

**Grade \_\_6,\_\_ Literature / English Curriculum Quarter Plan; Quarter - Year long**

**Strand: Reading/Writing/Speaking,Listening,Viewing**

**Domain: Word Study, Narrative Text, Informational Text, Comprehension, Metacognition, Critical Standards, Reading Attitude**

<b>Objectives – Comprehension</b>	<b>Assessments</b>	<b>Resources</b>
<p><b><u>Catholic Standards/Attitudes</u></b> __enjoys literacy activities and engages in them independently __ finds ways to serve others with literacy skills __is diligent and consistent in producing high quality literacy work __takes responsibility and initiative to improve reading skills</p> <p><b><u>Critical Standards</u></b> Students will... 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.</p> <p><b><u>Reading Attitude</u></b> Students will... R.AT.06.01 be enthusiastic about reading and do substantial reading and writing on heir own.</p> <p><b><u>Comprehension</u></b> Students will... R.CM.06.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.CM.06.02 retell through concise summarization grade-level</p>		

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.

### **Word Recognition**

Students will...

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.

### **Fluency**

Students will...

R.WS.06.06 fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.

**Vocabulary**

Students will...

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.

**Narrative Text**

Students will...

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.

Note: respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and /or show understanding.

**Informational Text**

Students will...

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.

Note: respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and /or show understanding.

### **Metacognition**

Students will...

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.

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Objectives	Assessment	Resources	Learning Activities

