

LANGUAGE

| GRADE | CONTENT | SKILLS (CCSSELA ALIGNMENT) |
|--|---------------------------------|---|
| <p>Note: The inclusion of Language standards in their own domain should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are not also important in reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.</p> | | |
| 6 | Conventions of Standard English | LA.6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use the proper case (subjective, objective, possessive), number, and person; use intensive pronouns (e.g., I did it myself); use pronoun-antecedent agreement; recognize variations from standard English and use strategies to improve writing as required by context (L.6.1) |
| | | LA.6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation (e.g., commas, parentheses, brackets, dashes, hyphens) to set off nonrestrictive/parenthetical elements and appositives correctly (L.6.2) |
| | Knowledge of Language | LA.6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: vary sentence structure and word choice for consistency in style and tone (L.6.3) |
| | Vocabulary Acquisition and Use | LA.6.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use general and specific strategies to determine the meaning of unknown words and phrases, including using context and grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; consult general and specialized reference materials for pronunciation, meaning, and part of speech (L.6.4) |
| | | LA.6.L.5 Demonstrate understanding of word relationships and nuances in word meanings: interpret figures of speech (e.g., personification) in context; use the relationship between particular words to understand their meaning, and use the relationship between particular words to understand their meaning, and use the relationship between particular words to understand their meaning, and use the relationship between particular words to understand their meaning (L.6.5) |
| | | LA.6.L.6 Acquire and use content-specific words and phrases (L.6.6) |

READING FOUNDATIONS

| GRADE | CONTENT | SKILLS (CCSSELA ALIGNMENT) |
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| | Essential Question: How can we honor God when we read and respond to a variety of texts? | Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service. |
| | Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retelling, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory | |
| 6 | Fluency | <p>LA.6.RF.1 Read orally, demonstrating understanding of the material and awareness of the audience</p> <p>LA.6.RF.2 Adapt pace and reading techniques for different purposes in oral and silent reading</p> |

READING INFORMATIONAL TEXT

| GRADE | CONTENT | SKILLS (CCSSELA ALIGNMENT) |
|-------|---------|----------------------------|
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Essential Question: How can we honor God when we read? Big Idea: We honor God when we choose to reflect and respond to what we read in ways that reflect, and respond to a variety of texts? grow in faith, learning, and service.

Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retelling, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory

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| 6 | Key Ideas and Details | LA.6.RI.1 Cite textual evidence to support analysis of what the text says both explicitly and implicitly (RI.6.1) |
| | | LA.6.RI.2 Determine the main idea and how it is conveyed through details in the text; provide a summary of the text and express personal opinions (RI.6.2) |
| | | LA.6.RI.3 Analyze how a key individual, event, or idea is introduced, illustrated, and developed (e.g., through examples and anecdotes) (RI.6.3) |
| | | LA.6.RI.4 Determine the meaning of words and phrases in context, including figurative, connotative, and technical meanings (RI.6.4) |
| | | LA.6.RI.5 Analyze how a sentence, paragraph, chapter, or section fits into the structure of a text and contributes to the development of the ideas (RI.6.5) |
| | | LA.6.RI.6 Determine an author's point of view or purpose and explain how it is conveyed (RI.6.6) |
| | | LA.6.RI.7 Synthesize information presented in different media or formats to develop a coherent understanding of a topic or issue (RI.6.7) |
| | | LA.6.RI.8 Evaluate the argument and specific claims in a text, identifying those that are supported by reasons and evidence (RI.6.8) |
| | | LA.6.RI.9 |
| | | LA.6.RI.10 |
| | | LA.6.RI.11 Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently (RI.6.11) |
| | | LA.6.RI.12 Use a variety of reference and research materials, both print and digital (RI.6.12) |
| | | LA.6.RI.13 |

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SPEAKING AND LISTENING

| GRADE | CONTENT | SKILLS (CCSELA ALIGNMENT) |
|-------|---|--|
| | Essential Question: How does the ability to listen and speak effectively help us to better understand God and ourselves? | Big Idea: The ability to listen and speak effectively in a variety of situations allows us to understand God, others, and ourselves. |
| | Assessments: Discussion, Observations, Checklists, Rubrics, Questions, Recordings, Think-Pair-Share, Podcast, Multimedia Presentations, Social Literature Circles, Speeches/Sermons, Readers Theater, Drama and Skits, Poetry Readings, Show and Tell | |
| | | LA.6.SL.1 |
| | | LA.6.SL.2 |
| | | LA.6.SL.3 |
| | | LA.6.SL.4 |
| | | LA.6.SL.5 |
| | | LA.6.SL.6 |
| | | LA.6.SL.7 |

GRADE CONTENT

Big Idea:

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