

LANGUAGE		
GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
<p>Note: The inclusion of Language standards in their own domain should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; Indeed, they are inseparable from such contexts.</p>		
6	Conventions of Standard English	LA.6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use pronouns in the proper case (subjective, objective, possessive), number, and person; use intensive pronouns (e.g., I did it myself); ensure pronoun-antecedent agreement; recognize variations from standard English and use strategies to improve expression if required by context (L.6.1)
		LA.6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation (e.g., commas, parentheses, brackets, dashes, hyphens) to set off nonrestrictive/parenthetical elements; spell correctly (L.6.2)
	Knowledge of Language	LA.6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: vary sentence patterns; maintain consistency in style and tone (L.6.3)
	Vocabulary Acquisition and Use	LA.6.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context and grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; consult print and digital references for pronunciation, meaning, and part of speech (L.6.4)
		LA.6.L.5 Demonstrate understanding of word relationships and nuances in word meanings: interpret figures of speech (e.g., personification) in context; use the relationship between particular words to understand their meaning, distinguish among the connotations of words with similar definitions (L.6.5)
		LA.6.L.6 Acquire and use content-specific words and phrases (L.6.6)
READING - READING FOUNDATIONS		
GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?		Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
6	Fluency	LA.6.RF.1 Read orally, demonstrating understanding of the material and awareness of the audience LA.6.RF.2 Adapt pace and reading techniques for different purposes in oral and silent reading

READING - INFORMATIONAL TEXT

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?		Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
6	Key Ideas and Details	LA.6.RI.1 Cite textual evidence to support analysis of what the text says both explicitly and implicitly (RI.6.1)
		LA.6.RI.2 Determine the main idea and how it is conveyed through details in the text; provide a summary of the text distinct from personal opinions (RI.6.2)
		LA.6.RI.3 Analyze how a key individual, event, or idea is introduced, illustrated, and developed (e.g., through examples or anecdotes) (RI.6.3)
	Craft and Structure	LA.6.RI.4 Determine the meaning of words and phrases in context, including figurative, connotative, and technical meanings (RI.6.4)
		LA.6.RI.5 Analyze how a sentence, paragraph, chapter, or section fits into the structure of a text and contributes to the development of the ideas (RI.6.5)
		LA.6.RI.6 Determine an author's point of view or purpose and explain how it is conveyed (RI.6.6)
	Integration of Knowledge and Ideas	LA.6.RI.7 Synthesize information presented in different media or formats to develop a coherent understanding of a topic (RI.6.7)
		LA.6.RI.8 Evaluate the argument and specific claims in a text, identifying those that are supported by reasons and evidence (RI.6.8)
		LA.6.RI.9 Compare and contrast one author's presentation of events with that of another (RI.6.9)
		LA.6.RI.10 Select informational text that affirms the principles in God's Word
	Range of Reading and Level of Text Complexity	LA.6.RI.11 Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently (RI.6.10)
		LA.6.RI.12 Use a variety of reference and research materials, both print and digital
		LA.6.RI.13 Read literary nonfiction for personal growth and spiritual development

READING - LITERATURE

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?		Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
6	Key Ideas and Details	LA.6.RL.1 Cite textual evidence to support analysis of what the text says both explicitly and implicitly (RL.6.1)
		LA.6.RL.2 Determine the theme and how it is conveyed through details in the text; provide a summary of the text distinct from personal opinions (RI.6.2)
		LA.6.RL.3 Describe how a plot unfolds and how the characters respond as the plot progresses (RL.6.3)
	Craft and Structure	LA.6.RL.4 Determine the meaning of words and phrases in context, including figurative and connotative meanings; analyze the impact of word choice on meaning and tone (RL.6.4)
		LA.6.RL.5 Analyze how a sentence, chapter, scene, or stanza fits into the structure of a text and contributes to the development of the theme, setting or plot (RL.6.5)
		LA.6.RL.6 Explain how an author develops the point of view of the narrator (RL.6.6)
	Integration of Knowledge and Ideas	LA.6.RL.7 Compare and contrast the experience of reading print versions with listening to or viewing multimedia versions of the same text (RL.6.7)
		LA.6.RL.8 Compare and contrast texts in different genres in terms of their approaches to similar themes and topics (RL.6.9)
		LA.6.RL.9 Make connections between a text and personal life experiences, other texts, and the world
	Range of Reading and Level of Text Complexity	LA.6.RL.10 Select literature that reflects the principles in God's Word
		LA.6.RL.11 Read and comprehend literature of appropriate complexity, independently and proficiently (RL.6.10)
		LA.6.RL.12 Self-monitor reading strategies and make modifications as needed
		LA.6.RL.13 Read literature for pleasure, personal growth, and spiritual development

SPEAKING AND LISTENING

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
<p>Essential Question: How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?</p>		<p>Big Idea: The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.</p>
<p>Assessments: Discussion, Observations, Checklists, Rubrics, Questions, Recordings, Think-Pair-Share, Podcast, Multimedia Presentations, Socratic Circles, Debate, Literature Circles, Speeches/Sermons, Readers Theater, Drama and Skits, Poetry Readings, Show and Tell</p>		
6	Comprehension and Collaboration	<p>LA.6.SL.1 Engage in collaborative discussions in diverse groups; extending others' ideas and expressing one's own with clarity: prepare and use required reading material and refer to readings during discussion; follow rules for collegial discussions, set goals and deadlines, define roles; ask and respond to specific questions; review key ideas and demonstrate understanding of multiple perspectives through reflection and paraphrasing (SL.6.1)</p>
		<p>LA.6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to understanding a topic or text (SL.6.2)</p>
		<p>LA.6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from those that are not (SL.6.3)</p>
	Presentation of Knowledge and Ideas	<p>LA.6.SL.4 Present claims and findings on an issue or topic, sequencing ideas logically and using pertinent descriptions, facts, and details; use appropriate eye contact, adequate volume, and clear pronunciation (SL.6.4)</p>
		<p>LA.6.SL.5 Use a variety of media, including digital, for presentations (SL.6.5)</p>
		<p>LA.6.SL.6 Adapt speech to a variety of contexts and tasks (e.g., debate, drama, interview), demonstrating command of formal English when appropriate (SL.6.6)</p>
		<p>LA.6.SL.7 Demonstrate reverence to God when speaking and listening</p>

WRITING		
GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
Essential Question: How can we honor God when we write for a variety of purposes and audiences?		Big Idea: We honor God when we choose to write in ways that affirm the teachings in His Word.
Assessments: Conferencing, Four Corners, Summary Writing, Observations, Checklists, Rubrics, Writer's Notebook, Portfolio, Write-Pair-Share, Journals, RAFT (Role, Audience, Form, Topic)		
6	Text Types and Purposes	LA.6.W.1 Write arguments to support claims that include: an introduction; clear reasons validated by well-organized evidence from credible sources; transitional words, phrases, and clauses; style appropriate for the audience; and a conclusion (W.6.1)
		LA.6.W.2 Write informative/explanatory texts that include: an introduction; analysis of relevant content (e.g., facts, definitions, quotations, examples) transitions and content-specific vocabulary; organizational structure (e.g., definition, classification, comparison/contrast, cause/effect); formatting (e.g., headings); multimedia and graphics (e.g., charts, tables) when useful; style appropriate for the audience; and a conclusion (W.6.2)
		LA.6.W.3 Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description, pacing), sensory details; precise words and phrases; transitions to convey shifts in time or setting; well-structured event sequences; a specific context; a narrator and/or characters; and a conclusion (W.6.3)
		LA.6.W.4 Write for meaning from a Biblical worldview
	Production and Distribution of Writing	LA.6.W.5 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.6.4)
		LA.6.W.6 With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a different approach (W.6.5)
		LA.6.W.7 Use technology, including the Internet, to produce and publish writing (using grade-appropriate keyboarding skills) as well as to interact and collaborate (W.6.6)
	Research to Build and Present Knowledge	LA.6.W.8 Conduct short research projects to answer questions, drawing on several sources and refocusing the inquiry when appropriate (W.6.7)
		LA.6.W.9 Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; provide basic bibliographic information for sources (W.6.8)
		LA.6.W.10 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.6.9)
	Range of Writing	LA.6.W.11 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 (W.6.10)