

6th Grade English - Regular

Revised 6/2002

TAKS writing and reading sponge activities, Reading Across Disciplines Strategies (RAD) and reading related materials, and Daily Oral Language drills (DOL's) should be incorporated in the curriculum throughout the year. Teachers may pull from Holt ancillary or teacher-made materials. Each six weeks, a TAKS Assessment Practice (Revising and Editing, Writing Prompt) will be administered in a testing situation. Some teaching helps and suggestions and may be found in the IISD Curriculum Resources notebook.

Semester One: 1st Nine Weeks

Theme: Moments of Truth

Novel: Hatchet (taught in reading)

Related short stories/poetry (taught in English)

Literature

Elements of Literature

Collection 1, pg. 2

Students respond to literature selections in open-ended teacher created TAKS questions. (Open-ended items require the student to write a short response that generates clear, reasonable ideas about various aspects of a text and to support these ideas with relevant evidence from the text. For example: How did the narrator's view of American culture change during the "The All-American Slurp"?)

"You Can't Just Walk On By"

by Borden Deal
Making Judgments
Compare/Contrast

Hatchet Related Readings,
pgs. 206-209

"The All-American Slurp"

by Lensey Namioka
Elements of Fiction: idiom, simile, metaphor, theme, conflict (internal and external), word play
Reading Objectives: context clues, making predictions, analyzing, details, compare/contrast

pgs. 32-38

Poetry: "Foul Shot"

By Edwin A. Hoey
Writing and Revising A Narrative Poem
Elements of Fiction: alliteration, personification, simile, Metaphor

pgs. 42-43

pg. 44

Grammar/Composition

Elements of Language

| | |
|--|--|
| Preview Parts of Speech | Chapters 11-12 |
| Complete sentences w/ End punctuation | Chapter 10, pgs. 300-304 pgs. 305-316 |
| Subjects and Predicates | Chapter 12, pgs. 360-363 |
| Prepositions | Chapter 15, pgs. 420-426 |
| Subject- Verb Agreement | Chapter 22, pgs. 598-602 |
| Apostrophes | Daily Oral Language Drills |
| Correct Capitals and Spelling | Chapters 20 and 23 |

Composition:

Writing Process Review

The Boley Writing Model

Paragraph Development -

Introduce various modes: narrative, descriptive, expository to explain, expository-cause/effect, persuasive, process, definition, classification, comparison, contrast, evaluation.

Focus on revising and editing in all writing.

Elements of Language

Chapter 1

Chapter 9

Full Process Narrative/Descriptive: Autobiographical Incident p. 18

Action and sensory details

pg. 30

Simile, Vivid Verbs

pgs. 44, 53, 87

Target Writing Skills in Composition

Complete sentences

Correct end punctuation

Correct subject-verb agreement

Correct use of apostrophes

Correct capitals

Correct spelling

Text Organization

During reading and writing, identify, discuss, and practice writing various text organizations, such as spatial order, chronological order, location order, cause/effect, order of importance, compare/contrast order, or classification order.

2nd Nine Weeks

Theme: Unforgettable Personalities

Novel: The Cay (taught in reading)

Related short stories, poems (taught in English)

Literature

Elements of Literature

Students respond to literature selections in open-ended teacher created TAKS questions.

“Brother”

p. 109

Description, precise words, summary,
autobiography,

“Yes, It Was My Grandmother”

p. 117

Tone, character

“The Mysterious Mr. Lincoln

p. 126

Character, character traits, summary

“Conductor on the Underground Railroad

p. 136

Character traits, sequence, predicting

Supplementary Readings:

in *The Cay* connections

“The Clever Gander”

pg.159

“The Shark”

pg. 165

“Barracuda”

pg. 166

Grammar/Composition

Vivid action verbs vs. linking verbs

pgs. 350-353

Objects of Verbs (Direct & Indirect)

pgs. 405-409

Pronouns

Antecedents

pgs. 435-440

Cases

pgs. 475-478

Commas

pgs. 566-576

In a series, Compound Sentences (also ;), interrupters,

Appositives, Dates and Addresses, Unnecessary

Commas

Composition

Elements of Language

Continue with Boley writing model

Paragraph Development -

Chapter 9

Continue development of various modes: narrative, descriptive, expository to explain, expository-cause/effect, persuasive, process, definition, classification, comparison, contrast, evaluation.

Focus on revising and editing in all writing.

Full Process Informative essay

Suggested prompt:

Newspaper Article: Who, What,
Where, When, How

Chapter 2: News article pg. 49

Descriptive words, exact verbs, comparisons, transitions,
Mental images, location words, simile, metaphor, sensory details

OR

Compare/Contrast Essay based on a family member compared to “Brother” and/or
“Yes, It Was My Grandmother”

Chapter 4: Comparing and
Contrasting, p. 118-151

Target Writing Skills in Composition:

Uses vivid action verbs vs. linking verbs

Uses correct objective and subjective pronouns

Correct pronoun-antecedent agreement

Uses sentence variety

Correct use of comma in compound sentence

Correct use of comma in series, appositives, interrupters, dates and addresses

Previously addressed skills

Text Organization

During reading and writing, identify, discuss, and practice writing various text organizations, such as spatial order, chronological order, location order, cause/effect, order of importance, compare/contrast order, or classification order.

Viewing/Representing

Graphic organizer of informative article, TV segment

Second Semester: 3rd Nine Weeks

Theme: All Creatures Great and Small

Novel: Souder (taught in reading)

Related short stories/poetry (taught in English)

Literature

Elements of Language

Students respond to literature selections in open-ended teacher created TAKS questions.

Short Story: "Stray" by Cynthia Rylant pgs. 250-254

Theme, plot, setting, inferencing

Non-Fiction: "Trial By Fire" pg. 275

Literary Elements – Transparency 5

"The Land I Lost" by

Huynh Quang Nbuong pgs. 281-285

Main events, supporting details, autobiography,

Narrative, hero, conflict, resolution, summary

"The Flood" by Ralph Helfer pgs. 263-274

Chronology, sequence, narrative, main events

Essay: "from All I Really Need to Know I Learned

In Kindergarten" pgs. 292-295

Main idea, supporting details, humorous essay, anecdote

Grammar/Composition

Elements of Language

Verb Tense (Present, Past, Future: Consistency) pgs. 458,462

Use of Active Voice

Adjectives and Adverbs pgs. 495-506

Punctuation:

Commas: Separate adjectives before a noun pgs. 567-568

In Quotations pgs. 590-592

Underlining/Italics pgs. 588-590

Hyphens pgs. 606-607

Periods with Abbreviations pgs. 563-564

Avoiding use of cliches or tired words pgs. 172-173

Composition:

Elements of Language

The Boley Writing Model

Teacher materials

Paragraph Development -

Chapter 9

Continue development of various modes: narrative, descriptive, expository to explain, expository-cause/effect, persuasive, process, definition, classification, comparison, contrast, evaluation.

Focus on revising and editing in all writing.

TAKS Benchmark Personal Expressive Essay (February-during 7th Grade TAKS Administration, in addition to full process essay)

1 Full Process Informative Essay: (based on research)

Research: Chapter 6, pg. 188
Overview of all steps in research process
Research - **notecards only** for research process, but write full informative paper
Related to “The Flood” p. 277, #1 *Elements of Literature*

Target Writing Skills in Composition:

Correct use of commas with quotations
Correct use of quotation marks with direct quotations
Correct use of underlining/italics
Correct use of hyphens
Correct use of consistent present or past tense
Correct use of active voice verbs
Effective use of adjectives and adverbs
Correct use of comparative/superlative adjective forms
Correct use of coordinate adjectives
Correct use of period with abbreviations
Avoidance of clichés or overused words
Previously addressed skills

Text Organization

During reading and writing, identify, discuss, and practice writing various text organizations, such as spatial order, chronological order, location order, cause/effect, order of importance, compare/contrast order, or classification order.

4th Nine Weeks

Theme: Machine Mania: People and Technology

Elements of Lit.

Unit begins pg. 166

Multi-Genre Unit: (taught by English)

Novel Choice (taught by reading) Suggested: Bud Not Buddy or A Wrinkle in Time

Literature

Elements of Literature

Students respond to literature selections in open-ended teacher created TAKS questions.

Unit begins pg. 166

Use phase questions as suggested in curriculum guide.

Poetry

(may use past year's unit for terminology and types of poems:
Shape, Form, Color, Personality)

Narratives pgs. 169-172, 200-201

Limericks pg. 299

Others throughout unit

Discussion:

Compare/Contrast pg. 192

Cause Effect TE pg. 173

Refrain pg. 168,176

Alliteration pg. 178

Meter pgs. 178-182

Free Verse pg. 179

Onomatopoeia pgs. 180-182, 188

Rhythm pg. 182

Figures of Speech pgs. 183-187, 192

Repetition pgs. 200-201

Non-Fiction

“Working on the Railroad” pgs. 174-175

“Netiquette” pgs. 210-211

Technical vocabulary, coined words, cause/effect

Short Stories

“The Fun They Had” pgs. 205-209

Irony, main idea, cause/effect, inferencing

“Nightingale” pgs. 215-226

Theme, irony, symbol

Grammar/Composition

Elements of Language

Parts of Speech Review – emphasize usage, Chapters 11 and 12
(relate to writing and revision)

Phrases and Clauses – emphasize Chapter 13

sentence variety

Punctuation Chapter 21

Commas in introductory words, phrases, clauses
Semi-colon, colon

Composition:

**The Boley Writing Model
Paragraph Development -**

**Teacher Materials
Chapter 9**

Continue development of various modes: narrative, descriptive, expository to explain, expository-cause/effect, persuasive, process, definition, classification, comparison, contrast, evaluation.

Focus on revising and editing in all writing.

Full Process Reflective Essay – student responds to a topic related to literature selection, tells about a similar personal experience or event – components same as for the autobiographical essay, p. 32, *Elements of Language*

Target Writing Skills in Composition:

Uses sentence variety

Correct use of commas in introductory phrases, clauses

Correct use of semi-colon, colon with clauses, phrases

Previously addressed skills

Creative Writing - optional

Prompt: Writing a Metaphor Poem: inventing a machine –

See curriculum guide. Modes: Description, Comparison,
Contrasts

Prompt: How To (Informative): homework machine

See Boley Notebook

Prompt: Writing a Narrative Poem/Song Pg. 177, #2 *Elements of Lit.*

Text Organization

During reading and writing, identify, discuss, and practice writing various text organizations, such as spatial order, chronological order, location order, cause/effect, order of importance, compare/contrast order, or classification order.

Viewing/Representing- Post Reading Activities

Refer to Curriculum Guide and Visual Connections: Video Cassette

Program (ancillary book)

Used with “The Fun They Had”