

Resurrection School: Curriculum Information Record

School Year _____

Grade: **6th Grade**

Teacher _____

Content Area: **ELA - READING**

| Strand/Domain | I | D | M | Objective | Accomplished Yes or No | Not Accomplished? Why? |
|--------------------------------------|---|---|---|---|---------------------------|---------------------------|
| READING: Word Recognition | | | | | | |
| R.WS.06.01 | | | | explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context. | | |
| R.WS.06.02 | | | | use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication. | | |
| R.WS.06.03 | | | | automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year. | | |
| R.WS.06.04 | | | | know the meanings of words encountered frequently in grade-level reading and oral language contexts. | | |
| R.WS.06.05 | | | | acquire and apply strategies to identify unknown words and construct meaning. | | |
| | | | | | | |
| READING: Fluency | | | | | | |
| R.WS.06.06 | | | | fluently read beginning grade-level text and increasingly demanding texts as the year proceeds. | | |
| | | | | | | |
| READING: Vocabulary | | | | | | |
| R.WS.06.07 | | | | in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources. | | |
| | | | | | | |
| READING: Narrative Text | | | | | | |
| R.NT.06.01 | | | | describe how characters form opinions about one another in ways that can be fair and unfair in classic, multicultural, and contemporary literature recognized for quality and literary merit. | | |

| | | | | | | |
|--|--|--|--|---|--|--|
| R.NT.06.02 | | | | analyze the structure, elements, style, and purpose of narrative genre including folktales, fantasy, adventure, and action stories. | | |
| R.NT.06.03 | | | | analyze how dialogue enhances the plot, characters, and themes; differentiates major and minor characters; and builds climax. | | |
| R.NT.06.04 | | | | analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme. | | |
| | | | | | | |
| READING: Informational Text | | | | | | |
| R.IT.06.01 | | | | analyze the structure, elements, features, style, and purpose of informational genre, including research reports, "how-to" articles, and essays. | | |
| R.IT.06.02 | | | | analyze organizational text patterns including descriptive, chronological sequence, and problem/solution. | | |
| R.IT.06.03 | | | | explain how authors use text features including footnotes, bibliographies, introductions, summaries, conclusions, and appendices to enhance the understanding of central, key, and supporting ideas. | | |
| | | | | | | |
| READING: Comprehension | | | | | | |
| R.CM.06.01 | | | | connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. | | |
| R.CM.06.02 | | | | retell through concise summarization grade-level narrative and informational text. | | |
| R.CM.06.03 | | | | analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing. | | |
| R.CM.06.04 | | | | apply significant knowledge from grade-level science, social studies, and mathematics texts. | | |
| | | | | | | |
| READING: Metacognition | | | | | | |
| R.MT.06.01 | | | | self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions. | | |
| | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| R.MT.06.02 | | | | plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides. | | |
| | | | | | | |
| READING: Critical Standards | | | | | | |
| R.CS.06.01 | | | | compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others. | | |
| | | | | | | |
| READING: Reading Attitude | | | | | | |
| R.AT.06.01 | | | | be enthusiastic about reading and do substantial reading and writing on their own. | | |
| | | | | | | |

Resurrection School: Curriculum Information Record

School Year _____

Grade: **6th Grade**

Teacher _____

Content Area: **ELA - WRITING**

| Strand/Domain | I | D | M | Objective | Accomplished Yes or No | Not Accomplished? Why? |
|-------------------------------------|---|---|---|---|---------------------------|---------------------------|
| WRITING: Writing Genre | | | | | | |
| W.GN.06.01 | | | | write a cohesive narrative piece such as a personal narrative, adventure, tall tale, folktale, fantasy, or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery. | | |
| W.GN.06.02 | | | | write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas. | | |
| W.GN.06.03 | | | | formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process. | | |
| | | | | | | |
| WRITING: Writing Process | | | | | | |
| W.PR.06.01 | | | | set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. | | |
| W.PR.06..02 | | | | apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/ solution or sequence). | | |
| W.PR.06.03 | | | | revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind. | | |
| W.PR.06.04 | | | | draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions. | | |
| W.PR.06.05 | | | | proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups. | | |
| | | | | | | |
| | | | | | | |

| | | | | | | |
|---------------------------------------|--|--|--|--|--|--|
| WRITING: Personal Style | | | | | | |
| W.PS.06.01 | | | | exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support). | | |
| | | | | | | |
| WRITING: Grammar and Usage | | | | | | |
| W.GR.06.01 | | | | in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes. | | |
| | | | | | | |
| WRITING: Spelling | | | | | | |
| W.SP.06.01 | | | | in the context of writing, correctly spell frequently encountered and frequently misspelled words. | | |
| | | | | | | |
| WRITING: Handwriting | | | | | | |
| W.HW.06.01 | | | | write neat and legible compositions. | | |
| | | | | | | |
| WRITING: Writing Attitude | | | | | | |
| W.AT.06.01 | | | | be enthusiastic about writing and learning to write. | | |
| | | | | | | |

Resurrection School: Curriculum Information Record

School Year _____

Grade: **6th Grade**

Teacher _____

Content Area: **ELA - SPEAKING**

| Strand/Domain | I | D | M | Objective | Accomplished Yes or No | Not Accomplished? Why? |
|---|---|---|---|---|---------------------------|---------------------------|
| SPEAKING: Conventions | | | | | | |
| S.CN.06.01 | | | | adjust their use of language to communicate effectively with a variety of audiences and for different purposes by asking and responding to questions and remarks to engage the audience when presenting. | | |
| S.CN.06.02 | | | | speak effectively using rhyme, rhythm, cadence, and word play for effect in narrative and informational presentations. | | |
| S.CN.06.03 | | | | present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.) | | |
| | | | | | | |
| SPEAKING: Discourse | | | | | | |
| S.DS.06.01 | | | | engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols. | | |
| S.DS.06.02 | | | | respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme. | | |
| S.DS.06.03 | | | | discuss written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, and suspense). | | |
| S.DS.06.04 | | | | plan a focused and coherent informational presentation using an informational organizational pattern (e.g., problem/solution, sequence); select a focus question to address and organize the message to ensure that it matches the intent and the audience to which it will be delivered. | | |
| | | | | | | |
| LISTENING & VIEWING: Conventions | | | | | | |
| L.CN.06.01 | | | | respond to, evaluate, and analyze the speaker's effectiveness and content when listening to or viewing a variety of speeches and presentations. | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| L.CN.06.02 | | | | listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations. | | |
| | | | | | | |
| LISTENING & VIEWING: Response | | | | | | |
| L.RP.06.01 | | | | listen to or view knowledgeably a variety of genre to summarize, take notes on key points, and ask clarifying questions. | | |
| L.RP.06.02 | | | | select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. | | |
| L.RP.06.03 | | | | identify a speaker's affective communication expressed through tone, mood, and emotional cues. | | |
| L.RP.06.04 | | | | relate a speaker's verbal communications (e.g., tone of voice) to the non-verbal message communicated (e.g., eye contact, posture, and gestures). | | |
| L.RP.06.05 | | | | respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes. | | |
| L.RP.06.06 | | | | respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation. | | |
| L.RP.06.07 | | | | identify persuasive and propaganda techniques used in television, and identify false and misleading information. | | |
| | | | | | | |