingly complex texts and in multiple genres; **analyze** the relationships among literary elements and structures and how they contribute to the overall meaning	**Ways to Show: Fiction** ☐ 6.6A demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths ☐ 6.6L explain the author's purpose and message within a text ☐ 6.7A infer multiple themes within and across texts using text evidence ☐ 6.7B analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback ☐ 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 ☐ 6.7E identify examples of noble characteristics in stories of virtuous heroes and heroines* ☐ 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*				
	Ways to Show: Poetry ☐ 6.6B analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms ☐ 6.6L explain the author's purpose and message within a text ☐ 6.7A infer multiple themes within and across texts using text evidence ☐ 6.7B analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback ☐ 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 ☐ 6.7H share how the beauty and cadence of poetry impacts human sensibilities and forms the soul*				
	Ways to Show: Drama ☐ 6.6C analyze how playwrights develop characters through dialogue and staging ☐ 6.6L explain the author's purpose and message within a text ☐ 6.7A infer multiple themes within and across texts using text evidence ☐ 6.7B analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback ☐ 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				
	Ways to Show: Informational ☐ 6.6D analyze characteristics and structural elements of informational text, including features such as introduction, foreword, preface, references, or acknowledgements ☐ 6.6E analyze the controlling idea or thesis with supporting evidence ☐ 6.6F analyze organizational patterns such as definition, classification, advantage, and disadvantage ☐ 6.6L explain the author's purpose and message within a text				
	Ways to Show: Argumentative ☐ 6.6G analyze characteristics and structures of argumentative text ☐ 6.6H identify the claim ☐ 6.6I identify the intended audience or reader ☐ 6.6J explain how the author uses various types of evidence to support the argument ☐ 6.6L explain the author's purpose and message within a text				
	Ways to Show: Multimodal and Digital ☐ 6.6K analyze characteristics of multimodal and digital texts ☐ 6.6L explain the author's purpose and message within a text				
Author's Craft 6.8 **analyze** the authors' choices and how they influence meaning; **apply** author's craft purposefully in writing and speaking	**Analysis: All Genres** ☐ 6.8A identify the use of literary devices, including omniscient and limited point of view, to achieve a specific 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 ☐ 6.8D 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 ☐ 6.8F explain the differences between rhetorical devices and logical fallacies ☐ 6.8G recognize Christian and Western symbols and symbolism*				

Independent Reading

Application	Instructional Focus	Unit	1	2	3
6.9 self-select text and read 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)

Application		Instructional Focus				
Ways to Show	6.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	**Ways to Show: All Genres** ☐ 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

Application		Instructional Focus				
Tools to Know: Writing Process	6.11A plan first drafts	☐ 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	**develop drafts** into a focused, structured, and coherent piece of writing by: ☐ 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	☐ 6.11C **revise drafts** for clarity, development, organization, style, word choice, and sentence variety				
	6.11D edit drafts	**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 ☐ 6.11D.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 ☐ 6.11D.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	☐ 6.11E **publish** written work for appropriate audiences				
6.12A use the writing process to compose **literary texts**		☐ 6.12A compose personal narratives using genre characteristics and craft ☐ 6.12A compose fiction using genre characteristics and craft ☐ 6.12A compose poetry using genre characteristics and craft				
6.12B use the writing process to compose **informational texts**		☐ 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**		☐ 6.12C compose multi-paragraph argumentative texts using genre characteristics and craft				
6.12D use the writing process to compose **correspondence**		☐ 6.12D compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure				

Research (embedded skills throughout Reading and Writing)

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				