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| **Unit –Time** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Unit 1:**Descriptive Writing (**August 29th-November 8th/2018)**   | -Language and text can be a source of creativity and joy. -Exploring and sharing multiple perspectives extends our thinking.-Developing our understanding of how language works allows us to use it purposefully.  | -Recognize an increasing range of text structures and how they contribute to meaning.-Exchange ideas and viewpoints to build shared understanding and extend thinking.-Select and use appropriate features, forms, and genres according to audience, purpose, and message.-Transform ideas and information to create original texts.-Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation. -Exchange ideas and viewpoints to build shared understanding and extend thinking.-Understand how literary elements, techniques, and devices enhance and shape meaning. -Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences. -Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message.-Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation.  | -Forms, functions, and genres of text-Text features- how text and visuals are displayed.-Literary Devices- sensory detail (ex. Imagery, sound devices) and figurative language (ex. Metaphor, simile)-Techniques of Persuasion- the use of emotional and logical appeals to persuade-Writing Processes- revising, editing, considering audience-Paragraphing- developing paragraphs that are characterized by unity, development, and coherence -Sentence structure and grammar- varied sentence structure, pronoun use, subject-verb agreement, use of transitional words, awareness of run-on sentences, and sentence fragments-Conventions- Common practices in all standard punctuation use, in capitalization, and in Canadian spelling-Presentation Techniques- Any presentation should reflect an appropriate choice of medium for the purpose and audience, and demonstrate thought and care in organization. | -First 5 Writing Task (every other day) Students are provided a writing prompt on the first 5 board based on current instruction. As soon as they come into class, students will see what the writing prompt is on the first five board and begin writing. After the first five has finished, students will be allowed to share what they have learned.- Parts of speech review (function and purpose)-Subject/predicate-Sentence structure (types of sentences) -Basic paragraph structure.-Using correct verb tense in paragraphs-Using transitional phrases in paragraphs-Descriptive language (sensory introduction activity) -Literary Devices introductory activity (metaphor, simile, personification, hyperbole)-Using literary devices to enhance descriptive paragraphs  | -The Trait Crate -6 6-Caught Ya!-Evan-Moor, *Grammar and Punctuation.*-Gail Boushey & Joan Moser, *The Cafe Book* -Evan-Moor, *Daily Paragraph Editing*-Popular Book Company Ltd, *English Smart 6*-Various online resources | **Writing 1**: Introduction to me journal **(September 6th/2018)** **Writing 2**: Parts of Speech group assignment (part 1) **(September 20th 2018)****Writing 3**: Basic paragraph individual assignment **(October 11th/2018)****Writing 4**: Descriptive paragraph individual assignment **(October 25th/2018)** **Speaking and Listening 1**: Introduction to me journal presentation **(September 6th/2018)****Speaking and Listening 2**: Parts of speech assignment (Part 2) presentation **(September 20th 2018)****Speaking and Listening 3**: Descriptive language sensory activity oral reflection **(October 17th/2018)****Speaking and Listening 4**: Classroom participation grade **(Determined throughout term)****School Wide Write Term 1**: Write a descriptive paragraph using a minimum of two literary devices **October 29 and 30**  | -Noun-Pronoun-Verb-Adverb-Adjective-Conjunction -Subject-Predicate-Types of sentences (declarative, interrogative, imperative, exclamatory) -Compound sentence-Verb tense-Paragraph-Descriptive language-Metaphor-Simile -Personification-Hyperbole-Descriptive paragraph  |
| **Unit 2:**Narrative Writing**(November 12th- February 18th)**  | -Language and text can be a source of creativity and joy.-Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. -Exploring and sharing multiple perspectives extends our thinking.-Developing our understanding of how language works allows us to use it purposefully. | -Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.-Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages.-Construct meaningful connections between self, text, and world.-Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.-Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences. -Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message.-Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation. -Use and experiment with oral story telling processes. | -Forms, functions, and genres of text-Text features- how text and visuals are displayed.-Literary Elements- narrative structures, characterization, and setting -Writing Processes- revising, editing, considering audience-Reading Strategies- using context clues: using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferencesOral language strategies-focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns -Features of Oral Language- including tone, volume, inflection, pace, gestures. -Paragraphing- developing paragraphs that are characterized by unity, development, and coherence -Sentence structure and grammar- varied sentence structure, pronoun use, subject-verb agreement, use of transitional words, awareness of run-on sentences, and sentence fragments-Conventions- Common practices in all standard punctuation use, in capitalization, and in Canadian spelling-Presentation Techniques- Any presentation should reflect an appropriate choice of medium for the purpose and audience, and demonstrate thought and care in organization. | -First 5 Writing Task (every other day) Students are provided a writing prompt on the first 5 board based on current instruction. As soon as they come into class, students will see what the writing prompt is on the first five board and begin writing. After the first five has finished, students will be allowed to share what they have learned.-Introduction to parts of plot-Breaking down the plot of famous fairy tales-Freytag’s pyramid breakdown-*The Selfish Giant* plot activity -*The Fun they Had* plot activity -Dialogue rules in a short story -Untangling dialogue-Short story setting writing activity -Short story POV writing activity -Short Story Characterization Activity (Protagonist)  | The Trait Crate 6Caught Ya!A -Evan-Moor, *Grammar and Punctuation.*-Gail Boushey & Joan Moser, *The Cafe Book* -Evan-Moor, *Daily Paragraph Editing*-Popular Book Company Ltd, *English Smart 6*-Various online resourcesT | **Writing 1**: The Selfish Giant Assignment (part 1- written) **(December 11th/2018)****Writing 2**: *The Fun They Had* journal assignment **(December 19th/2018)****Writing 3**: Short Story Assignment Part 1 (Completed Brainstorming and Outline) **(January 15th/2019)****Writing 4**: Short Story Assignment Part 2 (Completed Brainstorm, Outline, Rough Copy, Good Copy) **(January 22nd/ 2019)****Speaking and Listening 1**: The Selfish Giant Assignment (part 2-presentation) **(December 11th/2018)****Speaking and Listening 2**: *The Fun they had* Journal Presentation **(December 19th/2018)****Speaking and Listening 3**: Point of View Group Presentations **(January 30th/2019** **Speaking and Listening 4**: Classroom participation (throughout term)**School Wide Write Term 2**: Create an original short story that is a minimum of 3 pages in length. Your story must include a fully formulated plot, one main and one minor character with evidence of characterization, as well as properly formulated dialogue. **February 11 and 12,h/2019**  | -Plot-Plot Triangle-Freytag’s Pyramid-Exposition-Rising Action-Climax-Falling Action-Resolution or Denouement-Dialogue-Characterization-First Person POV-Second Person POV-Third Person POV-Third Person Limited POV-Third Person Omniscient POV |
| **Unit 3:**News Article Writing **(February 19 - May 23)** | -Language and text can be a source of creativity and joy. -Exploring and sharing multiple perspectives extends our thinking.-Developing our understanding of how language works allows us to use it purposefully. -Questioning what we hear, rea, and view contributes to our ability to be educated and engaged citizens. | -Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.-Synthesize ideas from a variety of sources to build understanding.-Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages. -Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.-Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts. -Construct meaningful connections between self, text, and world-Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences. -Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message.-Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation.  | -Forms, functions, and genres of text-Text features- how text and visuals are displayed.-Writing Processes- revising, editing, considering audience-Reading Strategies- using context clues: using phonics and word structure; visualizing; questioning; predicting; previewing text;-Reading Strategies- using context clues: using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferencesOral language strategies-focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns -Features of Oral Language- including tone, volume, inflection, pace, gestures. -Sentence structure and grammar- varied sentence structure, pronoun use, subject-verb agreement, use of transitional words, awareness of run-on sentences, and sentence fragments-Conventions- Common practices in all standard punctuation use, in capitalization, and in Canadian spelling-Presentation Techniques- Any presentation should reflect an appropriate choice of medium for the purpose and audience, and demonstrate thought and care in organization. | -First 5 Writing Task (every other day) Students are provided a writing prompt on the first 5 board based on current instruction. As soon as they come into class, students will see what the writing prompt is on the first five board and begin writing. After the first five has finished, students will be allowed to share what they have learned.-Grammar review- flip flop fragments.-Sentence structure and tense -Informational texts (introduction to news)-Genres of news and purposes-Introduction to news articles (crime creation activity)-News article key learning points (headline, byline, placeline, lead, body, quotation) -News article deconstruction activities-News article fill in the blanks-Group constructed news articles  | -The Trait Crate 6-Caught Ya!-Evan-Moor, *Grammar and Punctuation.*-Gail Boushey & Joan Moser, *The Cafe Book* -Evan-Moor, *Daily Paragraph Editing*-Popular Book Company Ltd, *English Smart 6*-Various online resources | **Writing 1**: Important News Journal **(March 11th/2019)****Writing 2**: News Article Research Assignment (part 1 research +writing) **(March 19th/2019)****Writing 3**: News Article Assignment 1 **(April 15th 2019)****Writing 4**: News Article Assignment 2 **(May 2nd/2019)****Speaking and Listening 1**: Important News Journal Presentation **(March 11th/2019)****Speaking and Listening 2**: News Article Research Assignment **(March 19th/2019)****Speaking and Listening 3**: Crime Scene creation mini group presentation **(April 22nd/2019)****Speaking and Listening 4**: Class participation (throughout the term)**School Wide Write Term 3**: Create an original news article which includes: a headline, byline, placeline, lead, and 3 body paragraphs **(May 27 and 28)**  | -Information-Informational text-News-News source-Bias-International-Crime-Education -Social Justice-Headline-Byline-Placeline-Lead-Body-Quotations |
| **Unit 4:**Reading Term 1 **(August 29th-November 8/2018)**   | -Language and text can be a source of creativity and joy.-Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.-Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.  | -Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages.-Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.-Construct meaningful personal connections between self, text, and world.  | -Reading Strategies- using context clues: using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferencesOral language strategies-focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns Metacognitive Strategies- talking and thinking about learning (ex. Through reflecting, questioning, goal setting, self-evaluating) to develop one’s awareness as a reader | -**CAFE Reading strategies whole class instruction****review of the Grade 5 strategies****Grade 6 strategies to be taught:****Comprehension:**Use main idea and supporting details to determine importanceDetermine and analyze author’s purpose and support with textRecognize literacy elements (genre, plot, character,setting, problem/resolution, theme)Recognize and explain cause and effect relationshipsCompare and contrast within and between text**Accuracy:**Skip the word, then come backTrade a word/guess a word that makes sense**Fluency:**Adjust and apply different reading rates to match text**Expand Vocabulary:**Use prior knowledge and context to predict and confirm meaningUse dictionaries, thesauruses and glossaries as tools**Reading Powers:**TransformSynthesizeRethink**Nonfiction Reading Powers:**The Power to Determine ImportanceThe Power to Transform-First 5 Reading Task (every other day) Students are provided a reading prompt on the first 5 board based on their reading goals for the semester. As soon as they come into class, students will see what the writing prompt is on the first five board and begin reading (PM or Library books). After the first five has finished, students will be allowed to share what they have read or share progress about their reading goal.-Students will be responsible for setting 2 CAFE reading goals per semester based on their reading ability and scores. -Daily reading homework (30 minutes per day on scholastic website). Reading will be recorded in Plus Portals as a formative grade out of 75.-Classroom reading (PM books, library books, and approved individual books)-CAFE reading conferences\*once a month for formal meeting with CAFE goal records\*once a week informal meeting during the library period-Read works reading comprehension packages\*step one- (whole class read through led by teacher)\*step two- vocabulary scavenger- finding unfamiliar vocabulary words and putting them inside personal dictionary\*defining unfamiliar vocabulary words and using them in sentences.\*step three- read through #2- reading passage again in pairs\*step four- read through #3- reading individually \*step five- answer comprehension questions | -Gail Boushey & Joan Moser, *The Cafe Book* -PM Reading Books + Kit<http://scholasticlearningzone.com> <http://readworks.org>  | **-Reading 1 Classroom Assessment:** PM Reading Test **(November 1, 2018)****-Reading 2**: Lexile Reading Test **(November 1, 2018)** | -Comprehension-Accuracy-Fluency-Expand Vocabulary  |
| **Unit 5:** Reading Term 2 **(November 12th- February 18th)**  | -Language and text can be a source of creativity and joy.-Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.-Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. | -Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages.-Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.-Construct meaningful personal connections between self, text, and world.  | -Reading Strategies- using context clues: using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferencesOral language strategies-focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns Metacognitive Strategies- talking and thinking about learning (ex. Through reflecting, questioning, goal setting, self-evaluating) to develop one’s awareness as a reader | **CAFE and Reading Powers from Term 1 continued**-First 5 Reading Task (every other day) Students are provided a reading prompt on the first 5 board based on their reading goals for the semester. As soon as they come into class, students will see what the writing prompt is on the first five board and begin reading (PM or Library books). After the first five has finished, students will be allowed to share what they have read or share progress about their reading goal.-Students will be responsible for setting 2 CAFE reading goals per semester based on their reading ability and scores. -Daily reading homework (30 minutes per day on scholastic website). Reading will be recorded in Plus Portals as a formative grade out of 75.-Classroom reading (PM books, library books, and approved individual books)-CAFE reading conferences\*once a month for formal meeting with CAFE goal records\*once a week informal meeting during the library period-Read works reading comprehension packages\*step one- (whole class read through led by teacher)\*step two- vocabulary scavenger- finding unfamiliar vocabulary words and putting them inside personal dictionary\*defining unfamiliar vocabulary words and using them in sentences.\*step three- read through #2- reading passage again in pairs\*step four- read through #3- reading individually \*step five- answer comprehension questions | -Gail Boushey & Joan Moser, *The Cafe Book* -PM Reading Books + Kit<http://scholasticlearningzone.com> <http://readworks.org>  | **-Reading 1 Classroom Assessment:** PM Reading Test **(February 7, 2019)**  **-Reading 2**: Lexile Reading Test **(February 7/2019)** | -Comprehension-Accuracy-Fluency-Expand Vocabulary |
| **Unit 6:** Reading Term 3 **February 19 - May 23** | -Language and text can be a source of creativity and joy.-Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.-Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. | -Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages.-Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.-Construct meaningful personal connections between self, text, and world.  |  | **- CAFE and Reading Powers from Term 1 continued**-First 5 Reading Task (every other day) Students are provided a reading prompt on the first 5 board based on their reading goals for the semester. As soon as they come into class, students will see what the writing prompt is on the first five board and begin reading (PM or Library books). After the first five has finished, students will be allowed to share what they have read or share progress about their reading goal.-Students will be responsible for setting 2 CAFE reading goals per semester based on their reading ability and scores. -Daily reading homework (30 minutes per day on scholastic website). Reading will be recorded in Plus Portals as a formative grade out of 75.-Classroom reading (PM books, library books, and approved individual books)-CAFE reading conferences\*once a month for formal meeting with CAFE goal records\*once a week informal meeting during the library period-Read works reading comprehension packages\*step one- (whole class read through led by teacher)\*step two- vocabulary scavenger- finding unfamiliar vocabulary words and putting them inside personal dictionary\*defining unfamiliar vocabulary words and using them in sentences.\*step three- read through #2- reading passage again in pairs\*step four- read through #3- reading individually \*step five- answer comprehension questions | -Gail Boushey & Joan Moser, *The Cafe Book* -PM Reading Books + Kit<http://scholasticlearningzone.com> <http://readworks.org>  | **-Reading 1 Classroom Assessment:** PM Reading Test **(May 23h/2019**)**-Reading 2**: Lexile Reading Test **(May 23/2019)** | -Comprehension-Accuracy-Fluency-Expand Vocabulary |