



Junior Division Framework for Reading, Writing, and Math

Junior Division Reading Framework – Grade 6

	SEPTEMBER	OCTOBER	NOVEMBER	EXPECTATIONS COVERED	DECEMBER	JANUARY	FEBRUARY	EXPECTATIONS COVERED	MARCH	APRIL	MAY	JUNE	EXPECTATIONS COVERED	NELSON LITERACY UNIT*
COMPREHENSION STRATEGIES														
Making Connections	X	X		1.2, 1.3, 1.6, 4.1, 4.2										Suspense
Visualization			X	1.2, 1.3, 4.1, 4.2	X			1.2, 1.3, 4.1, 4.2						Biodiversity
Questioning						X		1.2, 1.3, 1.9, 4.1, 4.2						Electricity
Inferring							X	1.2, 1.3, 1.5, 1.8, 1.9, 4.1, 4.2						Space Techn & Biography

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D. Importance									X	X			1.2, 1.3, 4.1, 4.2	Your Choices
Synthesis											X	X	1.2, 1.3, 4.1, 4.2	Exploring Space
READING RESPONSE														
Response Journal	X	X	X	1.6, 4.1, 4.2	X	X	X	1.6, 1.8, 4.1, 4.2	X	X	X	X	1.6, 4.1, 4.2	
Retells		X	X	1.4, 1.6		X	X	1.4, 1.6		X	X		1.4, 1.6	First Nations
Predicting	X	X	X	1.5	X	X	X	1.5	X	X	X	X	1.5	Canada's Links to World
Summarizing	X	X	X	1.4, 1.8	X	X	X	1.4, 1.8	X	X	X	X	1.4, 1.8	Canada's Regions
Metacognition	X	X	X	1.3, 2.2, 2.3, 2.4, 4.1, 4.2	X	X	X	1.3, 2.2, 2.3, 2.4, 4.1, 4.2	X	X	X	X	1.3, 2.2, 2.3, 2.4, 4.1, 4.2	Flight
Open Response (Literal, Interpretation, Reflection)	X			1.6		X		1.8		X			1.6	

*(Overall expectation # 2 is covered by Text Patterns and Features in the Nelson Literacy Instructional Framework)

Genres

	SEPTEMBER	OCTOBER	NOVEMBER	EXPECTATIONS COVERED	DECEMBER	JANUARY	FEBRUARY	EXPECTATIONS COVERED	MARCH	APRIL	MAY	JUNE	EXPECTATIONS COVERED
FICTION													
Fantasy													
Mystery													
Historical Fiction													
Realistic Fiction													
Poetry											X		1.1
Humour													
Myths			X	1.1									
NON-FICTION													
Graphic Novels					X	X		1.1					
Autobiography/Biography		X		1.1			X	1.1					
Poetry													
Canadian Authors													
Informational Text									X	X			1.1
Newspaper/Magazine	X			1.1									

All the above components will be covered by a balanced literacy program (read-aloud (modeled), guided reading, shared reading, independent reading).
Specific expectation 1.7 can be covered through a balanced literacy program

Overall Expectation # 2

	GRADE 4	GRADE 5	GRADE 6
2.1 TEXT FORMS			
Literary Texts Gr. 4- Diary or Journal Gr. 5- Short Stories Gr. 6- Myths	first-person record of events, thoughts, and feelings, usually in prose, gives a personal perspective on events; dated daily or weekly entries provide context	how character, setting, and plot illustrate the theme	the use of imaginary/supernatural characters tells the reader not to interpret the story literally
Graphic Texts Gr. 4- Brochure Gr. 5- Logos Gr. 6- Advertisements	headings, subheadings, text boxes, photographs, lists, and maps clarify and highlight important material	how the elements work together to convey a message	colour and layout are used to emphasize the appeal and importance of the product
Informational Texts Gr. 4- Encyclopedia Gr. 5- Movie Reviews Gr. 6- Editorials	table of contents, glossary, index, headings, and subheadings help the reader use key words to locate information	how the “lead” is used to signal whether the review is positive or negative	the formal, logical structure of thesis, development, and summary/conclusion helps create an authoritative impression
2.2 TEXT PATTERNS			
	narrative, description, cause and effect, sequence, question/answer, problem/solution, compare and contrast	narrative, description, cause and effect, sequence, question/answer, problem/solution, compare and contrast in a report	narrative, cause and effect, sequence, question/answer, problem/solution, compare and contrast

	GRADE 4	GRADE 5	GRADE 6
2.3 TEXT FEATURES			
	the back cover copy for a book helps readers decide whether the book will interest them; titles, subtitles, captions, labels, a menu allow the reader to skim a text to get a general idea of what it is about	indexes, maps, charts, lists, photographs, menus, glossaries, tables of contents help the reader locate and verify information, timelines	a task bar, hyperlinks, margin notes, “Works Cited” or “References” lists
2.4 ELEMENTS OF STYLE			
	alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures – and explain how they help communicate meaning (e.g., alliteration and rhythm can emphasize ideas or help convey a mood or sensory impression)	word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures – and explain how they help communicate meaning (e.g., a series of short sentences can help communicate a sense of finality: He didn’t. He couldn’t. He wouldn’t. The matter was settled. It was time to move on.)	voice, word choice, and the use of hyperbole, strong verbs, dialogue, and complex sentences – and explain how they help communicate meaning (e.g., hyperbole provides drama and emphasis in a persuasive article; a complex sentence allows the author to combine ideas for succinctness and improved flow)

Bolded Text Patterns are the focus for each grade, the other text patterns will be touched on as well

Overall Expectation # 3

Overall expectation # 3 can be covered through a balanced literacy program (read-aloud (modeled), guided reading, shared reading, independent reading). They can also be covered with use of a word wall, content based vocabulary and a focus on word choice. It can be assessed using the DRA (Developmental Reading Assessment) or other similar assessment tools (e.g., CASI, PM Benchmarks)