

ELA 6/8

**Mme Vaquerano École Laurier 2025-2026**

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Time Period	September	October	November - December
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<b>Unit</b>	Yearly Kick-Off Activities and Personal Exploration Unit (Personal and phillsosophical)	Canadian Mysteries: Short Stories and Podcasts (Social, cultural, historical; communicative)	Exploring Dystopia: Class Novel Study: Among the Hidden and Short Stories (Imaginative and literary)
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Outcomes			
	PA6.4, ED6.1, 6.2, SM6.1, 6.2, S6.1. PA8.2, ED8.1, 8.2, SM8.1, 8.2, S8.1.	PA6.1, ED6.2, SM6.3, S6.5. PA8.2, ED8.2, SM8.3, S8.3.	PA6.3, ED6.3, SM6.2, 6.3, S6.3. PA8.3, ED8.4, SM8.2, S8.4.

Ideas/Strands/Genres	Personal exploration unit: This unit will explore different aspects of student's own identities, and also help the teacher get to know more about the students at the start of the year. Canadian Mysteries: This unit will focus on different Canadian urban legends and mysteries (solved or unsolved). Guiding Topics: what is non-fiction writing, characteristics of non-fiction writing, creating non-fiction writing (biographies, poetry). Individual goal setting. Podcast creation and listening comprehension. Strands: Reading, writing, listening, viewing and representing.	This unit will introduce students to the dystopia genre and question societal morals and ethics. Guiding Questions: What is dystopia and other related genres, characteristics of narrative and descriptive writing, writing narrative and descriptive. Strands: Reading, writing, viewing.
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Assessments	<p><b>Assessments:</b> Formative: Observations, conversations/conferencing, small group teaching, F and P reading level, practice assignments. Summative: writing pieces for a portfolio, short quizzes, observations, conversations/conferencing, projects, conferencing. <b>Differentiation:</b> small group teaching, reduced amount of questions/sentences, fill-in-the-blank notes, word banks, writing office folder, presentations to only me rather than entire class, audiobooks, assignment choice etc.</p>

Resources	<p>Youtube videos, Teachers Pay Teachers resources that align with curriculum, self-created resources, Textbook: Constructing Meaning: Teaching Language and Literacy K-8: Bainbridge &amp; Heydon, Daily Five, UFLI or Reading Rev (to supplement phonics if needed for small group intervention), picture books from personal and school libraries.</p>

DECEMBER				JANUARY				FEBRUARY				MARCH	

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Time Period	Continued from above	Janaury - February	See unit outline below!
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<b>Unit</b>	Continued from above	Multi-genre unit: Indigenous Authors of Canada: (David A. Robertson, David Bouchard etc.) (Social, cultural and historical)	Independent Novel Study:
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Outcomes	Continued from above	
	PA6.2,6.4, ED6.3,6.4, SM6.3, S6.2. PA8.2, 8.3, ED8.3,8.4,SM8.4, S8.3.	TBD: S6.4, S8.4.



Practices	Elements	Descriptors	
		Grade Band 6	Grade Band 8
PA: The practice of using language as Power and Agency	Recognize and analyze inequities, viewpoints and bias in ideas and texts	6.1: discussing the validity and reliability in texts	8.1: examining how multiple perspectives, points of view, beliefs, values, bias and ideas are represented and communicated in texts
	Investigate complex moral, cultural and ethical issues and conflicts	6.2: beginning to analyze bias, differences in opinions and perspectives	8.2: analyzing how one's identity is influenced by factors, such as cultures, experiences and contexts
	Analyze alternative viewpoints and perspectives	6.3: questioning ideas and expressing disagreement with sensitivity, to the opinions and perspectives of others	8.3: valuing diversity and taking positive actions to create change
	Propose and take action	6.4: analyzing purpose and choices of text creators and the impact on audience	
ED: The practice of using language as Exploration and Design	Research and analyze topics and ideas	6.1: planning, designing, and creating to reflect interests, context, purpose and audience	8.1: participating in, extending and discussing creative processes for designing
	Interpret and integrate information and ideas from	6.2: Selecting from a variety of strategies to explore ideas and extend thinking	8.2: selecting, assessing and organizing ideas and information from a variety of sources for different purposes
	Use language to problem solve and create	6.3: contributing to and sharing knowledge with communities to explore ideas and deepen thinking	8.3: reconstructing, re-imagining, remixing and manipulating existing texts or sets of texts to create new ideas, forms, or messages for a variety of purposes
	Invent, take risks and reflect to represent thinking and create possibilities	6.4: drawing on a repertoire of language and cultural resources for different functions	8.4: considering and reflecting on the range of experiences, ideas, images and sounds from various sources that influence their own thinking, creative processes, and designing
3M: The practice of using language as Sense-making	Use, build and refine schema accessing french learning experiences	6.1: assessing and reflecting on comprehension and communication goals	8.1: monitoring, reflecting on and discussing processes for making sense of and creating texts
	Select from and use a variety of strategies for a specific purpose	6.2: selecting from a variety of strategies to understand and create texts	8.2: selecting and applying effective strategies and processes for making sense of and creating a variety of texts for different purposes
	Be aware of and articulate the ways that they are engaging with texts	6.3: building stamina for creating and making sense of texts	8.3: thinking imaginatively, creatively, interpretively, and critically about information, ideas and arguments to make sense of and respond to a variety of texts
	Use language acquisition of English and French to construct meaning and further own learning	6.4: enhancing meaning through dialogue, reflection and revision	8.4: mobilizing networks of prior knowledge (schema), language and cultural resources, and other sources of information purposefully, to make sense of and create diverse complex texts
S: The practice of using language as System	Analyze and apply rules of language	6.1: using knowledge of language rule and conventions (spelling, grammar, punctuation and capitalization) appropriately to understand and compose texts	8.1: applying knowledge of rules and convention (spelling, grammar, punctuation, and capitalization) consistently and strategically
	Adapt conventions in a variety of texts	6.2: talking about the similarities and differences of rules and conventions of language to represent and communicate clearly and effectively	8.2: using their understandings of a range of text structures and features strategically to represent and communicate clearly and effectively

Analyze and apply understanding of whole-part-whole

Assess the similarities and differences between English and French rules and convention in a variety of texts

6.3: demonstrating automaticity with grade appropriate texts

6.4: comparing and using the codes and conventions of print, oral, visual and multimodal texts to enhance communication

6.5: choosing and using multiple styles of communication for clarity and effect

8.3: examining, considering, and using knowledge of conventions of a growing range of forms and genres in a variety of multimodal texts

8.4: assessing and applying understanding of word and language construction to understand more challenging and unfamiliar texts and for clarity, precision, and accuracy in own creations

### Lenses:

Personal and philosophical

Social, cultural and imaginative and literary

Environmental and Communicative

### Unit Types:

Multi-genre thematic

Genre inquiry or interdisciplinary design  
Author or genre study