

Catholic Identity Standards

6.0 The student understands and integrates the content of what is learned into their faith and daily life.

- 6.0A recognize that every human life is sacred because each person is created and loved by God
- 6.0B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts
- 6.0C recognize and oppose unjust social structures and work toward justice for all
- 6.0D see God at work in all things and as expressed in the sacraments
- 6.0E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith

Developing and Sustaining Foundational Language Skills: Oral Language

6.1 The student develops oral language through listening, speaking, and discussion.

- 6.1A listen actively to interpret a message, ask clarifying questions, and respond appropriately
- 6.1B follow and give oral instructions that include multiple action steps
- 6.1C 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
- 6.1D participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement

Developing and Sustaining Foundational Language Skills: Fluency

6.3 The student reads grade-level text with fluency and comprehension.

- 6.3A adjust fluency when reading grade-level text based on the reading purpose

Developing and Sustaining Foundational Language Skills: Self-Sustained Reading

6.4 The student reads grade-appropriate texts independently.

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

Developing and Sustaining Foundational Language Skills: Vocabulary

6.2 The student uses newly acquired vocabulary expressively.

- 6.2A use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech
- 6.2B use context such as definition, analogy, and examples to clarify the meaning of words
- 6.2C 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

Comprehension Skills

6.5 The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

- 6.DS1* Accept and value how literature aids one to live harmoniously with others
- 6.DS2* Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit
- 6.DS4* Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form
- 6.DS5* Share how literature ignites the creative imagination in healthy ways

- 6.5A establish purpose for reading assigned and self-selected text
- 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 make connections to personal experiences, ideas in other texts, and society
- 6.5F make inferences and use evidence to support understanding
- 6.5G evaluate details read to determine key ideas
- 6.5H synthesize information to create new understanding
- 6.5I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down

Response Skills

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

- 6.GS4* share how literature can contribute to strengthening one's moral character
- 6.DS7* Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays
- 6.6A describe personal connections to a variety of sources, including self-selected texts
- 6.6B write responses that demonstrate understanding of texts, including comparing sources within and across genres
- 6.6C use text evidence to support an appropriate response
- 6.6D paraphrase and summarize texts in ways that maintain meaning and logical order
- 6.6E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating
- 6.6F respond using newly acquired vocabulary as appropriate
- 6.6G discuss and write about the explicit or implicit meanings of text

6.6H	respond orally or in writing with appropriate register, vocabulary, tone, and voice
6.6I	reflect on and adjust responses as new evidence is presented
6.IS8	identify how literature develops the faculty of personal judgment

Multiple Genres: Literary Elements

6.7	The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
6.DS3	Share how literature cultivates the aesthetic faculties within the human person
6.DS6	Share how literature assists in identifying, interpreting, and assimilating the cultural patrimony handed down from previous generations
6.DS8*	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes
6.IS3*	recognize Christian and Western symbols and symbolism
6.7A	infer multiple themes within and across texts using text evidence
6.7B	analyze how the characters' internal and external responses develop the plot
6.7C	analyze plot elements, including rising action, climax, falling action, resolution, and non linear elements such as flashback
6.7D	analyze how the setting, including historical and cultural settings, influences character and plot development
6.GS1*	analyze literature that reflects the transmission of a Catholic culture and worldview
6.IS4*	explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible
6.IS10*	analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations
6.IS11*	summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times

Multiple Genres: Genres

6.8	The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
6.DS9*	share how the beauty and cadence of poetry impacts human sensibilities and forms the soul
6.8A	demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths
6.8B	analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms
6.8C	analyze how playwrights develop characters through dialogue and staging
6.8D.i	analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence
6.8D.ii	analyze characteristics and structural elements of informational text, including features such as introduction, foreword, preface, references, or acknowledgements to gain background information
6.8D.iii	analyze characteristics and structural elements of informational text, including organizational patterns such as definition, classification, advantage, and disadvantage
6.8E.i	analyze characteristics and structures of argumentative text by identifying the claim
6.8E.ii	analyze characteristics and structures of argumentative text by explaining how the author uses various types of evidence to support the argument
6.8E.iii	analyze characteristics and structures of argumentative text by identifying the intended audience or reader
6.8F	analyze characteristics of multimodal and digital texts
6.GS2*	analyze works of fiction and non-fiction to uncover authentic Truth
6.GS3*	analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world
6.IS1*	demonstrate how literature is used to develop a religious, moral, and social sense
6.IS2*	articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories
6.IS5*	recite poems of substance that inform the human soul and encourage a striving for virtue and goodness
6.IS6*	identify examples of noble characteristics in stories of virtuous heroes and heroines
6.IS9*	analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments

Author's Purpose and Craft

6.9	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.
6.IS1*	Demonstrate how literature is used to develop a religious, moral, and social sense
6.9A	explain the author's purpose and message within a text
6.9B	analyze how the use of text structure contributes to the author's purpose
6.9C	analyze the author's use of print and graphic features to achieve specific purposes
6.9D	describe how the author's use of figurative language such as metaphor and personification achieves specific purposes
6.9E	identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose
6.9F	analyze how the author's use of language contributes to mood and voice
6.9G	explain the differences between rhetorical devices and logical fallacies
6.IS13*	determine how literature cultivates the human intellectual faculties of contemplation, intuition, and creativity
6.IS14*	analyze the author's reasoning and discover the author's intent

Composition: Writing Process

6.10	The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
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6.10A	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
6.10Bi	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
6.10Bii	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details
6.10C	revise drafts for clarity, development, organization, style, word choice, and sentence variety
6.10D.i	edit drafts using standard English conventions, including complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments
6.10D.ii	edit drafts using standard English conventions, including consistent, appropriate use of verb tenses
6.10D.iii	edit drafts using standard English conventions, including conjunctive adverbs
6.10D.iv	edit drafts using standard English conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement
6.10D.v	edit drafts using standard English conventions, including pronouns, including relative
6.10D.vi	edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor
6.10D.vii	edit drafts using standard English conventions, including capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations
6.10D.viii	edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences, transitions, and introductory elements
6.10D.ix	edit drafts using standard English conventions, including correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too
6.10E	publish written work for appropriate audiences
6.WS2*	write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings
6.WS3*	use grammar as a means of signifying concepts and the relationship to reason

Composition: Genres

6.11	The student uses genre characteristics and craft to compose multiple texts that are meaningful.
6.11A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft
6.11B	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
6.11C	compose multi-paragraph argumentative texts using genre characteristics and craft
6.11D	compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure
6.WS1*	use language as a bridge for communication with one's fellow man for the betterment of all involved
6.IS12*	use imagination to create dialogue between the readers and the characters in a story

Inquiry and Research

6.12	The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.
6.12A	generate student-selected and teacher-guided questions for formal and informal inquiry
6.12B	develop and revise a plan
6.12C	refine the major research question, if necessary, guided by the answers to a secondary set of questions
6.12D	identify and gather relevant information from a variety of sources
6.12E	differentiate between primary and secondary sources
6.12F	synthesize information from a variety of sources
6.12G	differentiate between paraphrasing and plagiarism when using source materials
6.12H.i	examine sources for reliability, credibility, and bias
6.12H.ii	examine sources for faulty reasoning such as hyperbole, emotional appeals, and stereotype
6.12I	display academic citations and use source materials ethically
6.12J	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results