

Grade Six At A Glance

Receiving Language	Essential Outcome statements	What it might look like in the classroom
<p>Reading Mechanics</p>	<p>Uses organization, illustrations and captions, composition, margin notes/side bars, thumbnails, conventions, syllabication, and other text cues to construct and confirm meaning</p>	<p>When reading informational text, uses text structures to find information, determine main ideas and supporting details, and determine meaning of unfamiliar words (“Look at this sidebar. There’s a more detailed description of the term seigniorial system and how it applies to Quebec land settlement.”; “Look in the back for the Appendix. This says there’s more information on the NASA Space Camp for Kids in Appendix A”). When reading narrative text, uses knowledge of chapters, setting, plot development, and character development to construct and confirm meaning (“This poem’s set up like a song, with the refrain coming after each verse. That probably means that the key idea is in the refrain and each verse is going to be like a supporting detail.”; “In most of Roald Dahl’s stories the kid is the one who figures things out and saves everyone – so I’m guessing that somehow Sophie figures out a way to stop the giants.”; “Usually when an author makes a point of telling you something about a character, that’s going to be important later on, so I’m thinking that since Jessie plays the flute, that’s going to be important later in the story.”).</p>
<p>Comprehension</p>	<p>Continues to use a variety of decoding strategies to decode unfamiliar text</p> <p>Reads new text with fluency</p> <p>Extends questions and answers to clarify own and others’ new understandings; revises understandings and conclusions</p>	<p>Continues to use word chunks, syllabication, affixes, and word families to decode unfamiliar text, but also uses syntax (word order and grammatical structure) and word meaning to figure out unfamiliar words. Begins to use pragmatics (context and intended audience) as a strategy, as well. It is important that students at this grade have the opportunity to hear lots of text read aloud, to continue to build their vocabularies, so that they can use syntax and meaning strategies effectively.</p> <p>Reads grade appropriate new text with fluency (120 – 160 words correct per minute)</p> <p>Talks about new ideas and information from texts (“Natasha thinks that putting the alligators in the porta-potty was really funny, but I think it’s dumb to do something that could hurt other people. Even if Mullins does say it’s for a good cause. Does that mean hurting others is okay if you think you’re doing something good?”; “I think Scipio is trying to make things better for all those kids by giving them a place to live and all that, but Helena says he’s just using them to get even with his father. Do you think something good can happen even if it doesn’t start out that way?”); discusses text material in small groups (literature circles, study groups) and revises own understandings</p>

<p>Text Elements</p>	<p>Chooses appropriate comprehension strategies to construct and confirm understanding</p> <p>Discusses the strengths and limits as well as the purposes of various forms and genres</p> <p>Identifies text elements (eg thematic organization, overstatement) and techniques used to emphasize text (eg symbolism)</p> <p>Demonstrates critical listening and viewing behaviours, and shows respect for the presenter</p>	<p>based on discussions, as needed (“I didn’t really get this part about 6 Nations Confederacy until Jacob and Sean explained it.”; “I thought that black holes were sort of ‘made up’ stuff from sci-fi, but now I understand that they are collections of very dense matter.”)</p> <p>Makes margin notes, highlights, or uses sticky notes to track thinking and connections, as well as to keep track of questions; uses visualization to build a mental picture of what is being described; keeps track of main ideas and looks for supporting details; makes inferences based on own knowledge and information from text; synthesizes key information. Knows when comprehension falters and attempts to resolve it (re-reading, reading ahead, stopping to think, asking questions, etc.)</p> <p>Can identify why certain forms are better suited to certain messages and audiences (“I think rap is cool and it’s a way to get messages out to kids, but my grandma says it just sounds like noise to her!”; “I think a poster is a good way to get people interested in something, but if you try to put too much information on it, people won’t be bothered to read it.”; “iMovies are cool but sometimes all the special effects you can put in get in the way of the message.”); can identify the purposes of various forms of text (“If you want to tell everyone about your opinion, then you need to write a blog or a letter to the editor.”; “You can get the most up-to-date information on current events on the web, but you have to make sure that the website is reliable.”; “I’m working on a monologue for the talent show – I’m doing stand-up comedy!”)</p> <p>Explains how text elements (including thematic organization and overstatement) help to make the text piece more effective (“The way this information text is set up makes it really easy to follow – every section uses the same set-up, so once you know the pattern you can go directly to the section you need.”; “I think when the authors says we’re all little mindless robots, he’s trying to show us that we all follow trends and advertising without thinking.”). Explains how techniques (including symbolism) can be used to emphasize certain aspects of text (“I think Ken Oppell made the evil bats big and black to emphasize that they were the bad guys.”; “I think Louis is the one who can save his father because it shows that you don’t have to be big and tough to get things done.”)</p> <p>Can focus on specific aspects of a presentation; evaluates</p>
<p>Text Selection,</p>		

**Interactions, and
Classroom
Community**

Assesses collection of preferred texts based on feedback from others

information from presentation in terms of connections to prior knowledge, connections to questions asked, and reliability of source in relation to purpose. Listens/views respectfully, paying attention to the presentation and asking relevant and appropriate questions to extend understanding.

Considers different aspects of collected text sets based on conversations with peers; adds new authors based on recommendations, reorganizes sets based on new categories, extends collections by looking at different genres, etc. ("I never heard of Walter Dean Meyer until I read Sharon Creech's Love That Dog. Then we watched him read from that poem "Love That Boy" on her website, so now I'm reading more of his poetry.")

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Synthesizing Language	Essential Outcome statements	What it might look like in the classroom
<p>Gathering Ideas and Information</p>	<p>Summarizes personal knowledge, information, and ideas into categories; uses a variety of broad inquiry-based questions to focus an inquiry</p> <p>Creates a plan for inquiry</p> <p>Uses a combination of relevant primary and secondary sources, and identifies additional sources of information when needed</p> <p>Matches sources to inquiry purpose and focus</p>	<p>Uses graphic organizers or other strategies (index cards, computer webs such as Kidspiration, etc.) to categorize information. Categories may be based on previous inquiry projects, or may be generated based on the content itself. (“I’ve got these 6 categories laid out for my community study – location, population, industry, employment, government, and recreation – and now I’ll figure out what I already know about each one”; “I’ve brainstormed all the things I think I know about trading on the Slave River. Now I’m going to try to group them – I think it will be easiest to do that based on the different groups of people... the Métis, the Dene, the Hudson Bay Company, and the other southern traders.”)</p> <p>Asks questions around the “why” and “how” of the inquiry topic.</p> <p>Uses prior knowledge recorded and inquiry questions asked to organize a plan to gather the necessary information for the inquiry. (“I need to find out why the traders needed to send supplies further north and how the portages actually worked. I’m going to look for information about those two points. I think I’ll start with a web search.”)</p> <p>Uses books, CDs, audio, video, and internet sources, as well as interviews with elders and other “experts” to answer inquiry questions (“I’m going to the museum to see if they have any information on the portages and how they worked. Then I’m going to check on the internet to see if I can find anything more. Jamie’s great-grandpa can remember when the boats still came to Fort Fitz, so I’m going to talk to him, too.”)</p> <p>Recognizes that some sources are better suited to certain inquiries than others. Can differentiate between specific details, facts, and opinions to determine if source is a good match (“I need to learn more about the HBC – I think I should check out their website to see if they have a “history” section that would give me some key points.”)</p>
<p>Processing</p>	<p>Begins to identify how similar themes/ideas are explored in texts from various cultures and communities</p>	<p>Can pick out common basic themes in books (growing up, loss of a friend, being considered “weird”, first boyfriend/girlfriend) and discuss similarities and differences (<u>The Slave Dancer</u> and <u>The Cay</u> both talk about slavery, but show different sides of it – one seems okay and one shows how awful it was.”; “<u>Number the Stars</u> and <u>Zlata’s Diary</u> both show what happens in war – especially to</p>

<p>Organization</p>	<p>Uses evidence to support revisions of previous understandings, including others' opinions and ideas</p> <p>Uses resources to access information; begins to uses specific criteria to evaluate sources</p> <p>Adapts models of organizational patterns to enhance own texts</p> <p>Discusses the strengths and limits of various forms and genres and selects specific forms that serve particular audiences and purposes</p> <p>Chooses and uses graphic organizers</p>	<p>the people who aren't even fighting. Billy said he'd be a fighter if he lived where there was a war, but I don't know what I'd do."</p> <p>Can cite examples from text to support opinions and considers the evidence of others to revise own thinking ("I think that Snape is really on the side of Voldemort. I know that Dumbledore said he had reformed but just look at the things he's done in Book 6."; "I thought the Hudson's Bay only used canoes and boats like that to move their trade goods. But then Joey showed me that they used steam boats. So I guess that means they could carry a lot more at one time than I thought they could.")</p> <p>Can perform a simple web search using Yahoo!igans or similar search engine. Can perform an electronic catalogue search in the library. Looks at publication date to make sure information is current. Checks provenance of websites for reliability.</p> <p>Uses different patterns ("spool" paper, timeline, newsletter, brochure, letter, etc.) to organize text ("I'm going to explain the life cycle of the warble fly, so I'm going to use a timeline and a diagram."; "I have three key points I want to use in my argument so I'm going to use the 'spool' paper pattern.")</p> <p>Looks at different ways of effectively presenting information to an audience ("I was going to do a poster about recycling, but I think people will get more information from a brochure."; "I think a photo essay with captions would be really good to show your step-by-step instructions for skinning marten.")</p> <p>Selects from a variety of graphic organizers to sort and categorize information, and to plan text arrangements. Organizers might include concept maps, story maps/frames, webs, Venn diagrams, outlines, semantic features map, etc.</p>
<p>Participation and Classroom Community</p>	<p>Reflects on personal responsibility to the group and to the task</p>	<p>Is able to discuss what worked well and what did not in group tasks. Accepts responsibility for individual contributions to group work ("I completed my part of the research but I could have done it faster so we'd have more time to put everything together."; "I think I wasted time surfing with Sylvie when we were on the internet, and that slowed us down so we didn't get our project research finished when we said we were going to.")</p>

Reflection and Metacognition	Shares responsibility for group tasks and group goals	Shares group leadership and accepts group tasks. Helps to set work goals within the group (“We need to collect pictures of elders to go with these stories. Who can take the camera and go and do that?”; “How should we arrange this information on the display board?”; “What do you think we should use for our first argument?”)
	Sets goals and also sets criteria to assess those goals	Considers strengths and areas for growth and uses those to set goals for improvement, often after conferring with teacher and/or peers (“I think my fiction work is pretty good, but I want to work on stronger leads.”; “I need to pay closer attention when I’m reading non-fiction text; I’m going to try slowing down when I read.”; “I want to work on using more specific words when I write, so that I can make my stuff say exactly what I want.”). Can describe how s/he will know if s/he is making progress on those goals (“I’m going to share my reworked leads with Mercy and Kim to see if they think they’re stronger.”; “I’m going to keep track of how often I need to re-read, and make sure that I’m slowing down.”)
	Reflects on learning experiences with prompts	Can use a series of prompts to identify what aspects of particular learning experiences were effective, hard, helpful, etc. (“It helped me understand when I... visualized the battle scene between the Orcs and Men”; “I found it easiest to... listen to the story on tape, rather than read it by myself.”; “I found it hard to focus on just listening to the story – I wanted to read along, or see pictures.”; “I think I learn better... when I get to discuss my ideas with others before I write.”)

Expressing Language	Essential Outcome Statements	What it might look like in the classroom
Content and Ideas	<p>Recognizes differing perspectives of common experiences</p> <p>Focuses a topic by integrating ideas from experiences and a variety of other sources</p>	<p>Can discuss how people's prior knowledge and schema can give different perspectives to a shared experience, or to one common to many people ("When my friend's parents split up she was really depressed and cried all the time, but that's not how it was for Leigh."; "I thought the speaker was really funny, but Bobby thought she was boring. I guess he didn't get the jokes."; "When I look at the picture of the mother and baby gorilla it makes me feel sad, but Sam says it makes her feel hopeful.")</p> <p>Uses prior knowledge and schema about a topic to help develop a topic for exploration ("I saw manatees when we went to Florida – I know where they live and what they do and that they're endangered. I want to do some research to learn more about them, especially what we can do to help save them."; "My auntie tells stories about Raven, and I know that other Dene have stories about Raven, too. I want to collect as many Raven stories as I can find to make a kids' book.")</p>
Forms and Organization	<p>Creates original text</p> <p>Selects specific forms that serve particular audiences and purposes</p> <p>Adapts organizational patterns such as stanzas or paragraphs to own work</p>	<p>Writes, draws, and represents in a variety of fiction and non-fiction genres; uses the writing process to pre-write, draft, revise, and edit, with support as needed. Uses content from mini-lessons to enhance own text.</p> <p>Chooses forms based on appropriateness for audience and suitability for purpose ("I want people to get the sad feeling I had when my brother went away to school; I'm going to write this piece as a song, and I think I want to use a 'blues' frame for it."; "The stories we collected from our grandparents are mostly about life in the bush – I think we should put them together as a collection of short stories, with old pictures to go with them. We can put it in the library and give a copy to the ALC class.")</p> <p>Can organize ideas and information into paragraphs (main idea and supporting details) in both fiction and non-fiction. Can organize ideas into stanzas (rhyming or free verses) in poetry.</p>
Words and Language	<p>Explains how effective an author's words are in clarifying and enhancing meaning</p>	<p>Looks critically at an author's word choice in meaningful texts and attempts to use similar care in selecting specific words to enhance own writing ("I think the way David Lubar gives his characters nicknames that tell about them makes it easier to get to know</p>

	<p>Begins to understand the subtle ambiguities in language and the importance of precise language in context</p>	<p>them.”; “The way James Patterson describes Max and the other kids is spooky, and that helps set the mood for the story.”)</p> <p>Can look at own writing and identify places where more precise language would make the meaning clearer. Identifies phrases and expressions that are not clear, and looks for ways to enhance the meaning (“I said that the exhibit was cool, but that doesn’t really tell how good it was, or why.”; “I want to make my reader understand how exciting it was to be there, but I can’t find words that don’t sound just ordinary.”; “I really like the way Walter Dean Meyers uses repeating words and lines in his poems to really press the point he’s trying to make. He does it with just regular words, but he makes them sound special.”)</p>
Revision	<p>Begins to evaluate the relevance of information and ideas using specific criteria</p>	<p>Evaluates information and ideas based on whether or not they answer the questions posed in the inquiry. Considers ideas and opinions based on evidence in text. (“This section tells about when Fort Smith became the capital of the NWT, but doesn’t say why. We need to keep looking for that information.”; “I don’t agree with this author’s opinion about the seal hunt in Newfoundland. He doesn’t give any evidence to support his ideas.”)</p>
	<p>Revises to eliminate unnecessary information</p>	<p>Removes extraneous information in inquiry and research projects (information that is not directly related to the topic) and unnecessary details and descriptions from fiction (“This part about how manatees are also known as ‘sea cows’ is interesting, but it’s not really connected to why they’re endangered and how we can protect them.”; “I guess I don’t need to include everything they ate when they went out to dinner, do I?”)</p>
	<p>Uses criteria to provide feedback for others’ and to revise own work</p>	<p>Uses criteria set by class as part of a mini-lesson to examine peers’ work and provide feedback and to self-assess own work (“My lead grabs the reader’s interest, but I need to connect it better to the rest of the story.”; “I’ve used some dialogue to try to show the action, but I think I need to have someone else read it to make sure the action is clear.”)</p>
Presentation	<p>Prepares and shares information on a topic with class members in a planned and focused group session</p>	<p>Shares research and inquiry results, personal writing, opinions and persuasive text, and dramatic presentations (reader’s theatre, radio plays, specific scenes, monologues, etc.).</p>
	<p>Uses appropriate volume, phrasing, intonation, non-verbal cues</p>	<p>Speaks clearly and is easily understood; gestures enhance and</p>

<p>Conventions</p>	<p>and presentation space to enhance communication</p> <p>Writes legibly and at an appropriate pace; uses a variety of software design elements</p> <p>Edits for subject-verb agreement, appropriate verb tense, and correct pronoun references</p> <p>Uses a variety of spelling patterns and strategies including syllabication and structural analysis; uses a variety of resources to determine spelling of common exceptions to conventional spelling patterns</p> <p>Uses capitalization and punctuation correctly, including salutations and addresses, when editing and proofreading</p>	<p>clarify meaning. Uses props, pictures, diagrams, computer presentations, etc., to clarify meaning and enhance presentation.</p> <p>Uses cursive writing. Uses drawing and paint tools, graphics, charts and graphs, titles and artwork, digital photos, video, captions, etc., to enhance representations.</p> <p>Recognizes correct subject-verb agreement (the verb needs to agree with the subject in terms of number and person – “<u>The boys are here</u>”); recognizes that appropriate verb tense (present, past, future, progressive, perfect) need to be used consistently within the piece of writing; recognizes that pronouns must agree for person (1st, 2nd, 3rd), case (subjective, objective, possessive), and number (singular, plural) when editing own writing</p> <p>Spells most words correctly; errors show incorrect application of spelling rules and patterns. Uses spell-checker on computer as well as dictionary and environmental print when needed. Spelling attempts of unfamiliar words show use of morphemes, word patterns, syllabication, structural analysis (identification of prefixes, suffixes, roots), and other strategies</p> <p>Correctly capitalizes and punctuates sentences, dialogue, titles, salutations, and addresses when editing own writing</p>
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