

Literacy Routines (use during Word Study, Reading, and Writing to improve communication)

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking

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

| Application | Instructional Focus |
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| 6.1 <i>communicate ideas effectively through speaking and discussion</i> | 6.1(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately 6.1(B) follow and give oral instructions that include multiple action steps 6.1(C) 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 6.1(D) 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

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

6.2 Vocabulary. The student uses newly acquired vocabulary expressively.

| Application | Instructional Focus |
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| 6.2 <i>use skills to support strategies for determining the meaning of unknown words while reading</i> | 6.2(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech 6.2(B) use context such as definition, analogy, and examples to clarify the meaning of words 6.2(C) 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 |

| Core Reading | | | | | | | | | | |
|---|---|---|---|---|--|---|--|--|---|---|
| Tools to Know ⑧ | | | | | | | | | | |
| Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking | | | | | | | | | | |
| 6.2 Vocabulary. The student uses newly acquired vocabulary expressively. | | | | | | | | | | |
| 6.3 Fluency. The student reads grade-level text with fluency and comprehension. | | | | | | | | | | |
| Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts | | | | | | | | | | |
| 6.5 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. | | | | | | | | | | |
| Reading Process: Thinking Within the Text | | | | | | Comprehension: Thinking with the Text | | | | |
| 6.3(A) adjust fluency when reading grade-level text based on the reading purpose | 6.5(A) establish purpose for reading assigned and self-selected texts | 6.2(B) use context such as definition, analogy, and examples to clarify the meaning of words | 6.5(B) generate questions about text before, during, and after reading to deepen understanding and gain information | 6.5(C) make and correct or confirm predictions using text features, characteristics of genre, and structures | 6.5(D) create mental images to deepen understanding | 6.5(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down | 6.5(E) make connections to personal experiences, ideas in other texts, and society | 6.5(F) make inferences and use evidence to support understanding | 6.5(G) evaluate details read to determine key ideas | 6.5(H) synthesize information to create new understanding [Informational] |
| Ways to Show: Thinking About the Meaning | | | | | | | | | | |
| Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts | | | | | | | | | | |
| 6.7 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. | | | | | | | | | | |
| 6.8 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. | | | | | | | | | | |
| 6.9 Author's purpose. | | | | | | | | | | |
| Application | Instructional Focus | Fiction ⑧ | Poetry | Drama | Informational ⑧ | Argumentative | Multimodal/Digital | | | |
| 6.7/6.8/6.9 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 | Genre Characteristics | 6.8(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths | stanza, poet, rhyme scheme, figurative language | character tags, scene, stage directions | 6.8(D) analyze characteristics and structural elements of informational text, including: (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information | 6.8(E) analyze characteristics and structures of argumentative text | 6.8(F) analyze characteristics of multimodal and digital texts | | | |
| | | | 6.8(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths | 6.8(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths | | | | | | |
| | Overall Meaning | 6.9(A) explain the author's purpose and message within a text | 6.9(A) explain the author's purpose and message within a text | 6.9(A) explain the author's purpose and message within a text | 6.9(A) explain the author's purpose and message within a text | 6.9(A) explain the author's purpose and message within a text | 6.9(A) explain the author's purpose and message within a text | | | |
| | | 6.7(A) infer multiple themes within and across texts using text evidence | 6.7(A) infer multiple themes within and across texts using text evidence | 6.7(A) infer multiple themes within and across texts using text evidence | 6.8(D) (i) [analyze] the controlling idea or thesis with supporting evidence | 6.8(E) (i) identifying the claim 6.8(E) (iii) identifying the intended audience or reader | | | | |
| | Analysis for Deeper Meaning | 6.7(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback | 6.7(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback | 6.7(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback | 6.8(D) (iii) [analyze] organizational patterns such as definition, classification, advantage, and disadvantage | 6.8(E) (ii) explaining how the author uses various types of evidence to support the argument | (refer to the genre) | | | |
| | | 6.7(B) analyze how the characters' internal and external responses develop the plot | 6.7(B) analyze how the characters' internal and external responses develop the plot | 6.7(B) analyze how the characters' internal and external responses develop the plot | | | | | | |
| 6.7(D) analyze how the setting, including historical and cultural settings, influences character and plot development | | 6.7(D) analyze how the setting, including historical and cultural settings, influences character and plot development | 6.7(D) analyze how the setting, including historical and cultural settings, influences character and plot development | 6.8(C) analyze how playwrights develop characters through dialogue and staging | | | | | | |

Author's Craft: Thinking About the Writing

6.9 Author's purpose and craft. 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.

| Application | Instructional Focus | Fiction | Poetry | Drama | Informational | Argumentative | Multimodal/Digital |
|---|----------------------|---|---|---|---|---|---|
| 6.9 <i>analyze the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking</i> | Point of View | 6.9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose | 6.9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose | 6.9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose | 6.9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose | 6.9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose | 6.9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose |
| | Structure | 6.9(B) analyze how the use of text structure contributes to the author's purpose | 6.9(B) analyze how the use of text structure contributes to the author's purpose | 6.9(B) analyze how the use of text structure contributes to the author's purpose | 6.9(B) analyze how the use of text structure contributes to the author's purpose | 6.9(B) analyze how the use of text structure contributes to the author's purpose | 6.9(B) analyze how the use of text structure contributes to the author's purpose |
| | | 6.9(C) analyze the author's use of print and graphic features to achieve specific purposes | 6.9(C) analyze the author's use of print and graphic features to achieve specific purposes | 6.9(C) analyze the author's use of print and graphic features to achieve specific purposes | 6.9(C) analyze the author's use of print and graphic features to achieve specific purposes | 6.9(C) analyze the author's use of print and graphic features to achieve specific purposes | 6.9(C) analyze the author's use of print and graphic features to achieve specific purposes |
| | Language | 6.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes | 6.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes | 6.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes | 6.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes | 6.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes | 6.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes |
| | | 6.9(F) analyze how the author's use of language contributes to mood and voice | 6.9(F) analyze how the author's use of language contributes to mood and voice | 6.9(F) analyze how the author's use of language contributes to mood and voice | 6.9(F) analyze how the author's use of language contributes to mood and voice | 6.9(F) analyze how the author's use of language contributes to mood and voice | 6.9(F) analyze how the author's use of language contributes to mood and voice |
| | | 6.9(G) explain the differences between rhetorical devices and logical fallacies | 6.9(G) explain the differences between rhetorical devices and logical fallacies | 6.9(G) explain the differences between rhetorical devices and logical fallacies | 6.9(G) explain the differences between rhetorical devices and logical fallacies | 6.9(G) explain the differences between rhetorical devices and logical fallacies | 6.9(G) explain the differences between rhetorical devices and logical fallacies |

Independent Reading

6.4 Self-sustained reading. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

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

Responding to Text (applied to both Core Reading and Independent Reading)

6.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Ways to Show (Response Skills)

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| 6.6(A) describe personal connections to a variety of sources, including self-selected texts | 6.6(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres | 6.6(C) use text evidence to support an appropriate response | 6.6(D) paraphrase and summarize texts in ways that maintain meaning and logical order | 6.6(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating | 6.6(F) respond using newly acquired vocabulary as appropriate | 6.6(G) discuss and write about the explicit or implicit meanings of text | 6.6(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice | 6.6(I) reflect on and adjust responses as new evidence is presented |
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| Writing | |
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| Composition: listening, speaking, reading, writing, and thinking using multiple texts | |
| 6.10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. | |
| 6.11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. | |
| Application | Tools to Know (Writing Process) ⓘ |
| 6.11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft | 6.10(A) 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 |
| 6.11(B) 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 | 6.10(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion (ii) developing an engaging idea reflecting depth of thought with specific facts and details |
| | 6.10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety |
| 6.11(C) compose multi-paragraph argumentative texts using genre characteristics and craft | 6.10(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) consistent, appropriate use of verb tenses (iii) conjunctive adverbs (iv) prepositions and prepositional phrases and their influence on subject-verb agreement (v) pronouns, including relative (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too |
| 6.11(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure | 6.10(E) publish written work for appropriate audiences |

| Research (embedded skills throughout Reading and Writing) | |
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| 6.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. | |
| Application | Instructional Focus |
| 6.12 <i>use research skills to plan and present in written, oral, or multimodal formats</i> | 6.12(A) generate student-selected and teacher-guided questions for formal and informal inquiry 6.12(B) develop and revise a plan 6.12(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions 6.12(D) identify and gather relevant information from a variety of sources 6.12(E) differentiate between primary and secondary sources 6.12(F) synthesize information from a variety of sources 6.12(G) differentiate between paraphrasing and plagiarism when using source materials 6.12(H) examine sources for: (i) reliability, credibility, and bias (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype 6.12(I) display academic citations and use source materials ethically 6.12(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results |