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Reading Literature 6

Key Ideas and Details

<p>6.4.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		<p>Demonstrate literal comprehension of written sentences.</p>				
<p>1. Make a web with a concept at the center based on the text with supporting thoughts and textual evidence as the branches. 2. Write a summary or reflection using evidence from the text to support ideas. 3. Discussion based on a passage from the text with a response to the passage.</p>						
<p>6.4.2.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Use comprehension skills such as previewing, predicting, inferring, comparing, and contrasting.</p>	<p>Identify the main idea of a passage.</p>				

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		Use comprehension skills such as summarizing				
		Analyze information in a reading passage to make predictions or evaluations.				
1. Write summaries that contain the main ideas of the reading selection and the most significant details (ex: book or article reviews). 2. Use PowerPoint or Tableaux (living picture) to summarize main ideas.						
6.4.3.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		Identify literary elements (characters, setting, plot).				
1. Create a character map. 2. Fill in a plot line. 3. Create a comic strip.						

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Craft and Structure

<p>6.4.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>		<p>Example: Identify and interpret metaphors.</p>				
		<p>Identify and interpret similes.</p>				

1. Venn Diagram comparing and contrasting word choice. 2. Illustrate the literal meaning of a passage. 3. Group discussion.

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6.4.5.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

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1. Write or discuss how the theme, plot, and/or setting would be changed if that section were removed. 2. Write alternate passages and identify the impact of that change. 3. Present a poem or passage with parts missing or altered. Then present the original and compare.

6.4.6.6
Explain how an author develops the point of view of the narrator or speaker in a text, including those by or about Minnesota American Indians.

	Analyze information to determine traits or feelings of characters in a reading passage.				
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1. Character sketch that includes things the character does, says, their environment, interactions, and appearance. 2. Create a timeline of the plot based on the character's actions and the parts that influence the characters. 3. Provide direct instruction on what techniques authors use to develop point of view. Then, supply a variety of picture books and have students identify what techniques were used.

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Integration of Knowledge and Ideas						
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6.4.7.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.						
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1. Class discussion. 2. Students create their own audio, video, or live version of the text in small groups. Other groups analyze how the presentation is similar and different to the text. 3. Venn Diagram, T-chart, or other graphic organizer.						
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6.4.8.8 (Not applicable to literature)						
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<p>6.4.9.9 Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>						
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1. Pick a story and the play version of that story (e.g. Cinderella and Reader's Theater script) to compare and contrast. 2. Pick a fictional story and compare it to the non-fiction version.

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Range of Reading and Level of Text Complexity

6.4.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.						
a Self-select texts for personal enjoyment, interest and academic tasks.						
b. Read widely to understand multiple perspectives and pluralistic viewpoints.						

1. Read a variety of texts at grade level (6th-8th): in class, self-selected, and independent. 2. Provide passages from various texts at the high end of the range and use direct instruction to support understanding. 3. Support independent reading of higher range books. 4. Expose students to grade level material through a variety of passages and support student learning.

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Reading Informational Text 6

Key Ideas and Details

6.5.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

1. Make a web with a concept at the center based on the text with supporting thoughts and textual evidence as the branches. 2. Write a summary or reflection using evidence from the text to support ideas. 3. Discussion based on a passage from the text (ex: newspaper article, magazine, memoir) with a response to the passage.

6.5.2.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

1. Write summaries that contain the central idea(s) of the reading selection and the most significant details. 2. Use PowerPoint or Tableaux (living picture) to summarize main ideas. 3. Identify text structures and create a graphic organizer (e.g. Venn diagram for compare & contrast, cause & effect chart, list for description list) to central ideas the passage according to the structure.

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<p>6.5.3.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>						
<p>1. Identify in the passage a key individual or event and follow its progression through the text via group discussion, graphic organizer (ex: web). 2. Provide direct instruction that indicates how information can be presented in information texts (ex: text, timelines, graphs, charts). 3. Compare how information is presented in fiction and non-fiction texts.</p>						

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Craft and Structure

6.5.4.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

1. Provide direct instruction on how to use a thesaurus and discuss how different words have different connotations even though they have similar meaning (ex: stubborn vs determined). 2. Give students ten words for "anger" and have students represent visually the connotations for these words. 3. Understand context clues and use those as you read (ex: mouse for a computer vs. mouse the animal).

6.5.5.5
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

1. Outline the text (ex: webpage, news article, picture book, textbook, memoirs) by identifying the main idea and supporting details. 2. Write a SparksNote version of the text (i.e. keep the "meat", lose the fluff). 3. Number sentences in a paragraph and determine which one could be removed while maintaining the overall idea. 4. Provide students with a page from an informational text that is missing the graph and have the students analyze the text. Now provide students with the graph and ask them to analyze how the graph is or is not useful to the information.

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<p>6.5.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>						
<p>1. Identify the bias of the author in a text and explain how it affects the text. 2. Use a political cartoon to determine an author's point of view. 3. Compare and contrast persuasive essays. 4. When writing a persuasive piece, examine mentor (aka example) texts to identify point of view and methods to apply in writing.</p>						
<p>6.5.7.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>		<p>Graphs, pictures, tables, data, sizes of headings, web pages (titles, author, copyright)</p>				
<p>1. When building background information, use a variety of resources (ex: written speech, audio of speech, film of speech). 2. Help students develop the skills to make connections on their own between different media in related topics (ex: watching a speech and reading about something related to the speech).</p>						

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<p>6.5.8.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>						
<p>1. Read a passage to determine what is fact and what is opinion. 2. Provide a well-supported argument and an ill-supported argument to students. They will analyze how each is supported or not supported using a graphic organizer. 3. When examining a persuasive piece (text, website, articles, letters to the editor), students will identify the main argument along with supporting evidence and whether it is well supported. If it is not, students will determine what would be needed to support the argument.</p>						
<p>6.5.9.9 Compare and contrast one author's presentation of events, including events related to Minnesota American Indians, with that of another (e.g., a memoir written by and a biography on the same person).</p>						
<p>1. Read two versions of the same event, one from a Minnesota American Indian perspective.</p>						

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Range of Reading and Level of Text Complexity						
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6.5.10.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.						
a. Self-select texts for personal enjoyment, interest, and academic tasks.						
1. Read a variety of texts at grade level (6th-8th): in class, self-selected, and independent. 2. Provide passages from various texts at the high end of the range and use direct instruction to support understanding. 3. Support independent reading of higher range books. 4. Expose students to grade level material through a variety of passages and support student learning.						

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Writing Benchmarks 6

Text Types and Purposes

6.7.1.1 Write arguments to support claims with clear reasons and relevant evidence.						
a. Introduce claim(s) and organize the reasons and evidence clearly.						
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.						
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.						

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d. Establish and maintain a formal style.						
e. Provide a concluding statement or section that follows from the argument presented.						
1. Write persuasive letters or essays/compositions that state a clear position and support it with evidence. 2. Create single paragraphs with topic sentences and simple supporting facts and details. 3. Short answer essays for quizzes or tests.						
6.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		Write informational pieces (reports) with multiple paragraphs (introduction, weave ideas together for the body, and conclusion)				

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<p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>						
<p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>						
<p>c. Use appropriate transitions to clarify the relationships</p>						

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among ideas and concepts.						
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.						
e. Establish and maintain a formal style.						
f. Provide a concluding statement or section that follows from the information or explanation presented.						
1. Create a written outline (as a form of note-taking or as a graphic organizer before writing). 2. Write expository essays (to describe person / place / object /event or explain a process). 3. Students could create a how-to manual, directions for creating or operating something, brochures (see 6.9.8.8 for multi-media). 4. Write a report on a historical event (ex: World War II).						
6.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive						

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<p>details, and well-structured event sequences.</p>						
<p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>						
<p>b. Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters.</p>						
<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts</p>						

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from one time frame or setting to another.						
d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.						
e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.						
1. Write brief narratives describing an experience. 2. Write a simple story that includes characters, setting, problem and solution. 3. Write poetry at appropriate grade level.						

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Writing Process: Production and Distribution of Writing

<p>6.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>						
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See previous writing activities (expository essays, narratives, poetry, etc.).

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<p>6.7.5.5 With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 73.)</p>		<p>Proofread one’s own writing, as well as that of others</p>				
		<p>Review, evaluate and revise writing for meaning and clarity.</p>				
		<p>Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.</p>				
<p>1. Share examples of good and bad writing. 2. Use a checklist or list of rules for editing / revising writing. 3. Require students to read their piece aloud and make changes.</p>						

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<p>6.7.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>						
<p>1. Produce a blog. 2. Participate in online poetry slam. 3. Participate in a classroom forum (EdModo) where students post a question and respond to others.</p>						

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Research to Build and Present Knowledge

<p>6.7.7.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>		<p>Use note-taking skills.</p>				
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1. Connect with a persuasive writing piece. 2. Create a survey. 3. Respond to a science question (e.g. Science fair), religion question (e.g. research a Saint), or history questions (e.g. History Day). 4. Research a question that comes up during a literature discussion

<p>6.7.8.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>						
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1. Use credible sites including: .edu, .org, .gov, .us. 2. Send students on a Web quest to find credible sources. 3. Provide students a graphic organizer for completing a bibliography (or use citationmachine.net to create one online).

6.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.						
a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).						

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b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).						
See previous matching reading activities.						

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Range of Writing

6.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.						
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1. Keep a journal or diary. 2. Short answers or essays on a quiz / test. 3. Write a single paragraph on a topic. 4. See writing projects listed above for longer essays / projects.

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Speaking, Viewing, Listening and Media Literacy

Benchmarks 6

Comprehension and Collaboration

6.9.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.						
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.						
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.						

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e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.						
1. Literature circles on a text. 2. Debate. 3. Knowledge Bowl. 4. Class discussions on a text or topic that has been prepared in advance.						
6.9.2.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.						
1. Watch a clip (YouTube video, film) related subject under study and orally / in writing relate it to what you already know. 2. Analyze a PowerPoint and whether or not it contributed to overall understanding. 3. Watch a commercial about a particular topic and explain the information presented.						

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6.9.3.3 Delineate a speaker's argument, specific claims, and intended audience, distinguishing claims that are supported by reasons and evidence from claims that are not.						
1. After watching a commercial or infomercial, analyze the intent of the company (ex: target audience vs. time of day). 2. Invite a guest speaker and analyze their arguments.						

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Presentation of Knowledge and Ideas						
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6.9.4.4 Present claims and findings, respect intellectual properties, sequence ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		Use oral language skills in discussions with others to clarify ideas, solve problems, make decisions, debate issues, and extend understandings.				
		Intellectual Properties means Copyright / Plagiarism				
		Formulate and articulate appropriate oral responses to complex messages.				
		Use appropriate articulation, pronunciation, volume, rate, and intonation (in both formal and informal situations).				

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1. Science Fair presentation. 2. History Day presentation. 3. Author report. 4. Demonstration speech (ex: how to make something).						
6.9.5.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.						
1. Science Fair presentation. 2. PowerPoint or Prezi.com presentation. 3. Student created video (ex: book trailer). 4. Audio incorporated into presentation (ex: use Audacity). 5. Radio plays or dramas.						
6.9.6.6 Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 73 for specific expectations.)						
1. Poetry Slam. 2. Group interpretations. 3. Character talk (pretend to be a character from a text). 4. Present a play. 5. How to use voice inflection. Practice through a read aloud.						

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Media Literacy						
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6.9.7.7 Understand, analyze, and use different types of print, digital, and multimodal media.						
a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements).						
b. Evaluate mass media with regard to accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, print and digital media, advertisements).						

<p>1. Analyze commercials. 2. Write the Ten Commandments of proper Internet use (or social media use). 3. Compare a high quality and low quality piece (ex: an old well-made film to a newer film, brochures)</p>

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6.9.8.8 As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.						
a. Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.						
b. Publish the work and share with an audience.						
1. Refer to Commonsensemedia.org. 2. Present an information video. 3. Create a video for next year's class informing them of class procedures. 4. Create a Google Doc.						

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Language Benchmarks 6

Conventions of Standard English

6.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).						
b. Use intensive pronouns (e.g., myself, ourselves).						
c. Recognize and correct inappropriate shifts in pronoun number and person.*						

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d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*						
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*						
6.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*						
b. Spell correctly.						

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Knowledge of Language

6.11.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
a. Vary sentence patterns for meaning, reader/listener interest, and style.*						
b. Maintain consistency in style and tone.*						

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Vocabulary Acquisition and Use

<p>6.11.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>						
<p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>						
<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>						

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c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		Recognize the synonym/definition and antonym of a word from age-appropriate vocabulary.				
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).						
6.11.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.						

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a. Interpret figures of speech (e.g., personification) in context.						
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.						
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).						

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<p>6.11.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>						