

Grade 6 Instructional Flow

Book Clubs increase in challenge, so introduce them throughout the year in this order

A great place to start!

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| | | | September > 0 | October > N | lovember > Dece | mber > Janua | ary > Fe | oruary > | March > | April > | May > | June | | | |
| | Grade 6 | * | Self-Monitoring Strategy Unit | Analyzing Strategy Unit | Science Book Club: Mission: Space | Sequencing Strategy Unit | Making Connections Strategy Unit | Arts Book Club: From Page to Stage | Predicting Strategy Unit | Inferring Strategy Unit | Social Responsibility Book Club: When Disaster Strikes | Evaluating Strategy Unit | Synthesizing Strategy Unit | Genre Book Club: Hero of Another World | |
| Whole-class, small-group, or partner | Reading | Comprehension Strategy Focus | self-questioning using "Thick and Thin" questions tracking comprehension using fix-up strategies | • verbal retelling with partner feedback | deepening comprehension using all 8 comprehension strategies | key events by making a story plotline • comparing time order in fiction and non- | information | deepening comprehension using all 8 comprehension strategies | previewing by predicting content, citing evidence, making connections predicting and providing reasons confirming and adjusting predictions and evaluating evidence | inferring and providing a reason visualizing | deepening comprehension using all 8 comprehension strategies | • understanding different viewpoints | summarizing/ synthesizing and making personal responses | deepening comprehension using all 8 comprehension strategies | Read Aloud A variety of texts to model the thinking behind the reading |
| Authentic media texts are used for critical literacy and as models for writing | | Read Aloud | non-fiction: description– explanation | • non-fiction: retell–explanation | • non-fiction: description-report | • fiction: narrative-humorous story | non-fiction: retell–account | • fiction: narrative-radio play | • fiction: narrative-adventure story | • info-fiction: retell-biography | • info-fiction: narrative-realistic story | • fiction: narrative-realistic story | • fiction: poetry–rhyming/blank verse | • fiction: narrative-fantasy story | 32 texts from levels R–Y/Z, with a variety of text-types and forms |
| | | Shared | non-fiction: procedure-magazine article info-fiction: persuasive-brochure | non-fiction: persuasive-various text types | non-fiction: description-magazine article info-fiction: narrative-comic book | fiction: narrative-script non-fiction: procedure-guide | non-fiction: persuasive–formal letter non-fiction: persuasive–poster | fiction: narrative-journal non-fiction: description-magazine article | fiction: retell–newspaper info-fiction: procedural–flow chart | fiction: poetryrhyming poems fiction: narrativerealistic story | non-fiction: description-guide non-fiction: description-magazine article | non-fiction: persuasive-reviews fiction: retell-docket | fiction: narrative-fables fiction: description-sheet music | info-fiction: retell–blog non-fiction: description–magazine article | |
| | | Small-Group | guided reading with a variety of levelled texts | guided reading with a variety of levelled texts | supported independent with info-fiction: narrative-graphic novels | guided reading with a variety of levelled texts | guided reading with a variety of levelled texts | supported independent with fiction: narrative–scripts | guided reading with a variety of levelled texts | guided reading with a variety of levelled texts | supported independent with non-fiction: description– newspapers | guided reading with a variety of levelled texts | guided reading with a variety of levelled texts | supported independent with fiction: narrative-fantasy stories | |
| | Media Literacy | | Brochure Magazine Articles Magazine-Style Short Story | Magazine Articles | Magazine Article Comic Book Graphic Novels | Script Guide Novella Instructions | Formal Letters Poster Magazine-Style Short Story | Radio Play Journal Scripts | Newspaper Flow Chart Website Magazine-Style Short Story | Magazine-Style Short Stories | Magazine Article Guide Newspapers | Movie Reviews Docket Advertisement Reference Article E-mails | Sheet Music Magazine-Style Short Story Comic Book | • Blog • Magazine Article | Students read independently, but get topic support from |
| Writing Instruction follows the release of support model Literacy Support Guide provides craft lessons for all stages of the writing process, writing conventions, and 6+1 traits A variety of strategies to engage and deepen students' understanding and critical thinking | Writing | Text-Type Studies | procedure-science experiment | description–problem/ solution report | Create a Graphic Novel | narrative—script | personal communication–formal letter | Perform a Scene | retell-newspaper article | poetry-rhyming verse | Draft Personal Evacuation Plans and Survival Kits | persuasive–review | traditional narrative–fable | | the teacher and their Book Clubs' group |
| | | Self-Selected and Response Writing | persuasive paragraph, oral report, poster, persuasive letter, newspaper article, brochure, persuasive argument, comic strip | podcast, poster, brochure, persuasive article, comparative article | charting questions, charting ideas, jot notes | scrapbook entries, comic strip, dialogue, how-to guide, reflecting on learning | brochure, radio announcement, formal letter, journal entries, letter, creating a poster for a specific audience | write a character description, jot notes | preview, advertisement, job brochure, job poster | informational brochure, personal book, television interview, comic strip, research organizer, letter, web organizer, figurative sentence, "I Dream of" poems, Hink-Pinks, Topic Cubes, "I Am Canadian" poem, radio show interviews, forecasting the future | retell, give an opinion, and share, jot notes | retell from various points of view, sequel, persuasive blog or review, podcast or movie trailer, newspaper article, newspaper headlines, presenting a court case | letter, interview as a script, persuasive letter, advertisement, | jot notes, sketch inference, jot notes, labelled sketch, fantasy genre chart | discussions Working with Words focuses on vocabulary, word solving and building, spelling, and language predictability |
| | Working with Words Oral Language | All units include whole class in context and practice lessons | word patterns, fluency, word meaning from context, word building (investigation), four- and five-syllable words, using a dictionary, puns, fluency | root words, word meaning from context, subject-specific language, prefixes, fluency, building words (generated), puns | clarify vocabulary, fluency, word resource wall words, word building: expanding words; possessives and contractions; sorting; transferring; possessives; idioms; inflected endings | verbs and adjectives, understanding word parts to solve meaning, high-frequency words, multi- syllabic words, using sentence structure and punctuation for fluency, building words (coordination) | word meaning from context, background knowledge and known prefixes, using a dictionary, fluency, building words (transmission), related words, using the Internet | wall words, word building: expanding a root word; possessives and contractions, | onomatopoeia, using context clues, using analogy, fluency, hyphenated words, idioms, specialized dog vocabulary, affix 'ist', abbreviations, building words (eliminated) | building vocabulary with alphaboxes organizer, word meanings from context, using prefixes, root words suffixes to solve multi-syllabic words, fluency, word choice, using a dictionary, homophones, idioms, compound words, building words (concentration), contractions, compound words | clarify vocabulary, fluency, word resource wall words, building words | idioms, similes, suffixes, persuasive language and hyperbole, building words (speculating) | using context to read imbedded Cree words, homophones, idioms, dictionary skills, high-frequency words, building words (homesteader), fluency plurals, word choice | clarify vocabulary, fluency, word resource wall words, building words: build the words; sort with talk; transfer; similes; contractions | |
| | | All units include whole- and small- group discussions | think/timed-pair-share, ranking ladder strategy, graffiti strategy, value line strategy | asking questions, partner feedback, four corners strategy, think-pair-share, verbal retellings | think-pair-share, share-read, oral presentations, jigsaw- groups | | formulate-share-listen- create strategy, say and switch strategy, value line strategy, inside- outside circle strategy, generating connections, think-pair-share, reading aloud | performances of | predict, give reasons, and check it out chart, timed think-pair-share strategy, value line strategy, half-minute skim strategy, graffiti strategy, stating and supporting opinions | alternative mind strategy, three-step | pair-share strategy, | think-pair-share strategy, stating and supporting opinions, placemat activity, list/group/label strategy, generating connections to discussions, formulate-share- listen-create strategy, value line activity, rehearsing and performing the court case | summarizing, think- pair-share strategy, jigsaw strategy | reporting in jigsaw groups, brief oral summaries, think-pair- share strategy, oral presentation | |

Strategy Units concentrate on one comprehension strategy at a time. They can be introduced in a flexible manner to complement each teacher's own experience