

Grade 6 Reading Program

Chapter & Focus	Skills Covered		
	Literary	Reading	Vocabulary
Chapter 1: September - October			Term 1
Literary Focus <i>Plot & setting</i>	<ul style="list-style-type: none"> • plot & setting • conflict • moral lessons • climax 	<ul style="list-style-type: none"> • summarizing plot • making predictions • making inferences • cause & effect 	<ul style="list-style-type: none"> • context clues • synonyms • multiple meanings
Informational Reading Focus <i>Structural Features of Media</i>		<ul style="list-style-type: none"> • structure and purpose of a magazine article • structure and purpose of a website 	<ul style="list-style-type: none"> • context clues
Test 1: Chapter 1: Plot Quiz 1: Structures of a Magazine Article_p.56 Quiz 2: Features of Website_p.60			
Test 1: Chapter 1 Text Vocabulary			
Chapter 2: November – December			Term 1
Literary Focus <i>Analyzing Characters</i>	<ul style="list-style-type: none"> • characters & plot • characters & conflict • point of view • characterization 	<ul style="list-style-type: none"> • making inferences • comparison & contrast • making predictions • compare & contrast texts 	<ul style="list-style-type: none"> • word origins • synonyms • adjectives: character traits • word origins
Test 2: Chapter 2: Characterization, Point of View, Cause & Effect Test 2: Adjectives: character traits Test 3: Chapter 2 Text Vocabulary, Word Origins			
Chapter 3: Decemeber – January			Term 2
Literary Focus <i>Analyzing Theme</i>	<ul style="list-style-type: none"> • analyzing theme • theme vs. subject • theme vs. plot • metamorphosis • fairy tales 	<ul style="list-style-type: none"> • summarizing plot • making generalizations • compare & contrast fairy tales 	<ul style="list-style-type: none"> • context clues • figurative language • hyperbole • idioms • word origins
Informational Reading Focus <i>Evaluating Evidence</i>		<ul style="list-style-type: none"> • evaluating a writer's conclusions • recognizing and evaluating evidence • fact vs. opinion 	<ul style="list-style-type: none"> • figurative language
Test 1: Chapter 3: Theme vs. Subject, Fairy Tales Quiz 1: Evaluating Evidence-pp.241,255 Test 1: Chapter 3 Text Vocabulary, Figurative Language, Hyperbole, Idioms			
Chapter 4: January – February			Term 2
Literary Focus <i>Forms of Fiction</i>	<ul style="list-style-type: none"> • identifying forms of fiction • analyzing a novella • the short story • myths • folktales and fables 	<ul style="list-style-type: none"> • using semantic & context clues to clarify meaning • sequence • cause & effect • drawing conclusions 	<ul style="list-style-type: none"> • semantic mapping • multiple meanings • homophones • synonyms

Chapter & Focus	Skills Covered		
	Literary	Reading	Vocabulary
Chapter 1: September - October			Term 1
Informational Reading Focus <i>Comparison & Contrast</i>		<ul style="list-style-type: none"> analyzing a comparison-contrast article 	<ul style="list-style-type: none"> multiple meanings

Test 2: Chapter 4: Forms of Fiction Quiz 2: Comparison & Contrast-pp.334,348			
Test 2: Chapter 4 Text Vocabulary Quiz 1: Prefixes/Suffixes-p.315 Quiz 2: Using Context Clues			
Chapter 5: March – April			Term 3
Literary Focus <i>First- & Third-Person Narration</i>	<ul style="list-style-type: none"> analyzing first & third person narration point of view autobiography/biography tone 	<ul style="list-style-type: none"> main idea summarizing main events sequence making generalizations 	<ul style="list-style-type: none"> prefixes synonyms and antonyms context clues
Informational Reading Focus <i>Connecting and Clarifying Main ideas</i>		<ul style="list-style-type: none"> analyzing and connecting main ideas 	<ul style="list-style-type: none"> context clues
Test 1: Chapter 5: Point of View, Autobiography vs. Biography Quiz 1: Analyzing Main Idea			
Test1: Chapter 5 Text Vocabulary Quiz 1: Prefixes, Context Clues, Synonyms/Antonyms,			
Chapter 6: April – May			Term 3
Literary Focus <i>Analyzing Literary Devices</i>	<ul style="list-style-type: none"> imagery, figurative language, symbolism metaphors in nonfiction irony 	<ul style="list-style-type: none"> fluency & reading rate using prior knowledge making inferences comparing and contrasting stories 	<ul style="list-style-type: none"> shades of meaning antonyms connotations context clues
Informational Reading Focus <i>Making Assertions</i>	<ul style="list-style-type: none"> making assertion, or claims, about a text 	<ul style="list-style-type: none"> analyzing assertions and support 	<ul style="list-style-type: none"> antonyms connotations
Test 2: Chapter 6: Literary Devices Quiz 1: Making Assertions			
Test 2: Chapter 6 Text Vocabulary Quiz 2: Synonyms/Antonyms, Connotations			
Chapter 8: May – June			Term 3
Literary Focus <i>Responding Critically to Literature</i>	<ul style="list-style-type: none"> credible characters suspense theme vs. main idea 	<ul style="list-style-type: none"> forming opinions Making predictions 	<ul style="list-style-type: none"> Clarifying word meanings
Test 3: Chapter 8: Responding Critically			
Test 3: Clarifying meaning			

Grade 6 Writing Program

Topic	Assessment	Time Frame
TERM ONE		
<ul style="list-style-type: none"> • The Writing Process • Narrative Writing • Persuasive Writing 	<i>Writing Assignments:</i> <ul style="list-style-type: none"> • Short Story • Problem-Solution Essay 	Sept – Dec.
	<ul style="list-style-type: none"> • Quiz: Writing Skills-Short Story • Quiz: Writing Skills – Problem-Solution Essay 	
TERM TWO		
<ul style="list-style-type: none"> • Narrative Writing • Expository Writing 	<i>Writing Assignments:</i> <ul style="list-style-type: none"> • Personal Narrative • Comparison-Contrast Essay 	Dec. – Mar.
	<ul style="list-style-type: none"> • Quiz: Writing Skills-Personal Narr. • Quiz: Writing Skills-Comparison-Contrast 	
TERM THREE		
<ul style="list-style-type: none"> • Expository Writing • Descriptive Writing • Persuasive Writing 	<i>Writing Assignments:</i> <ul style="list-style-type: none"> • Informative Report • Descriptive Essay • Supporting a Position 	Mar. - June
	<ul style="list-style-type: none"> • Quiz: Writing Skills-Informative Report • Quiz: Writing Skills- Descriptive Essay 	

Grade 6 Writing:

Expectations

Overall

By the end of Grade 6 students will:

- Generate, gather, and organize ideas and information to write for an intended purpose and audience
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- Use revision and proofreading skills and strategies to correct errors, refine expression and present their work effectively

Specific

By the end of Grade 6 students will:

Purpose and Audience

- identify the topic, purpose and audience for a variety of writing forms (*e.g., a persuasive letter asking the school principal to look at a specific issue from a new point of view; a description of the procedure for constructing a three-dimensional model, to share with Grade 3 students*)

Developing Ideas

- generate ideas about a potential topic and identify those most appropriate for the purpose

Classifying Ideas

- sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas (*e.g., by underlining or highlighting key words or phrases; by using a graphic organizer such as a fishbone chart, a T-chart, or an “Agree/Disagree” chart*)

Organizing Ideas

- identify and order main ideas and supporting details and use them to develop a structured, multi-paragraph piece of writing, using a variety of strategies (*e.g. making outlines, writing notes*)

Form

- write longer and more complex texts using a variety of forms (*e.g., an “autobiography” in the role of a historical or contemporary person, based on research; a journalist’s report on a real or imagined event for a newspaper or a television news broadcast; an explanation of the principles of flight; an argument in support of one point of view on a current global issue; a made-up legend or fantasy, based on themes from their reading, to entertain younger children*)

Word Choice

- use vivid and/or figurative language and innovative expressions to enhance interest (*e.g. strong verbs, concrete, specific nouns, unusual adjectives*)

Sentence Fluency

- create complex sentences by combining phrases, clauses, and/or simple sentences

Point of view

- identify their point of view and other possible points of view

Preparing for Revision

- identify elements in their writing that need improvement, with a focus on supporting details and precise language (*e.g. identify one main idea that is poorly supported; identify sentences that would be clarified by adding an adjective or adverb*)

Revision

- make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (*e.g. use arrows to make notes to identify text that needs to be moved; use sticky notes to indicate insertions; add or substitute new words that would make their writing more vivid; use figurative language to achieve particular effects; adjust sentence length, type, and complexity to suit the audience and purpose*)

Producing Drafts

- produce revised draft pieces of writing to meet identified criteria based on the expectations

Punctuation

- use punctuation appropriately to communicate their intended meaning in longer and more complex sentences, with a focus on the use of: commas to separate words in a list or after an introductory word or phrase; quotation marks in dialogue; and some uses of the colon, semi-colon, and brackets

Grammar

- use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns (*e.g., I, me*) indefinite pronouns (*e.g., someone, nobody*); conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses

Proofreading

- proofread and correct their writing using guidelines developed with peers and the teacher (*e.g., an editing checklist specific to the writing task*)

Producing Finished Works

- produce pieces of published work to meet identified criteria based on the expectations

KEY:

Reading:



= Concepts



= Vocabulary