



6 th GRADE ENGLISH LANGUAGE ARTS	
Cardinal Newman Standards: Catholic Identity Integration	
<ul style="list-style-type: none"> • CS.ELA.K6.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. <i>(CCSSI.ELA.RL6.2; RL6.5; RL6.6; RI6.2; RI6.6; RI6.8; RI6.9)</i> • CS.ELA.K6.IS9: Analyze how literature assists in the ability to make judgements about what is true and what is false and to make choices based on these judgements. <i>(CCSSI.ELA.RL6.1; RL6.3; RL6.6; RL6.9)</i> • CS.ELA.K6.IS13: Determine how literature cultivates the human intellectual faculties of contemplation, intuition, and creativity. <i>(CCSSI.ELA.RL6.2; RL6.4; RI6.4; W7.3a-e; W7.9a,b; SL6.4)</i> • CS.ELA.K6.WS2: Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge and feelings. <i>(CCSSI.ELA.W6.1a-e; W6.2a-f; W6.4; W6.8; W6.9)</i> • CS.ELA.K6.DS6: Share how literature assists in identifying, interpreting, and assimilating the cultural patrimony handed down from previous generations. <i>(CCSSI.ELA.RL6.1; RL6.2; RL6.3; RL6.6; W6.8; W6.9; SL6.3)</i> 	
Priority Skills	Supporting Skills
<ul style="list-style-type: none"> • Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas. 	<ul style="list-style-type: none"> • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Analyze how and why individuals, events and ideas develop and interact over the course of a text. • Explain how an author develops the point of view of the narrator or speaker in a text. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



Essential Questions

- How does literature attempt to teach us about the human condition?
- How does my understanding of truth help me determine when a judgement is “good” or “bad”?
- What skills can I implement in my writing to express ideas, feelings and critical analysis with accuracy?
- How are culture and society defined, and what shapes them?

Vital Vocabulary

- Antagonist, Assimilate, Clarify, Clause, Context, Cultivate, Descriptive, Dispute, Explicit, Express, Faculties, Falling Action, Implicit, Intuition, Moral, Observe, Patrimony, Predict, Protagonist, Relate, Rising Action
 - Tier 2 Vocabulary at teacher’s discretion from suggested novels list ([Cardinal Newman Standards. Appendix C](#))