



Diocese of Joliet
Catholic Schools

Sixth Grade Curriculum Guide for Parents

Language Arts and Reading

For additional information, please contact:

Diocese of Joliet Catholic Schools Office

16555 Weber Rd, Crest Hill, IL 60403

Phone: (815) 221-6100

Web Site: <https://www.diojoliet.org/>



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Sixth Grade Curriculum Guide for Parents

INTRODUCTION

Academic excellence is a pillar of Catholic schools in the Diocese of Joliet. To assist schools in maintaining academic excellence, the Catholic Schools Office has developed curriculum guides for grades preschool through eight. The purpose of the curriculum guide is to identify what we want our students to know and be able to do at the end of each grade based on Catholic faith standards and content standards. With these guides as a template, each individual school develops a plan to clearly articulate what is taught, how it is taught, and how student achievement is assessed for each grade.



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Sixth Grade Curriculum Guide for Parents

CARDINAL NEWMAN STANDARDS

The United States Conference of Catholic Bishops (USCCB) Committee on Catholic Education released a [document](#) in 2014 to guide Catholic schools in their approach to educational standards. The Cardinal Newman Society responded to this call by creating the Cardinal Newman Catholic Curriculum Standards with support from more than eight Catholic universities and colleges.

This curriculum guide is aligned to those standards. The Cardinal Newman Catholic Standards for reading and language arts in this curriculum guide are:

Reading

- Analyze literature that reflects the transmission of a Catholic culture and worldview.
- Analyze works of fiction and nonfiction to uncover authentic Truth.
- Analyze carefully chosen selections to uncover the prosper nature of man, his problems, and his experience in trying to know and perfect both himself and the world.
- Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.
- Summarize how literature can reflect the historical and sociological cultures of the time period in which it was written to help us better understand ourselves and other cultures and times.
- Determine how literature cultivates the human intellectual faculties of contemplation, intuition, and creativity.
- Analyze an author’s reasoning and discover the author’s intent.
- Share how literature cultivates the aesthetic faculties within the human person.
- Share how literature assists in identifying, interpreting, and assimilating the cultural patrimony handed down from previous generations.



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Sixth Grade Curriculum Guide for Parents

CARDINAL NEWMAN STANDARDS (CONTINUED)

The United States Conference of Catholic Bishops (USCCB) Committee on Catholic Education released a [document](#) in 2014 to guide Catholic schools in their approach to educational standards. The Cardinal Newman Society responded to this call by creating the Cardinal Newman Catholic Curriculum Standards with support from more than eight Catholic universities and colleges.

This curriculum guide is aligned to those standards. The Cardinal Newman Catholic Standards for reading and language arts in this curriculum guide are:

Language Arts

- Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.
- Determine how literature cultivates the human intellectual faculties of contemplation, intuition, and creativity.
- Analyze the author's reasoning and discover the author's intent.
- Use language as a bridge for communication for the betterment of all involved.
- Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
- Use grammar as a means of signifying concepts and the relationship to reason.
- Share how literature cultivates the aesthetic faculties within the human person.
- Share how literature assists in identifying, interpreting, and assimilating the cultural patrimony handed down from previous generations.



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Sixth Grade Curriculum Guide for Parents

READING LITERATURE

The following standards outline what the Diocese of Joliet expects students to know and do in reading literature by the end of Sixth Grade:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a moral 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.
- 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.
- Determine the meaning of words and phrases as they are used in literary (and Biblical texts when appropriate), including figurative and connotative meanings.
- Analyze the impact of a specific word choice on meaning and tone.
- 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.
- Explain how an author develops the point of view of the narrator or speaker in a text.
- Compare and contrast the experience of reading a story, parable, drama, or poem to listening to or viewing an audio, video, live version, or proclamation of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- Compare and contrast texts in different forms or genres (e.g., stories, Bible stories, historical novels, fantasy stories, poems, and other forms of literature) in terms of their approaches to similar themes and topics and how they relate to our Catholic Worldview.
- By the end of the year, read, comprehend, and show an appreciation through a Catholic lens for grade-level literature, including stories, dramas, and poems.



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Sixth Grade Curriculum Guide for Parents

READING INFORMATIONAL TEXT

The following standards outline what the Diocese of Joliet expects students to know and do in reading informational text by the end of Sixth Grade:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 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 and including connection to Catholic beliefs when appropriate.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Integrate information from current events and Catholic teachings presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
- 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 (e.g., connect informational text to religious context).
- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- By the end of the year, read and comprehend grade-level literary nonfiction and show an appreciation through a Catholic lens for informational text.



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Sixth Grade Curriculum Guide for Parents

WRITING

The following standards outline what the Diocese of Joliet expects students to know and do in writing by the end of Sixth Grade:

- Write **arguments** to support claims with clear reasons and relevant evidence while maintaining Catholic values and identity.
 - Introduce claim(s) and organize the reasons and evidence clearly.
 - Support claim(s) with clear reasons and relevant evidence, using credible sources (including but not limited to Catholic texts) and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from the argument presented.
- Write **informative/explanatory texts** to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - 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.
 - Develop the topic (including but not limited to a Catholic topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from the information or explanation presented.
- Write **narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - 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.
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - Provide a conclusion that follows from the narrated experiences or events.



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Sixth Grade Curriculum Guide for Parents

WRITING (CONTINUED)

The following standards outline what the Diocese of Joliet expects students to know and do in writing by the end of Sixth Grade:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Examples may include prayers, Catholic themes/topics, and reflective essays.
- With some guidance and support from peers and adults, develop and strengthen writing including multimedia works reflecting a Catholic theme as needed by planning, revising, editing, rewriting, or trying a new approach.
- 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.
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 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 exercising the virtue of honesty and providing basic bibliographic information for sources, images, and ideas thus eliminating plagiarism.
- Draw evidence from literary or informational texts including but not limited to Catholic texts to support analysis, reflection, and research.
- 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.



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Sixth Grade Curriculum Guide for Parents

LANGUAGE

The following standards outline what the Diocese of Joliet expects students to know and do in language arts by the end of Sixth Grade:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., myself, ourselves).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Spell correctly.
- Capitalize Catholic words correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns and structures (e.g., simple, compound, complex, compound-complex) for meaning, reader/listener interest, and style.
- Maintain consistency in style and tone.



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Sixth Grade Curriculum Guide for Parents

LANGUAGE (CONTINUED)

The following standards outline what the Diocese of Joliet expects students to know and do in language arts by the end of Sixth Grade:

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Sixth Grade reading and content, choosing flexibly from a range of strategies.
- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- 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.
- 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).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., personification) in context.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, non-wasteful, thrifty).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases (including faith literacy); gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Sixth Grade Curriculum Guide for Parents

SPEAKING & LISTENING

The following standards outline what the Diocese of Joliet expects students to know and do in speaking and listening by the end of Sixth Grade:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly.
- 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.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- Interpret information presented in diverse media and formats including but not limited to Catholic texts and sources (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Capitalize on opportunities to practice these skills within a liturgical context modeling Christ.