

English Language Arts Grade 6 Year Plan Sample

Time Frame and Unit Type	Context, Theme, and Big Ideas	Comprehend and Respond Focus	Compose and Create Focus	Assess and Reflect Focus	Resources	Division ELA Assessments
September – October (approx. 8 weeks) Multi-genre Thematic	<p>Context: Personal and Philosophical</p> <p>Theme: Stories of Our Lives</p> <p>Big Idea: What are some of the changes and challenges that you are facing? How have others dealt with these changes and challenges? When do you feel most confident about yourself and your place in the world? What can difficult situations teach you about yourself? What are the challenges that you will have to deal with in the future?</p>	<p>CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity.</p> <p>CR6.2 Select and use appropriate strategies to construct meaning, during, and after viewing, listening, and reading.</p> <p>CR6.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning.</p> <p>CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts.</p> <p>CR6.5 Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts.</p> <p>CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts.</p>	<p>CC6.1 Create various visual, multimedia, oral, and written texts that explore identity.</p> <p>CC6.2 Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.</p> <p>CC6.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.</p> <p>CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience.</p> <p>CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations.</p> <p>CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal</p>	<p>AR6.1 Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation.</p> <p>AR6.2 Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies and set goals for improvement.</p> <p>AR6.3 Appraise own and others' work for clarity.</p>	<p>Literacy in Action -Stories of Our Lives</p> <p>Cornerstones -Into the Spotlight -Growing Up</p>	

		CR6.8 Read Grade 6 appropriate texts to increase and expression.	situations. CC6.7 Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.			
		Possible Assessment Evidence: <ul style="list-style-type: none"> • big idea discussions • conferences • exit slips • viewing activity • listening activity • comprehension check in 	Possible Assessment Evidence: <ul style="list-style-type: none"> • narrate an incident from own experience (writing) • friendly letter • conversations • conferences • representation communicating ideas 	Possible Assessment Evidence: <ul style="list-style-type: none"> • conferences • goal sheet • tracking progress • discussions 		
October - November (approx.. 8 weeks) Multi-genre Thematic	<u>Context:</u> Social, Cultural, Historical <u>Theme:</u> Peace and Conflict <u>Big Idea:</u> What role does peace play in your life? What brings peace and happiness in our lives? What skills are needed to	CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address, efficacy. CR6.2 Select and use appropriate strategies to construct meaning, during, and after viewing, listening, and reading. CR6.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning.	CC6.1 Create various visual, multimedia, oral, and written texts that explore efficacy. CC6.2 Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities. CC6.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate	AR6.1 Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation. AR6.2 Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies and set goals for improvement. AR6.3 Appraise own and others' work for clarity.	Cornerstones 6 -Peace and Conflict Remembrance Day websites, resources Veteran's Affairs Canada Website Local speakers Social Studies 6 Units 5 and 6	

	<p>resolve conflicts and disputes peacefully? What is the role of the peacemaker? What are our rights and our responsibilities in supporting peace? What can people learn by resolving conflicts?</p>	<p>CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts.</p> <p>CR6.5 Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts.</p> <p>CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts.</p> <p>CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language.</p> <p>CR6.8 Read Grade 6 appropriate texts to increase and expression.</p>	<p>meaning.</p> <p>CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience.</p> <p>CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations.</p> <p>CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations.</p> <p>CC6.7 Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.</p> <p>CC6.8 Experiment with a variety of text forms and techniques.</p>		<p>Social Studies Curriculum Outcomes: PA6.1, PA6.2, and PA6.3</p>	
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • big idea discussions • conferences • exit slips • viewing activity 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • friendly letter • multi-step directions • oral presentation • conferences 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conferences • goal sheet • tracking progress • discussions 		

		<ul style="list-style-type: none"> • listening activity • comprehension check in • performance task 	<ul style="list-style-type: none"> • conversations 		
<p>January – February (approx.. 8 weeks)</p> <p>Multi-genre Thematic</p>	<p><u>Context:</u> Communicative</p> <p><u>Theme:</u> Images for Sale</p> <p><u>Big Idea:</u> What forms of technology are used to communicate with others and to gain information? What is your most effective way of telling your story or getting your message across? What role do media such as photographs, the Internet, and person-to-person contact play in your communication? How do artists communicate their messages through the arts? What role does advertising play</p>	<p>CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address social responsibility.</p> <p>CR6.2 Select and use appropriate strategies to construct meaning, during, and after viewing, listening, and reading.</p> <p>CR6.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning.</p> <p>CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts.</p> <p>CR6.5 Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts.</p> <p>CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts.</p> <p>CR6.7 Read independently and demonstrate comprehension of a variety of information texts</p>	<p>CC6.1 Create various visual, multimedia, oral, and written texts that explore social responsibility.</p> <p>CC6.2 Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.</p> <p>CC6.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.</p> <p>CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience.</p> <p>CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations.</p> <p>CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations.</p>	<p>AR6.1 Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation.</p> <p>AR6.2 Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies and set goals for improvement.</p> <p>AR6.3 Appraise own and others' work for clarity.</p>	<p>Literacy in Action -Images for Sale</p> <p>Websites</p> <p>Magazines</p> <p>Newspapers</p>

	in communicating and persuading?	<p>with some specialized language.</p> <p>CR6.8 Read Grade 6 appropriate texts to increase and expression.</p>	<p>CC6.7 Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.</p> <p>CC6.8 Experiment with a variety of text forms and techniques.</p>			
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • big idea discussions • conferences • asking questions/authentic research and sources • exit slips • viewing activity • listening activity • comprehension check in • performance task 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • writing to persuade • oral presentation with representation • conversations • conferences 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conferences • goal sheet • tracking progress • discussions 		
<p>January - February (approx.. 8 weeks)</p> <p>Inquiry or Interdisciplinary</p>	<p><u>Context:</u> Environmental and Technological</p> <p><u>Theme:</u> The Wonders of Space</p> <p><u>Big Idea:</u> How can we explore and learn about</p>	<p>CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address social responsibility.</p> <p>CR6.2 Select and use appropriate strategies to construct meaning, during, and after viewing, listening, and reading.</p> <p>CR6.3 Use pragmatic, textual, syntactic,</p>	<p>CC6.1 Create various visual, multimedia, oral, and written texts that explore social responsibility.</p> <p>CC6.2 Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.</p> <p>CC6.3 Use pragmatic, textual, syntactic,</p>	<p>AR6.1 Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation.</p> <p>AR6.2 Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies and set goals for improvement.</p> <p>AR6.3 Appraise own and others'</p>	<p>Literacy in Action -The Wonders of Space</p> <p>Saskatchewan Science 6 Unit 4</p> <p>Science Curriculum Outcomes: -SS6.1, SS6.2,</p>	

	<p>space? (What technologies have been developed to find out about space? How do people on Earth gather information about space? What have we learned about space?) What have we accomplished through space exploration? (What is needed to travel and to live in space? How has the exploration of space changed people's lives on Earth? How will space be used in the future?)</p>	<p>semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning.</p> <p>CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts.</p> <p>CR6.5 Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts.</p> <p>CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts.</p> <p>CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language.</p> <p>CR6.8 Read Grade 6 appropriate texts to increase and expression.</p>	<p>semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.</p> <p>CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience.</p> <p>CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations.</p> <p>CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations.</p> <p>CC6.7 Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.</p> <p>CC6.9 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in</p>	<p>work for clarity.</p>	<p>SS6.3</p>	
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		English language arts.				
		Possible Assessment Evidence:	Possible Assessment Evidence:	Possible Assessment Evidence:		
		<ul style="list-style-type: none"> • big idea discussions • conferences • asking questions/authentic research and sources • exit slips • viewing activity • listening activity • comprehension check in • performance task 	<ul style="list-style-type: none"> • research process of inquiry • short report • oral presentation with representation • conversations • conferences 	<ul style="list-style-type: none"> • conferences • goal sheet • tracking progress • discussions 		
<p>May - June (approx.. 8 weeks)</p> <p>Author/Genre Study</p>	<p><u>Context:</u> Imaginative and Literary</p> <p><u>Theme:</u> Tales – Heroes, Deeds, and Wonders</p> <p><u>Big Idea:</u> What are the qualities of a good or well-told story? What do these tales teach us about other people, times, and places? What do these tales teach us about ourselves? How do these tales help us see our own gifts and potential, and inspire us to</p>	<p>CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address, identity, social responsibility and efficacy.</p> <p>CR6.2 Select and use appropriate strategies to construct meaning, during, and after viewing, listening, and reading.</p> <p>CR6.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning.</p> <p>CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts.</p> <p>CR6.5 Listen purposefully to understand, respond, and analyze oral information and</p>	<p>CC6.1 Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy.</p> <p>CC6.2 Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.</p> <p>CC6.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.</p> <p>CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience.</p>	<p>AR6.1 Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation.</p> <p>AR6.2 Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies and set goals for improvement.</p> <p>AR6.3 Appraise own and others' work for clarity.</p>	<p>Collections 6 -Tales: Heroes, Deeds, and Wonders</p> <p>TRC Resources</p> <p>Websites</p> <p>Elder - storytelling</p>	<p>DRA</p>

	fight for our own causes?	<p>ideas from a range of texts.</p> <p>CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts.</p> <p>CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language.</p> <p>CR6.8 Read Grade 6 appropriate texts to increase and expression.</p>	<p>CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations.</p> <p>CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations.</p> <p>CC6.7 Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.</p> <p>CC6.8 Experiment with a variety of text forms and techniques.</p>			
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • big idea discussions • conferences • exit slips • viewing activity • listening activity • comprehension check in • performance task 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • writing to describe a place • oral presentation • conferences • conversations 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conferences • goal sheet • tracking progress • discussions 		

Resources:

*Please refer to the Ministry Core and Additional Resource list for resources approved for your grade.

**The TRC has many context kits and other resources.