

English Language Arts

Learner Outcomes

Grade 6

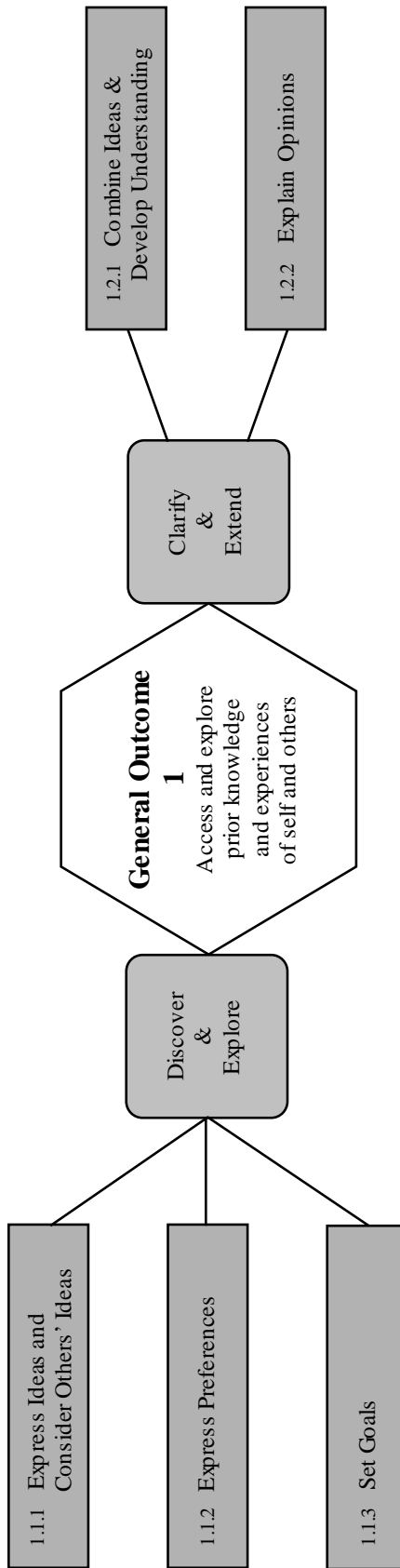


Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Using language to explore thoughts, feelings, and experiences is an important human activity. Exploratory use of language enables students to discover and understand what they think, what they feel, and who they are. Describing and questioning personal observations, experiences, and feelings extend self-understanding and knowledge. In addition, exploratory use of language helps students to maintain relationships. Exploratory language facilitates taking risks, engaging in dialogue, and exploring alternatives and possibilities. Ultimately, exploratory language leads to better solutions and decisions in the home, workplace, and community.

Exploratory language provides opportunities for students to develop intellectually and socially. Students make observations, ask questions, hypothesize, make predictions, and form opinions through talking and listening to others. Students also clarify their thinking through writing. When students see their ideas, thoughts, feelings, and experiences in writing, they can reconsider, revise, and elaborate on them in thoughtful ways. Reading and viewing enable students to gather and verify information, identify areas for further inquiry and research, and develop support for opinions. Ideas and their interrelationships may be explored through representations such as diagrams, concept webs, charts, and other visual media.

As students progress through the grades, they develop facility in using exploratory language to achieve the other English Language Arts Learning Outcomes (LO). For example, exploratory talk and writing enhance students' comprehension by accessing their prior knowledge and experiences before listening, reading, and viewing, and subsequently help them understand and manage ideas and information. Students use exploratory language when analyzing, evaluating, and responding to texts, and when deciding how to use language more effectively. They use conversation to collaborate on projects and to develop a classroom community.



General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.1 Grade 6

Discover and Explore

Engage in exploratory communication to discover own interpretation and understanding

**It is important to be sensitive to cultural conventions when inviting students to interact.

**It is important to create an open atmosphere in the classroom community that is respectful of various perspectives and cultures.

Express Ideas and Consider Others' Ideas

General Example(s)

•conversations, exploratory talk, sharing circles, celebrations, inquiry, dramatizations, prompted activities, artistic representations, journals (response logs, dialogue journals, two-way journals, dual entry journals, reflection logs), Think Alouds, text explorations, responses, representations, appropriate questions and comments, Before-During-After (BDA), predictions, T-Charts, verifications, reflections, explanations, small group discussion, alternate point of view stories, role plays, question strategies, point of view writing, Role-Audience-Format-Topic activities (RAFT), literature circles, same and different charts, gallery walk, inside-outside circles, Venn Diagrams, conferences, surveys and interviews, inquiries, learning logs, inquiry notebooks, inquiry/ research response sheets, inquiry process, scientific method, anticipation guides, electronic mail messages, text reviews, inferences, Question-Answer-Relationships (QARs), ...

Specific Outcome Links

See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connect Self, Texts, and Culture (2.2.3), Ask Questions (3.1.2), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

1.1.1 a. *Reflects upon and expresses conclusions, opinions, and personal interpretations*

question frames: "How might", "I wonder if ... ", "Would it be the same as ...";

prediction frames: "I observe, I predict, I think, I now know ..."

May say, "Suppose we are stranded on a northern island. We would have to hunt animals and find ways to prepare the hides or we would freeze once our clothes got too small or wet or winter came. But on an southern island, we would have to learn to protect ourselves from the sun. I wonder if we would use animal skins or something else? So, all this means is that people all over the world, in all climates, find ways to protect themselves from the environment. Is that what we call adapting?"

1.1.1 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

1.1.1 c. *Begins to extend questions and answers to clarify others' ideas, information, and experiences (from oral, print, and other media texts)*

May ask and answer open ended questions to satisfy curiosity and information needs, for clarification, extension, exploration, and investigation: "I wonder..." "I don't understand, why...." "Tell me more about...." "So, if..." "Does this mean ...?" "What if ..." "What do you mean by?" "Is that the same as ... or would that be like ...?" "What are you saying?" "What do you mean by?" "I don't understand when they describe ..." "What is the difference between what you are reading and what our guest speaker is showing us?" "What kinds of predictions can I make?"

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.2 Grade 6

Discover and Explore

Explain preferences for particular forms and genres of oral, print, and other media texts

Express Preferences

General Example(s)

•preferences may include: artistic media, authors, illustrators, genres, forms, cultural traditions, media representations, ...

Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

1.1.2 a. Chooses appropriate texts (oral, print, and other media) independently and / or following peer recommendations

May have specific criteria or ideas about what texts are preferred (action sequences, character development, setting preferences, themes, etc.)

May say: "Bobby gave me this great link to a video on YouTube that shows seal hunt protesters. You've got to see it!"; "I started reading the Madelaine L'Engle series - I think you'd like it, too."; "I thought I had read lots of mysteries, but the librarian gave me some titles that I have never heard of. I might check those out or put them on my list for later."

1.1.2 b. Discusses preferences for particular author, genre, medium, and / or form (oral, print, or other media)

May say, "Our literature group met to talk about what we are reading on our own. We learned the same topics are often discussed in magazines, books, novels, or in poems. I prefer to get my information in magazines because ..."; "I like watching biographies on the History channel. Those ones are my favourites because I am interested in the second world war."; "My dad always listens to old cowboy music. I always thought they were boring, but then I discovered that lots of them are really ballads and they tell a story. I made copies of some of them - they're pretty good."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.3 Grade 6

Discover and Explore

Reflect on personal language use and revise personal goals to enhance language learning and use

* language use includes all six language arts

*receiving language process stages may include: pre-reading/listening/viewing, reading/listening/viewing, responding, exploring, and applying

*expressing language process stages may include: thinking/planning, drafting, writing/speaking/representing, revising, editing, and publishing

Set Goals

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

1.1.3 a. *Uses strengths and challenges to set goals to improve language use (behaviours, skills, and strategies)*

Language use refers to listening, speaking, reading, writing, viewing, and representing

May say, "What are my strengths and weaknesses?" "What strategy(s) worked for me?" "I learned that I write much better when I get to choose the topic in writers' workshop. I am going to ask if I can choose books for reading assignments." "It is interesting that for this project lots more of us were involved. I think that is because we enjoyed putting our math information into building a log house."; "Maybe we need to write real letters because we are more involved with issues."

1.1.3 b. *Sets the criteria to assess the goals set for improving language use (behavior, skills, and strategies)*

See Synthesize Information (3.3.4) and Evaluate Group Process (5.1.3)

conversations, conferences, buddy/partner experiences, circles, author/illustrator, chair, centers, reading and writing workshops / processes, journals, reader's and writer's responses, ...

May say, "In my Readers' Conferences, I am having a hard time explaining what I read to others. I could improve that by bringing notes, or a plot diagram, or even my graphic organizer with me to the conference. That way I would be prepared and I would not be so nervous when I talk."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.2.1 Grade 6

Clarify and Extend

Reflect on prior knowledge and experiences to arrive at new understanding

Combine Ideas and Develop Understanding

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

- 1.2.1 a.** *Explains conclusions (based on the connections between prior and new experiences, observations, information, ideas and/or knowledge)*

•Venn diagram, t-chart, story charts, fishbone illustrations, Before-During-After (BDA) maps, graphs, tallies, ...

May say, "Skins were used as material for clothing here; because people have the same needs all over the world, others must have used what is in their environment in similar ways."

- 1.2.1 b.** **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

- 1.2.1 c.** *Begins to apply current understandings and / or conclusions to new contexts*

May say, "Suppose we are stranded on a northern island. We would have to hunt animals and find ways to prepare the hides or we would freeze once our clothes got too small or wet or winter came."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.2.2 Grade 6

Clarify and Extend

Explain personal viewpoints in clear and meaningful ways and revise previous understanding

Explain Opinions

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1), and Compare Ideas & Develop Understanding (1.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

- 1.2.2 a.** *Adjusts and explains personal understanding of concepts by integrating others' opinions and ideas (found in oral, print, and other media texts)*

See Synthesize Information (3.3.4)

May say, "We are working on our concept map to group the information we have about things that float and those that don't float. We listed everything we know about surface area and weight distribution and materials. We are trying to make a sentence from our information that explains why things float."

- 1.2.2 b.** *Uses evidence to support revisions of previous understandings (through the exploration of other opinions, experiences, ideas (oral, print, and other media texts)*

discussions, journals, response journals, learning logs, concept web / map / frames, word splashes and charts, Venn diagrams, interviews, questions and answers, written reviews, posters, advertisements, research, science experiments, survey analyses, data analyses, debates, essays, ...

May say: "I thought that smoking only hurt yourself, but since I did "Don't be a Butthead", I realized that secondhand smoke hurts the people around you, too"; "I thought that those granola bars were a healthy snack, but when we compared the labels, some of them have as much fat and sugar as cookies! I need to pay more attention when I choose snacks"



Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Constructing meaning of oral, print, and other media texts is fundamental to living in a democracy. In a technological society, students are required to comprehend and sort ideas and information from an increasing volume and variety of sources.

Through oral, print, and other media texts, students experience a variety of situations, people, and cultures, and learn about themselves. They respond personally and critically to the many

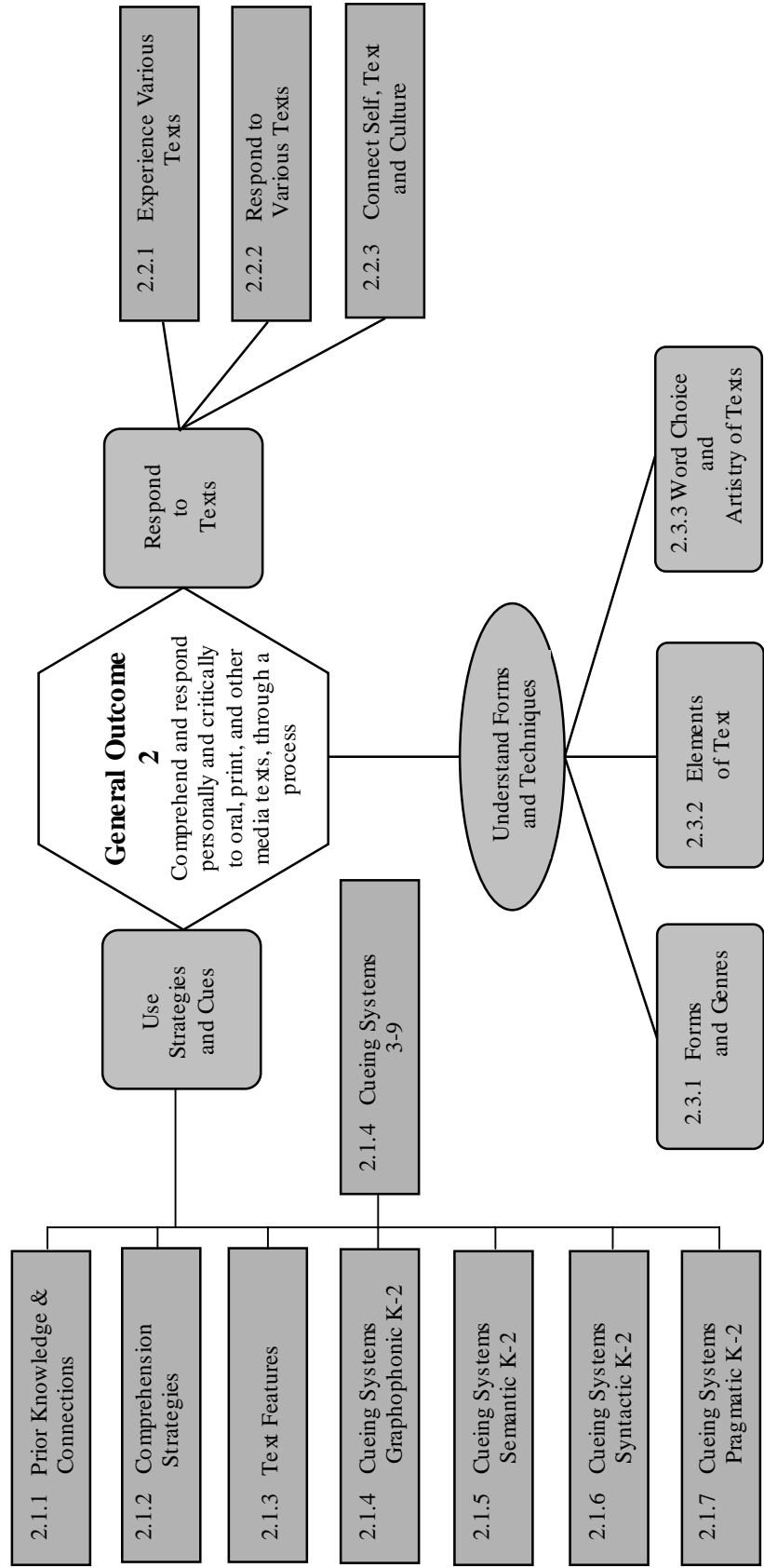
voices of their own and other cultures – contemporary and traditional. The study of literature is a major component of the ELA Curriculum and provides opportunities for students to learn to appreciate the clarity and artistry of texts as they respond both personally and critically.

Students learn to use a variety of strategies and cueing systems before, during, and after interacting with oral, print, and other media texts. They preview, ask questions, and set purposes. While interacting with texts, they attend to the ideas presented, make and confirm predictions and inferences, and monitor their understanding. They respond by reflecting, analyzing, synthesizing, evaluating, and creating.

Students enhance their comprehension of and responses to texts through learning experiences in all of the General Outcomes. Exploratory language strengthens students' understanding and appreciation of texts. Through their experiences with a variety of texts, students learn ways of organizing and formatting their own work. They also develop strategies for managing and processing information. By experiencing a variety of texts, students learn to appreciate the clarity and artistry of language. Through shared experiences with texts, they build and strengthen communities of learners.

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Reading Process stages include: Pre-reading, Reading, Responding, Exploring, and Applying



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.1 Grade 6

Use Strategies and Cues

Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, applying

Prior Knowledge and Connections

General Example(s)

•talking, listening, brainstorming, drawing, painting, building, writing, sculpting, acting, dancing, composing, singing, chanting, story telling, reading, viewing, representing, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

2.1.1 a. *Integrates new ideas and information into personal understanding*

** new ideas and information evolved from the connections between self and texts*

See Synthesize Information (3.3.4)

May say, "So, if our worm farm improves the quality of soil in the bin, farmers should buy worms and put them in their gardens or fields."

2.1.1 b. *Represents the connections that evolved from conversations and the exploration of texts (oral, print, and other media)*

**May choose to use graphic organizers to represent the connections that evolved from conversations*

May say, "After we had talked about moving weights with simple machines in class, our, we worked in the town shop to figure out a lever and pulley system to try to lift the new playground equipment."

**graphic organizers may include: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles/alouds, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, paragraphs, think alouds, bibliographies, information flip books, sequential map, sketch-a-sequence frame, cause-and-effect flow chart, self-check tool, rubrics, Y-charts, chapter maps, anticipation guides, Dancing boxes, continuum, fishbone, matrix, spread sheets, Decision Making Graphic Organizer, Problem Solving Graphic Organizer, Experimental Graphic Organizer, Herringbone frame, I-search, hierarchical map, continuum, ...*

2.1.1 c. *Seeks to understand, through discussion, the connections others have identified*

May say, "I don't see it the way you do; can you explain what you learned about .../ or how you arrived at that, again?"

2.1.1 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.1.1 e. *Begins to explain the connections that evolved from the exploration of texts (oral, print, and other media)*

May say, "I changed my mind about sharing natural resources because ..."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.2 Grade 6

Use Strategies and Cues

Anticipate meaning of text; select and use appropriate comprehension strategies to construct, confirm, revise, and explain understanding

*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)

*it is through guidance and practice that students, from Kindergarten onwards, move through literal, inferential, and evaluative levels of comprehension of text (oral, print, and other media) simultaneously

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, applying

Comprehension Strategies

General Example(s)

the 7 key thinking (comprehension) strategies used by proficient readers are:

- **activating prior knowledge:** making connections to relevant, prior knowledge (schema) before, during, and after reading text for the purpose of storing newly learned information with other related memories or ideas. It often involves making predictions and may involve accessing background knowledge if there is no prior knowledge of the topic or theme.
- **determining importance:** identifying the most important ideas and themes in a text and drawing conclusions about them, in order to focus the reading and to exclude peripheral or unimportant details from memory
- **question generating:** to clarify and to focus the reading by asking questions of themselves, the authors, and the texts that are reading
- **visualizing:** creating mental images that include visual, auditory, and other sensory connections to the text
- **inferring:** drawing inferences from text; combining what is read in the text with one's own ideas to create a unique interpretation. It is reading between the lines to figure out what the author has left unsaid.
- **synthesizing:** retelling and summarizing; bringing together pieces of information within a text, during or after reading
- **monitoring for meaning:** thinking about what one is reading both during and after reading to determine if one is comprehending a text. It's partner, clarifying, consists of using a variety of fix-up strategies to clear up confusion.

Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connects Self, Texts, and Culture (2.2.3), Word Choice & Artistry of Texts (2.3.3), Access Information (3.2.3), Use Strategies to Make Sense of Information (3.2.4), Enhance Artistry (4.2.4), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

2.1.2 a. *Understands what is read (using texts with an appropriate complexity of content and sophistication of style)*

**recognizes when what is read makes sense or does not make sense*

conversations, self monitoring approach to reading (SMART) think alouds, think-pair-share (TPS), conferences, learning logs, dialogue journals, cloze activities, literature circles, peer/teacher conferences, paired/guided/shared/independent reading, ...

May say, "During our group's reading conference, we talked about why the main character chose to act as he did. It doesn't tell exactly yet, so we have made a list of what we think along a continuum of events. We will check it as we read further and learn more about the character."

2.1.2 b. *Uses the seven key thinking / comprehension strategies to construct and confirm understanding*

***Keep in mind text and purpose when matching the reading comprehension strategies to the task*

***Guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones*

reading comprehension activities and recording tools might include: conversations, reader's workshop, brainstorming, predicting, drawing (beginning, middle, and predicting the ending), reenactments, dramatizations, Know-Want to Know-Learned (KWL), Know-Want to Know-Predict-Learned (KWPL), prediction frames, anticipation guides (advance organizers), listen-sketch-share (LSS), think-pair-share (TPS), predict-connect-check, Directed Reading-Thinking Activity (DRTA), shared reading, guided reading, Before-During-After (BDA) chart, literature circles, book talks, guided reading, Before-During-After (BDA) chart, literature circles, T-charts, Y-charts, mapping, Venn Diagrams, concept maps, webs, chapter maps, flow charts, time lines, look -it-over, conferencing, exploratory talk, Question the Author (QtA), Then and Now activities, Self-monitoring approach to Reading and Thinking (SMART), story mapping, prereading question strips, Question-Answer Relationships (QAR), Survey-Questions-Read-Recite-Review (SQ3R), reciprocal teaching and questioning, Know-Want to Know-Learned (KWL +), Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions (KWHLAQ), Questioner-Answerer-Paraphraser-Connector (QAPX), ...

2.1.2 c. *Revises understanding of text, based on new information (using texts with an appropriate complexity of content and sophistication of style)*

May say, "When I prepared my outline, I reread what I had first understood from my research and I realized that I had completely misunderstood the information. Now, I have to find other material to prove my part of the debate."

2.1.2 d. *Reflects upon own reading behaviours*

See Set Goals (1.1.3), Synthesize Information (3.3.4) and Evaluate Group Process (5.1.3)

talking, journaling, logging, peer conferencing, teacher conferencing, parent conferencing, goal setting, ...

May say, "I need to work with someone who is good at making the connections between texts when we do that QAPX activity. I find that is not my strength."; "When I paraphrase I get caught up in repeating too much and then it feels like I am just copying. Who has a trick to help me figure that out?"

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.3 Grade 6

Use Strategies and Cues

Use textual cues to construct and confirm meaning

**cues in narrative, expository, and poetic texts

Text Features

Specific Outcome Links

•see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Texts (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3))

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

2.1.3 a. *Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from narrative text*

***in grade six, narrative textual cues include:*

- book covers,
- titles,
- logical organization (sequential (beginning, middle, end) plot lines (elements), cause and effect relationships, problem-solution)
- sentence patterns,
- paragraphs,
- illustrations,
- photographs (in text, of author, of topic, ...),
- authors' profiles,
- font,
- type size,
- music / sounds,
- volume,
- colour,
- movement,
- opening shots to videos,
- lighting (time, mood, feelings), and
- composition

discuss, question, reQuest, read, reread, view, review, examine, reexamine, test, retest, write, rewrite, story mapping, ...

predictable books, films / movies, story books, picture books, oral stories, fairy tales, chapter books, comic books, junior novels, folk tales, novels, ..

May say, "The composition of the movie was different from the book's. In the movie, the story started 200 years ago, then we were brought to the present time. In the book, the story starts in the present and it isn't until the problem shows up that we are told about the character's family history." "The composition of our film needs editing because we did not consider how lighting could set the mood and the time of our story." "After watching their movie, I think they should change the music that they chose. It just doesn't seem to be the right message in that song for a story about ..."

2.1.3 b. *Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from expository text*

***in grade six, expository textual cues include:*

- titles and chapter titles,
- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive),
- photographs (in text, of author, of topic, ...),
- illustrations and corresponding captions,
- key words and placement,
- capitalization,
- punctuation and pauses,
- sentence patterns,
- table of contents,
- hot links,
- headings and subheadings
- dictionary guide words,
- paragraphs,
- indices,
- glossaries, and
- bullets
- margin notes / side bars,
- thumbnails, and
- menu bars

discuss, question, reQuest, read, reread, view, review, examine, reexamine, test, retest, write, rewrite, main idea map, main idea chart, visualizing and verbalizing, Directed Reading-Thinking Activity, guided reading, sketching, 5 Ws and H charts, active listening, read on, skimming, scanning, ...

May say, "The side bar that goes with this information is a list of important definitions. I am going to use those to study for this unit." "If you read the margin notes, it's more clear." "On the website we found about erosion, there are lots of thumbnails to go to. I think those subheadings could help us to clean up our research project."

2.1.3 c. *Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from poetic text*

***in grade six, poetic textual cues include patterns or frames that organize the writing:*

- titles,
- illustrations,
- poems organized by: words: rhyme schemes, rhythms, alliteration, repetition, comparisons, stanzas, lines, verses, choruses,
- font,
- type size,
- music / sounds,
- volume,
- colour,
- movement,
- key words and placement,
- capitalization,
- punctuation and pauses,
- placement and size of words,
- syllabication, and
- white space

May say, "It's easier to figure out the author's message in a cinquain because of the structure - all the words are images that connect to the beginning, so that helps me. Haiku is harder, because you have to take all three lines and figure out the overall image"

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.4 Grade 6

Use Strategies and Cues

Use vocabulary, language structure and context to construct meaning of a text

** This SO includes semantic, syntactic and pragmatic cueing systems. **Phonics is no longer a useful cueing system for students in upper Elementary School and beyond; it is replaced by word analysis.**

Cueing Systems

General Example(s)

*Cueing Systems are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Specific Outcome Links

See Comprehension Strategies (2.1.2), Express Ideas & Consider Others' Ideas (1.1.1), Comprehension Strategies (2.1.2), Experience Various Texts (2.2.1), and Respond to Various Texts (2.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

2.1.4 a. Reads for meaning; monitors, and self corrects

**using texts with an appropriate complexity of content and sophistication of style*

See Comprehension Strategies (2.1.2)

monitoring strategies might include: in addition to those listed in previous grades: outlining, summarizing, skimming, scanning, paraphrasing, tracking notes, ...

May say, "In this paragraph, the author is saying," "I think the poster talks about the dangers of second hand smoke."

2.1.4 b. Reads new texts (grade appropriate) with fluency (accuracy, expression, automaticity)

intonation, pace, rate volume, attending to punctuation, attending to context, ...

2.1.4 c. Applies phonetic rules, strategies, and generalizations to decode unfamiliar words in context

****Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.***

**using texts with an appropriate complexity of content and sophistication of style*

2.1.4 d. Selects and uses a variety of strategies to construct and confirm meanings of both known and unfamiliar words

Semantic: the meaning system. Meaning is not lodged in individual words (vocabulary); the context in which a word appears gives clues to which meaning is intended

Meanings vary slightly from reader to reader; the conceptual meanings can vary from concrete to abstract.

2.1.4 e. *Identifies and describes text structures, punctuation, and word order used in texts*

**attending to punctuation when reading aloud affects fluency (in particular: expression, phrasing)*

Syntactic: understanding the correct structure or grammar or flow of language. Word order (sentence structures), the relationship between words, tense, and numbers provide a sense of the structure being used.

Narratives have beginning, middle and end or other specific sequences; Recipes begin with lists of ingredients and go to procedures; Letters begin with a date and salutations, Informational texts have headings, paragraphs, subheadings, and margin organizers, Essays follow a paragraph structure, ...

2.1.4 f. *Infers author's/creator's purpose, audience and choice of structure or form, in support of personal interpretations of text*

**using texts with an appropriate complexity of content and sophistication of style*

**it is through guidance and practice that students, from Kindergarten onwards, move sequentially from literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media)*

Pragmatic: understanding that language fits a purpose and an audience; so varies according to social and cultural uses.

Readers are co-creators of meaning, as most texts don't have one intended meaning or interpretation. Through an active process, readers constantly build meaning for themselves as they think along with an author's words.

see Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Forms and Genres (2.3.1), Elements of Text (2.3.2), Word Choice and Artistry of Texts (2.3.3), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), Create Originals Texts (4.1.3), and Enhance Artistry (4.2.4)

conversation topics in literature circles may include: students' background and prior knowledge / experience, author's / creator's intent, characters' feelings, how a quotation / selection might be read / interpreted, author's / creator's message, multiple intended meanings or interpretations, author's / creator's point of view, ambiguity of text (conflicting messages), ...

May say, "Maybe the author wrote it that way; so that we wouldn't know his exact opinion. We can take it either way."; "I'm really confused with this essay. Sometimes I think the author is saying ... and sometimes it sounds like the opposite."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.2.1 Grade 6

Respond to Texts

Explore a variety of **oral, print, and other media** texts

*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Experience Various Texts

General Example(s)

***reading process** stages include: pre-reading, reading, responding, exploring, and applying

***viewing process** stages include: pre-viewing, viewing, responding, exploring, and applying

***listening process** stages include: pre-listening, listening, responding, exploring, applying

Specific Outcome Links

See Connect Self, Texts, and Culture (2.2.3), Techniques and Elements (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

2.2.1 a. *Listens to / reads / views stories represented through oral, print, and other media texts from diverse cultures*

Elders' stories, guests, familiar and unfamiliar stories, audio and video representations, ...

guest speakers, sharing circles, presentations, celebrations, author's chair, literature circles, Internet sites, literature from diverse cultures, music from diverse cultures, dances, films, videos, ...

2.2.1 b. *Sets a purpose for reading*

enjoyment, interest, information / research, to construct meaning, to make and confirm predictions or understandings, to respond, to clarify, to extend thinking, appreciation, ...

2.2.1 c. *Explores a variety of narrative texts*

****for assessment purposes: the distinction between grade levels is itemized in Elements of Text (2.3.2)***

****required*** narrative texts to ***explore*** in grade six:

- oral, print, and other media representations of narrative,
- story books (high proportion of text and increasingly sophisticated themes),
- plays (scripts),
- traditional tales: such as fairy tales, fables, legends, tall tales, folk tales, myths, short stories, and
- novels (chapters are relatively short (10 pages), with few or no illustrations, featuring action, minor dialogue, considerable description, varied sentence lengths, challenging vocabulary, often written in the first person or narrated, each chapter usually presents and solves a problem or a new attempt at solving the same problem, range 100-180 pages)
- narratives where the main and minor characters are: predictable (inferences can be made about character's actions and feelings), often stereotypical, but some complexity in character evident (main character is partly "good" or partly "bad" and may improve because of a lesson learned), main is clearly identifiable, relationships between characters are central,
- narratives where setting (time and place) is: obvious and singular (in novellettes two settings are possible), some foreshadowing or flashbacks,
- narratives where plot includes: clear sequence (beginning, middle, end), action, problem is solved and there may be a simple twist at the end, clear cause-effect pattern, often features suspense, and
- narratives where ideas / content / vocabulary / theme: are grade appropriate

suggested narrative texts to explore include: sculptures, dances, narrative poems, songs, tableaux, comic strips or cartoon strips in the form of a narrative, scripts / dramas (television programs, radio plays, ...), slide shows (power point presentations), ...

****sub-genres include: adventure, autobiography, biography, contemporary, epic, fantasy, historical, historical-fiction, mystery, realistic, romance, science-fiction, traditional***

2.2.1 d. *Explores a variety of expository texts*

***required** expository texts to **explore** in grade six:

- manuals
- book & movie reviews
- task cards & instructions
- biographies
- study notes
- documentaries
- text books
- instructions
- book reports (games, character sketches, maps, book and movie reviews...)
- observations
- histories
- prologues
- news and weather reports
- letters (officials or editors)
- autobiographies
- speeches
- varied forms of data collections
- thesauri
- brochures
- newspaper
- pamphlets
- science experiments

Connect Self, Texts, and Culture (2.2.2), Access Information (3.2.3), and Appreciate Diversity (5.2.2)

in addition to those listed in previous grades:

manuals, essays, letter (letter of application, ...), book reports (critical responses, critiques, ...), debates, minutes of a meeting, manuals, ...

Digital texts examples:

web sites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts (books that have been scanned or adapted for use on the computer), slide shows, pod casts, interactive sites/chats, bulletin boards and mailing lists.....

2.2.1 e. *Explores variety of poetic texts*

***for assessment purposes: the distinction between grade levels is itemized in Elements of Text (2.3.2)**

***required** poetic texts to **explore** in grade six:

poems with:

- lots of repetition (refrain, lines, phrases),
- strong rhythm,
- description (grade appropriate vocabulary / qualifiers),
- rhyming pattern, and
- some simple figurative language (vocabulary often includes onomatopoeia (sounds), alliteration, simile / comparison, personification, metaphor, hyperbole (exaggeration: overstatement and understatement)

***suggested grade five** poetic texts include: pictures, visual representations, songs, shape / concrete poems, couplets, raps, readers' theatre, diamantes, spoonerisms, riddles, jokes, free verse, limerick, cinquains, puns, epitaphs, lyrics, ballads, odes, haiku poems, ...

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.2.2 Grade 6

Respond to Texts	Respond to Various Texts
<p>Respond to texts creatively and critically</p> <p>*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)</p> <p>*reading process stages include: pre-reading, reading, responding, exploring, and applying</p> <p>*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying</p> <p>*listening process stages include: pre-listening, listening, responding, exploring, applying</p>	<p>General Example(s)</p> <p>**Responses can be described as engaging, conceiving, connecting, problem solving and questioning, explaining, interpreting, and judging</p> <p>*responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, and economic</p> <p>*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)</p> <p>responses are made through a variety of activities: talking, discussing, reading (guided, shared, aloud, and independent, literature study), listening, viewing, illustrating, drawing, journaling, enacting, imitating, questioning, reflecting, retelling, singing, chanting, dancing, drum dancing, sculpting, creating, ...</p> <p>Specific Outcome Links</p> <p>•Experience Various Texts (2.2.1), Share and Compare Responses (5.2.1), and Appreciate Diversity (5.2.2)</p>

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

2.2.2 a. *Responds creatively and critically to shared listening, reading, and viewing experiences to construct meaning*

**it is through guidance and practice, at every grade, that students move from literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media)*

**the distinction between grade levels is the depth of the response*

**responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, etc.*

•See Comprehension Strategies (2.1.2), Connects Self, Texts, and Culture (2.2.3), Elements of Text (2.3.2), and Word Choice and Artistry of Texts (2.2.3)

•Knowledge may say: "This whole power point presentation was about ..." "We made a game to help us to remember the facts about Canada."

•Comprehension may say: "An example of static electricity is ..." "An example of series circuit are the Christmas lights. When one bulb is burned or broken, the whole series goes off."

•Application may say: "To solve this problem, we have to use the same formula we used to calculate the answer in the problem about area."

•Analysis may say: "When the presenter said, ... that was proof that ..." "The presenter's comment about ..., proves my argument that ..."

•Synthesis may say: "So, if the data is correct, the community will vote for ..." "Our job is to write the debate arguing for ... and we are supposed to use the information we gathered for the Social Studies report."

•Evaluation may say: "I preferred the movie over the book because ..." "The main character in the play was not believable. If the actor had ..." "The book did not give me enough information about ... to get into it or to agree with the character's reactions."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.2.3 Grade 6

Respond to Texts

Identify bias and stereotype in texts to extend personal perspective of cultural representations (oral, print, and other media) and real life

**In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, and applying

Connect Self, Texts, and Culture

General Example(s)

**discussion topics might include: feelings, ideas, topics, times, places, people, characters' actions and choices, situations, challenges, events, experiences, and traditions

*cultural representations may include: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, histories, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Prior Knowledge & Connections (2.1.1), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

2.2.3 a. *Describes how groups of people are portrayed in texts*

***Awareness and sensitivity to bias and stereotype are critical.*

***Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ...*

December 2005, Human Right Commission

"Every individual is free and equal in dignity and rights without regard to: race, colour, ancestry, nationality, family or marital status, religion, age, social condition, disability, sex, sexual orientation, gender identity, political belief, and pardoned criminal conviction."

May say, "Isn't it odd that we use names of some cultures for sports teams or for selling some products: like the Edmonton Eskimos, the Atlanta Braves, and the Chicago Black Hawks and Chevrolet's Grand Jeep Cherokee. I think they picked those names because they used an idea that they thought people would understand right away. It is kind of a symbol."

2.2.3 b. *Identifies bias and stereotype in text (oral, print, and other media) and real life*

**be aware of sensitivity to other points of view, evaluation of extreme or unethical positions, freedom from undo bias and prejudice, and respect for opinions and rights of others*

May say "Sign of the Beaver is an example of how people who don't know anything about aboriginal people think they can write about them."

2.2.3 c. *** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

2.2.3 d. *Begins to interpret the portrayals of the various characters, communities and / or cultures in texts (oral, print, and other media)*

**information is embedded in narrative, expository, poetic, and persuasive texts*

**connecting self to text to world*

See Experience Various Texts (2.2.1)

May say, "May say, "Soldiers are often seen of as the bad guys or rough people. They are trained to defend themselves; but we know that humans are not built to hurt other humans. The soldiers are making choices because of their training. I don't think that I could make those choices because I have not lived the same experiences."

2.2.3 e. *Begins to explore how personal understandings of cultures and communities are influenced through texts (oral, print, and other media)*

**connecting self to text to world*

May say, "When I read my novel about the settlers, it made me think about the responsibility that went with coming to a new land. I also thought about what it must have felt like to have those new people coming to your land."; "When we read the Anne Frank's diary, it made me think that things are not that different for some people today. We have lots of war in our world."

2.2.3 f. *Begins to identify how similar ideas / themes are explored in texts (oral, print, and other media) from various cultures and communities*

themes might include: love, hate, envy, survival, strength, courage, loyalty, pride, greed, ambition, ...

May say, "We have read quite a few books about survival, like Paulsen's Hatchet, Taylor's The Cay, and Houston's Fire on Ice. The Elders describe the challenges they had to survive. Things are different today, but we still struggle with survival. There are natural disasters and economic ones too---there are lots of street people in our country and everywhere in the world. People in those situations have to work on staying alive."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.3.1 Grade 6

Understand Forms and Techniques

Discuss the strengths and limits of various forms and genres

*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Forms and Genres

General Example(s)

See suggestions of narrative, expository, and poetic forms in Create Original Texts (4.1.3)

Specific Outcome Links

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

2.3.1 a. Talks about the relationship between genre / form and audience / purpose

***Guided practice may be required for newly introduced forms; individual or group independence may be expected with familiar ones*

See elements of narrative, expository, poetic, and persuasive forms in Elements of Text (2.3.2)

May say, "Why do the candidates for the Prime Minister's office hold a debate? Both kinds of presentations are to persuade us to vote for them. Do they choose that, instead of a speech, because they can talk to lots of different kinds of people by answering all kinds of questions?"

2.3.1 b. Discusses the strengths and limits of various forms and genres

May say: "There is more information in a news article in a journal, than a news clip on TV, so if you want more information you have to watch the news reports that are longer. You can't only listen to the news clip and expect to get the whole story." "There is a difference between news clips and news articles because some people don't want too much information." "Business letters have to be different than personal ones because you have to get right to the point to ask something or to complain about something. The person you are writing to does not usually know you; so he does not need to know what you did last weekend." "This is my personal journal to myself; it's private. My response journal is the one where I write my thoughts about what we are reading. You can only look at the response one."

2.3.1 c. Discusses literature in reference to sub-genres

**sub-genres include: adventure, autobiography, biography, contemporary, epic, fantasy, graphic novels, historical, historical-fiction, mystery, realistic, romance, science-fiction, traditional...*

May say, "All the Harry Potter books are fantasies. There is no way that they could be real." "I want to read books with lots of action because that keeps me interested. I'm looking for a good adventure book."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.3.2 Grade 6

Understand Forms and Techniques

Listen, read, and view texts to understand how the techniques and elements interact to create effects

*The distinction between grade levels is the understanding of texts (appropriate complexity of content and sophistication of style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

* In the NWT curriculum, elements refer to the content, while techniques refer to the structural and organizational pieces. Other resources may use the terms differently or interchangeably.

Elements of Text

Specific Outcome Links

•See Comprehension Strategies (2.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

**grade specific genres and forms are itemized in Experience Various Text (2.2.1) and in Examples of Texts for Exploration in the NWT-ELA Support Documents

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

2.3.2 a. *Talks about and identifies the elements of narrative texts to explore their connections*

in grade six, narrative elements include:

- *background information-problem-rising action-climax-falling action/resolution/denouement*
- *theme*

maintain from previous grade:

- beginning, middle, end, (story events), problem and solution*
- *main and minor characters*
- *setting (time and place)*
- *problem-rising action-climax-falling action- resolution*

2.3.2 b. *Talks about and identifies elements of expository texts that guide an inquiry*

in grade six, expository elements include:

- **content (thematic)**

maintain from previous grades:

- *content (topic and related information and summaries, paragraphing: topic sentence, supporting sentences or details, concluding sentence; multiple paragraph text: main idea, supporting ideas or details, conclusions; related vocabulary)*
- *logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive)*
- *perspectives*

See Access Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)

2.3.2 c. *Talks about and identifies elements of poetic texts to explore their effectiveness*

in grade six, poetic elements include:

- **overstatement, understatement**

maintain from previous grades:

- *description (senses),*
- *rhyme,*
- *repetition,*
- *onomatopoeia (sounds)*
- *alliteration (tongue twisters)*
- *imagery*
- *simile*
- *personification*
- *rhythm*
- *metaphor*
- *exaggeration/hyperbole*

May say: "In the ballad, of Sam McGee, the author makes me feel and even imagine that I am running with a dog team, just by the rhythm he uses ...";

2.3.2 d. *Talks about and identifies techniques used to support texts (narrative, expository, poetic)*

in grade six, techniques include:

- *symbolism*

maintain from previous grades:

- *type size*
- *photographs*
- *illustrations and corresponding captions,*
- *colour*
- *colour coded words*
- *opening shots to videos*
- *book covers*
- *graphics including: charts, maps, and diagrams*
- *music / sounds*
- *volume*
- *imagery*
- *font*
- *title*
- *lighting choices*
- *publication information*
- *costumes and props*
- *subtitles*
- *graphics including: figures, tables, timelines*
- *action (fast or slow)*
- *expression*
- *humour (physical, situational, visual)*
- *tone and mood*

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.3.3 Grade 6

Understand Forms and Techniques

Explain how the author develops voice through vocabulary, descriptive and figurative language, techniques, and elements in a variety of oral, print and other media texts

* using texts with an appropriate complexity of content and sophistication of style

*Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Word Choice and Artistry of Texts

General Example(s)

**voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

Specific Outcome Links

See Comprehension strategies (2.1.2), Cueing Systems (2.1.4), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Elements of Texts (2.3.2), and Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

2.3.3 a. *Extends vocabulary while speaking, reading, and writing*

2.3.3 b. *Explains how effective an author's choice of words, techniques, or elements are in clarifying and enhancing meaning (oral, print, and other media texts)*

**exploring descriptive and figurative language*

May say, "The author used a simile, 'She went red like a tomato.' I didn't see that much differently than if it read, 'she was all red'. A tomato didn't help describe a real picture for me. Maybe if the author used , ..."

2.3.3 c. *Explains how an author expresses his / her voice in oral print, and other media texts, with guidance*

***Developing an awareness of voice involves exploring how an author approaches a topic on an individual, expressive, and engaging level. The reader must ask:*

- 1. How does the author speak directly to the reader on an emotional level?*
- 2. How does the author experiment with style to match the purpose and intended audience?*
- 3. How does the author take risks to reveal the person behind the words?*

developing an awareness of voice in text, in grade six, typically involves:

- discussing the overall effect of the author's voice on a text

to maintain from previous grades:

- responding to feelings in texts read aloud or viewed*
- dramatizing familiar texts expressively*
- taking on characters in improvisations / puppet plays*
- understanding that bolded or coloured text represents strong feelings, or importance*
- talking about adjectives or adverbs in texts*
- responding personally to a text*
- talking about the author's tone*
- talking about the author's purpose*
- reading dialogue with expression*
- attending to end punctuation when reading texts*
- identifying significant details in texts*
- identifying most effective or appropriate descriptors*
- reading with expression and appropriate tone for the subject / topic*
- talking about the intended audience*
- attending to internal punctuation when reading*
- discussing the author's point of view*
- discussing leads (strong, weak)*
- finding unique expressions in texts*
- discussing the effectiveness of the organization*

May say: "The author used dialogue to show what the kids were thinking and that really sounded like how kids talk. It made me understand why they decided to..."; "The book starts with a strong lead that drags you right into the action, and everything happens fast. There's no extra description, so you feel like the story is moving ahead really quickly."

2.3.3 d. *** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

2.3.3 e. *Begins to understand the subtle ambiguity of language and the importance of precise language in context*

**may include humour (physical, situational, visual)*

puns, jokes, double entendres (multiple meanings), ...

General Outcome 3

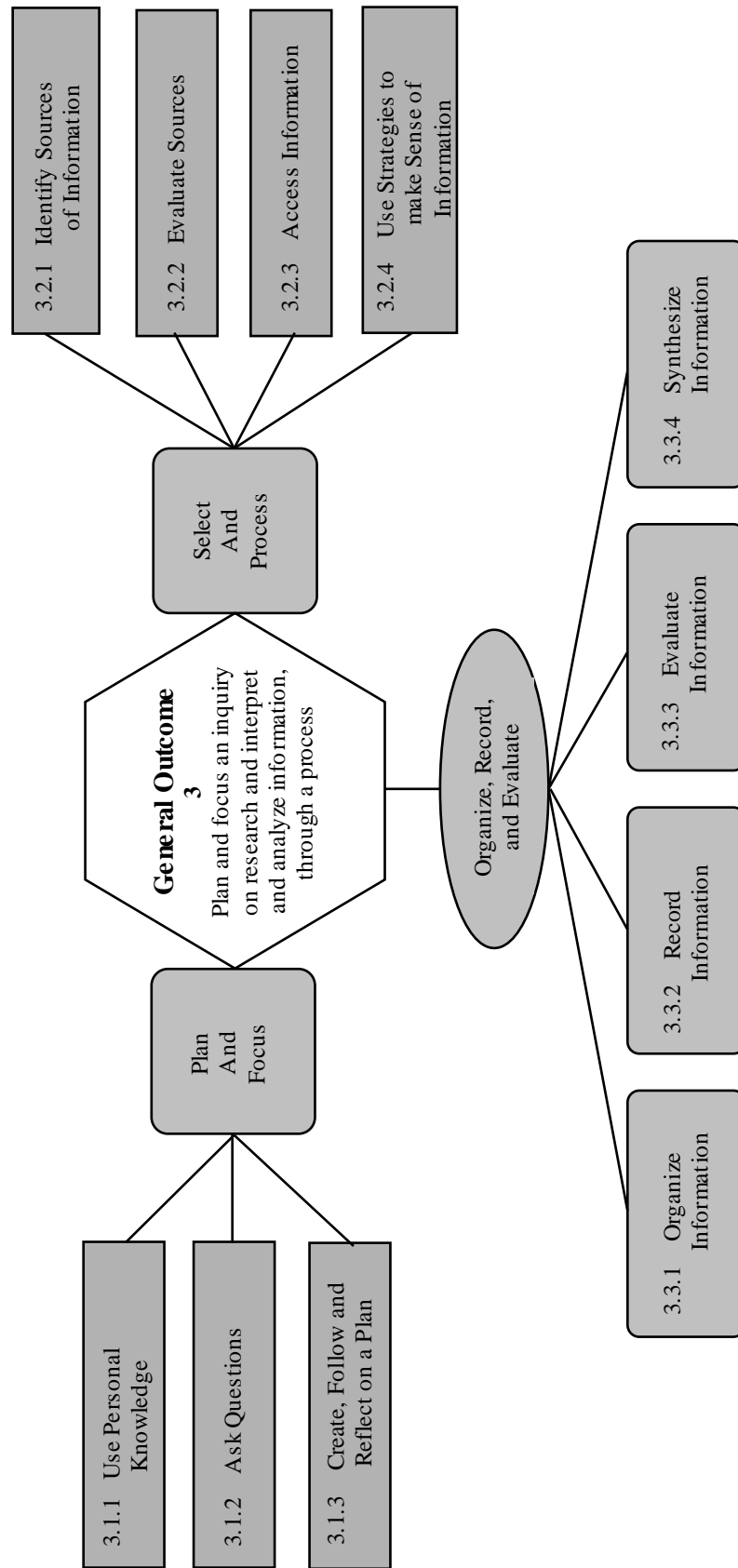


Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Managing ideas and information is important in the home, workplace, and community to fulfill responsibilities and achieve personal growth and satisfaction. Students need to know how to use tools, skills, and strategies effectively to manage the volume of information available.

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning, inquiry, and gather and evaluate information for specific purposes. They also learn to manage time, meet deadlines, explore personal questions, and discover additional areas for investigation.

Students enhance their ability to manage ideas and information by encouraging, supporting, and working with others. They use exploratory language to focus their inquiry or research and to determine the kinds and amounts of information needed to accomplish their purposes, both artistic and functional. Students learn to interpret and analyze texts, considering factors such as author, purpose, audience, and source. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content, and audiences. Use of technology also enhances students' opportunities to access, create, and communicate ideas and information.



General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.1 Grade 6

Plan and Focus	Use Personal Knowledge
Summarize and focus personal knowledge of a topic to determine information needs in own and group inquiry	<p>General Example(s)</p> <ul style="list-style-type: none">•Conversations, guided discussions, discussion webs, reflections, journals, sharing circles, Think-Pair-Share (TPS), organizational frames, Know-Want to Know-What I Learned (KWL) charts, charts, current event charts, science observations, data interpretations, graphs, inquiry notebooks, learning logs, outlines, mind maps, ... <p>Specific Outcome Links</p> <ul style="list-style-type: none">•See Organize Information (3.3.1) for list of graphic organizers

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

3.1.1 a. *Identifies missing categories and information gaps in personal knowledge*

graphic organizers (Organize Information 3.3.1), clustering, Know-Want to Know-Learned (KWL), mind maps, information frames, expository outlines, ...

3.1.1 b. *Summarizes prior knowledge, personal information, and ideas of a topic of inquiry or research, into categories*

uses graphic organizers (conceptual, hierarchical, sequential, or cyclical) (Organize Information 3.3.1), Know-Want to Know-Learned (KWL), KWL-Plus, mind map, information frames, ...

May say, "These ideas are all about how the rapids were used long ago, and these ones show what uses they could have in the future."; "All of this is really background information. This section is the really important part."

3.1.1 c. *Continues to use self-questioning to focus information needs*

learning log, inquiry notebook, experiment results, ...

May say: "Why do I get different results from the same experiment?" "What does this tell me?" "Are my categories specific enough? Do I even have the right categories?"

3.1.1 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.1.1 e. *Begins to use information about missing categories and information gaps to plan the next steps of an inquiry or research*

May say, "I am missing information on the bear's life cycle, so I need to do some research on the Internet or talk to a Renewable Resource Officer...or maybe my Dad."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.2 Grade 6

Plan and Focus

Formulate relevant questions to focus information needs in own and group inquiry

Ask Questions

General Example(s)

•Conversations, brainstorming, guided questions, think-alouds, peer and teacher conferences, classroom question box, Exit slips, I wonder charts, Who- What- Where- When- Why (5W's) web, Who- What- Where- When- Why- How (5W's + H), journals, learning logs, I Wonder..., I Learned..., T-charts, Y-charts, Know-Want to Know-What I Learned (KWL), graphic organizers, inquiry notebooks, Survey-Question-Read (SQ3-R), Know-Want to Know-How I will Learn It-What I Learned-How I Will Apply-What Questions am I left with? (KWHLAQ), question cube, fishbone diagrams, Venn diagram, Frayer Model, Concept Webs, Outlines, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

3.1.2 a. *Uses a variety of broad inquiry-based (open-ended, divergent) questions to focus an inquiry*

discussions, think-alouds, peer and teacher conferences, I charts, Who- What- Where- When- Why- How- (5W + H chart), Y-Chart, concept charts, brainstorming webs, outlines, graphic organizers, Know-Want to Know-Learned (KWL),...

May say: "My next question is, 'Why do we need to eat foods from all of the food groups?'"

3.1.2 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.1.2 c. *Begins to ask relevant questions to deepen and extend thinking throughout the inquiry process*

interviews, inquiry notebook, class discussions, logs, journals, ...

May say, "When we talk about how climate and weather affects the clothes we wear, don't we also have to talk about how things are different today. When there were no streets or salt on the streets, kamiks and mukluks were fine, but we had to adapt to the changes."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.3 Grade 6

Plan and Focus	Create , Follow, and Reflect on a Plan
Create, follow, and reflect on a plan to collect and record information within a pre-established time frame for own and group inquiry	<p>General Example(s)</p> <ul style="list-style-type: none">•Questions, books (narrative text, expository texts), environmental print, experts, others, TV, library, experiments, field trips, recipes, word problems, reflections, journals, exit slips, Internet, CD Rom, ... <p>Specific Outcome Links</p> <p>See Identify Sources of Information (3.2.1), Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), Evaluate Information (3.3.3), and Synthesize Information(3.3.4)</p>

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

3.1.3 a. *Identifies a purpose and audience*

May say, "We are planning to meet the Minister of the Environment to talk about the oil pipeline that is planned for the Mackenzie Delta. Right now, we are putting together our questions and concerns and we are surveying our community for their opinions."

3.1.3 b. *Uses appropriate strategy for accessing and gathering information*

See Identify Sources of Information (3.2.1), Evaluate Sources (3.2.2), and Access Information (3.2.3)

Conversations, brainstorming, talking, task charts, webs, key words, phrases, and icons, primary sources, questioning and interviewing, observations, Know-Want to Know-Learned (KWL), Know-Want to Know-How I am going to learn it -Learned (KWHL), Who-What-Where-When-Why-How (5Ws + H), graphic organizers or frames, inquiry/ research response sheet, inquiry Process, Big Six, I-Search, KWL-Plus (KWL +), ...

May say, "We need current information about the moose population and we don't have a local biologist; so let's do an Internet search through Renewable Resources and e-mail their expert."; "I'm going to use an outline frame to organize my information."; "I think a herringbone frame would work for this project."

3.1.3 c. *Records relevant information using the selected method*

Diagrams, lists, graphs, journals, logs, inquiry notebooks, charts, webs, T-charts, math equations, observation charts, Venn diagrams, concept webs, outline, graphic organizers, Know-Want to Know-How I learned-Learned (KWHL), inquiry/ research response sheet, 2-column notes, mind map, ...

May say, "Right now we have a lot of information about the different plants and animals in the ponds around town. We need to organize those into categories and then find out if those exist in different climates of the world."; "Let's put the population data for each animal onto this chart."

3.1.3 d. *Creates a plan and time line to meet a specified time frame for inquiry*

Inquiry process, Big Six, I-Search Planner, Know-Want to Know-Learned -Plus (KWL +), scientific method, webs, inquiry charts, outlines, ...

Parameters of inquiry: purpose of inquiry, depth of the investigation, how collected information will be shared, amount of work required to create the finished presentation

day timer, time frames, agenda books, ...

May say, "If we have two weeks to get our project done, we need to get our plants and animals classified with the help of the biologist right away, because it might take us a couple of days to track down experts. That will allow us a full week to research which plants and animals are found in other climate zones. It will leave us barely enough time to get the presentation ready, unless one of us works on that piece while the rest of us take on other jobs."

3.1.3 e. *Uses appropriate forms of expression to connect purpose and audience*

photo essays, pictures and videos of shared class experiences, string/hand games, invitations, surveys/interviews, centres, skits, songs, narrative stories, illustrations, dancing, drumming, paintings, murals, puppetry, role playing, journals, Readers' Theatre, poetry, ads, newspaper articles, comic strips, reports, maps, graphs, science experiments, letters, ...

identifying an audience, setting a purpose, linking a form of expression, ...

See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

May say: "If we want to include all these graphs and diagrams in our presentation, maybe we should do a PowerPoint so everyone can see it clearly."

3.1.3 f. *Reflects on choice of strategies and method for accessing and recording information*

May say: "I tried to use a web to record the key points for each main idea, but I made it too small and my writing got all jumbled up, and it was hard to follow."; "When we put the information we found into the chart, we could see a pattern right away."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.1 Grade 6

Select and Process

Use a combination of primary and secondary sources to answer inquiry or research questions

Identify Sources of Information

General Example(s)

•People, home, peers, teachers, librarians, story tellers, experts (trappers, elders, etc.), community, objects, artifacts, natural habitats, the land, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, TV, audio tapes, field trips, newspapers, magazines, Internet sites, interviews, CD Roms, various multimedia, songs, folk tales, plays / scripts, series by the same writer, diaries, ...

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), and Evaluate Information (3.3.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

- 3.2.1 a.** *Uses a combination of primary (experiential and/or firsthand account) and secondary (text based and/or secondhand account) sources of relevant information to answer inquiry or research questions*

Guest presenters (elders from the community, storytellers, and others), experts and speakers, field trips and excursions, natural habitats, first hand experiences (drum dances, drama presentations, performances, and other live experiences), ...

Newspapers, information text, CD ROMS, almanacs, encyclopedias, text books, atlases, classroom displays and interest centers, class or school or community libraries, slide shows, movies, songs, videos, Internet sites, art work, sculptures, prints, ...

May say, "We've looked in books, videos, and went to the swamp, but none of those places help us to understand what we hear on the news about the 'West Nile Virus'. Maybe we could search for an Internet site with one of those 'Speak with an Expert' options. We also want to invite someone from the town council/band council to ask them what is planned for our town ..."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.2 Grade 6

Select and Process

Recognize that information serves different purposes and determine its usefulness for inquiry or research focus using pre-established criteria

Evaluate Sources

General Example(s)

learning logs, inquiry notebooks, reflection, self-questioning, rereading, "Five Finger" rule, assessing with Rubric, previewing, inquiry charts, the Big-6 (Who, What, Where, When, How, and Why), Trash-Treasure-Save, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

- 3.2.2 a.** *Matches source (s) to inquiry or research purpose, using pre-established criteria (teacher directed, student directed, or group directed)*

May say, "Our group decided that we were going to make a presentation to the town/band council about where dog teams should be tied. To help us prepare, we need to contact some dog team owners and then we also need to talk to other community members to find out their opinions."

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

- 3.2.2 b.** *Matches source (s) to inquiry or research focus, using pre-established criteria (teacher directed, student directed, or group directed)*

May say, "We need to focus our research on sites that only talk about growth and development or maturity. Let's look for words like: prenatal, infancy or puppy stage, adolescent for us and what ever for dogs, and then adult for us and mature dog."

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

- 3.2.2 c.** **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**
-

- 3.2.2 d.** *Begins to use specific criteria (currency, reliability of information, and usefulness) to evaluate the source*

May say, "We need to find some magazine articles because these encyclopedias do not have up to date information."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.3 Grade 6

Select and Process

Use a variety of tools [such as bibliographies, thesauri, technology...] to access information and ideas; use visual and auditory cues [such as captions, intonation, staging...] to identify relevant information

Access Information

General Example(s)

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Text Features (2.1.3) and Cueing Systems (2.1.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

3.2.3 a. *Expands repertoire of visual cues to guide the search for information*

body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, icons, colour coded words, font, letter size, charts, graphic organizers, opening shots to videos / DVDs, picture files, icons, diagrams, pop-ups, insets, pull down menus, hypertext links, scene changes, graphics, pacing, close-ups, zooms, lighting, camera angle, captions, staging, sidebars, shaded areas, margin notes, ...

3.2.3 b. *Expands repertoire of auditory cues to guide the search for information*

sounds, music, words, noises, pauses, volume, rhythm, repetition, emphasis, pacing, pings, tone, sound effects, voice overs, pause, intonations, ...

3.2.3 c. *Expands repertoire of textual cues to access information*

See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues

3.2.3 d. *Uses the library's organizational system to locate information*

Areas designated for fiction, nonfiction, easy reading, new books, picture books, informational texts, references (dictionaries, atlases, maps, almanacs, thesauri,), magazines, posters, videos, audio tapes, CD Roms, library files, electronic media, alphabetization of resources, card and electronic catalogues, Internet search engines / tools, ...

3.2.3 e. *Uses the computer to access information*

***Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased*

**applicable where technology is available*

see Identify Sources of Information (3.2.1.), Use Strategies to Make Sense of Information (3.2.4), and Enhance Legibility and Word Processing Skills (4.2.3)

Internet sites, CD Roms, ...

3.2.3 f. *Accesses information from reference materials*

conversations, calendar, alphabet, number line, labels, learning centers, word walls or word books, print and electronic dictionaries, maps, environmental print, informational texts, atlases, maps, Internet sites, time lines, charts, graphs, junior thesaurus, thesauri, spell check functions, directories, Net-directories, multiple sources, search engines, encyclopedia, almanac, objects, artifacts...

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.4 Grade 6

Select and Process

Use organizational patterns in texts to construct meaning and gather information

Use Strategies to Make Sense of Information

General Example(s)

strategies: conversations, observations, conclusions, Group Mapping Activity (GMA), Pause and Predict, Before-During and After (BDA), Response Journal, Look-Think-Predict, Question-Answer Relationships (QAR), ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Prior Knowledge & Connections (2.1.1), Comprehension Strategies (2.1.2), Connect Self, Texts, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Ask Questions (3.1.2), Evaluate Sources (3.2.2), Access Information (3.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

- 3.2.4 a.** *Uses prior knowledge, connections, predictions, and inferences to make sense of information (oral, print, and other media text*

Before-During-After (BDA), cloze activities, retelling/restating, Pause and Predict

May say, "This problem asks us to use the data on this chart to figure out the probability of ..."

May say, "Our experiment, or lab report, has to have a hypothesis ..."

- 3.2.4 b.** *Continues to use text and textual cues, including organizational patterns, to construct meaning from oral, print, and other media text*

See Access Information (3.2.3) for visual and auditory cues

See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues

illustrations, titles, key words, labels, colour coded words, opening shots to videos, author's name, publication information, table of contents, captions, headings and subheadings, diagrams, hot links, index, glossary, dictionary guide words, main ideas, supporting ideas, explanation, compare and contrast, cause and effect, sequence, problem and solution, ...

Main idea map, main idea chart, visualizing and verbalizing, Directed Reading-Thinking Activity, guided reading, sketching, story mapping, 5 Ws and H charts, active listening, rereading, and reading on, ...

discuss, question, reQuest, read, reread, view, review, examine, reexamine, test, retest, write, rewrite, compare and contrast,

3.2.4 c. *Skims to gather information*

chapter headings, first and last paragraphs, first and last sentences, main ideas, bold print, italics, subheadings and captions, indices, table of contents, bibliographies, captions, schedules, summaries, prefaces, ...

skimming guide for non-fiction, speed reading, ...

3.2.4 d. *Scans to gather information*

key words, dates, names, numbers, places, phrases, signal and transition words and phrases (in text, time), organizational pattern words (comparisons, contrasts, cause and effect), indices, definition, table of contents, bibliographies, captions, schedules, summaries, prefaces, math problems, precis, charts, graphs, tables, ...

highlighting, text coding, post-it notes, I spy, treasure hunts, fast forwarding, ...

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.1 Grade 6

Organize, Record, and Evaluate

Organize information and ideas using a variety of strategies and techniques

Organize Information

General Example(s)

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, organizing, inquiring, observing, predicting, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, classifying, ranking, focussing, concluding, assessing, evaluating, problem solving, hypothesizing, analyzing, surveying, inferring, synthesizing, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), and Record Information (3.3.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

- 3.3.1 a.** *Chooses appropriate graphic organizer, for the task (audience and purpose), from a selection, and explains choice*

May say, "We used a flow chart to look at the causes of cultural change in our Territory. We started with the Aboriginal peoples and looked at what has caused their cultures to change over the last century. The flow chart let us record how sometimes one change led to another."

3.3.1 b. *Uses graphic organizers*

***Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones*

graphic organizers: journals, lists, pictographs, picture maps, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles/alouds, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, paragraphs, think alouds, bibliographies, information flip books, sequential map, sketch-a-sequence frame, cause-and-effect flow chart, self-check tool, rubrics, Y-charts, chapter maps, anticipation guides, Dancing boxes, continuum, fishbone, matrix, spread sheets, Decision Making Graphic Organizer, Problem Solving Graphic Organizer, Experimental Graphic Organizer, Herringbone frame, I-search, hierarchical map, continuum, ...

May say, "During our group's reading conference, we talked about why the main character chose to act as he did. It doesn't tell exactly yet, so we have made a list of what we think along a continuum of events. We will check it as we read further and learn more about the character."

***See Specific Outcome for list of possible strategies*

3.3.1 c. *Chooses appropriate strategies from a selection*

May say, "We brainstormed all the possible solutions to our model airplane's crash. It might not fly because of the wing shape, the weight, We are going to change one thing on our model for each test run to fix our problem."

***See Specific Outcome for list of possible strategies*

3.3.1 d. *Explains information and ideas using the selected graphic organizer*

May say, "It is easy to see on our I-Search chart that we are going to find the answers to our questions about electricity. We already did a library and electronic search, so our sources are also listed. As we go, we have left a column for new questions and another for writing what we learn."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.2 Grade 6

Organize, Record, and Evaluate

Record Information

Make notes on a topic, combining information from more than one source; reference sources appropriately

Specific Outcome Links

Organize Information (3.3.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

3.3.2 a. *Selects and uses appropriate method to record information*

See 3.3.1 for list of graphic organizers

May say, "Let's make a chart to record the different characteristics of mammals, birds, and reptiles. We can subdivide it into further categories if we need to."

3.3.2 b. *Cites references using authors names in alphabetical order, titles, and publication dates*

authors, titles, publication date, ...

May say, "Well, how do we write a bibliography if our information is from the Internet and we can't find the author or the date?"

3.3.2 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.3.2 d. *Begins to make effective notes from a combination of source materials*

identifying key ideas, deleting unimportant and/or repeated information, and recording supporting ideas and examples, questioning contradictory information, ...

note making strategies: webbing, mapping, coding, charting, paraphrasing, outlining, highlighting, summarizing, clustering, synthesizing, skimming, scanning, ...

See 3.3.1 for list of graphic organizers

May say: "I'm going to use an outline frame to organize my information. I am hoping that it'll help me with my organization. I find it hard to separate my ideas into paragraphs." ; "In this magazine article the author tells us that we should not worry about the West Nile Virus here in the NWT, but on the Internet Newspaper, I read that the whole country is at risk. Who should we talk to to verify our information? Then we are going to use our notes to write a pamphlet for the Nursing Station."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.3 Grade 6

Organize, Record, and Evaluate

Evaluate the appropriateness of information for a particular form, audience, and purpose; identify gaps in information collected and gather additional information

Evaluate Information

Specific Outcome Links

•See Ask Questions (3.1.2), Organize Information (3.3.1), Record Information (3.3.2), and Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

3.3.3 a. *Addresses information needs for task completion*

conversations, brainstorming sessions, think alouds, conferences, Think-Pair-Share (TPS), compare and contrast, interviews, questioning (Who- What- Where- When- Why- How (5W's + H), I wonder ..., Did you know? ...,), Before and After, Then and Now, Know-Want to Know-Learned +What will I do Next? (KWL+), response journals, learning logs, Trash-Treasure-and-Save, Peer Review, Inquiry or Research Checklist, Inquiry Chart (I-Chart), ...

suggesting solutions to gaps, locating additional information, planning further inquiry, ...

3.3.3 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.3.3 c. *Begins to evaluate the relevance of information and ideas using specific criteria (currency, reliability of information, and usefulness)*

****Keep in mind form, audience, and purpose when evaluating information**

identifying question, identifying subtopics, deleting unimportant information, recording related ideas and examples, developing guidelines to review information, ...

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.4 Grade 6

Organize, Record, and Evaluate

Synthesize Information

Relate gathered information to prior knowledge to reach conclusions or develop points of view; set goals for further inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

3.3.4 a. *Establishes goals for further inquiry or research process*

May say: "Next time I do a research project I think I should contribute more to the planning. I was frustrated this time because the project didn't go the way I wanted it to."; "We did really well collecting our information, but at the end we had too much and we couldn't agree on what to get rid of. Next time, we should have clearer criteria."

3.3.4 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.3.4 c. *Begins to integrate new ideas and information to develop point of view*

May say, "I think that an oil pipeline is an environmental issue because ..."

3.3.4 d. *Begins to substantiate conclusions drawn from new understandings*

May say, "The research I did shows that an oil pipeline is an environmental issue because ..."



Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Well-organized, clear, and precise language is essential for communicating thoughts, feelings, and ideas. Well-crafted, artistic language conveys the ideas and values of a culture and can be a source of pleasure and delight.

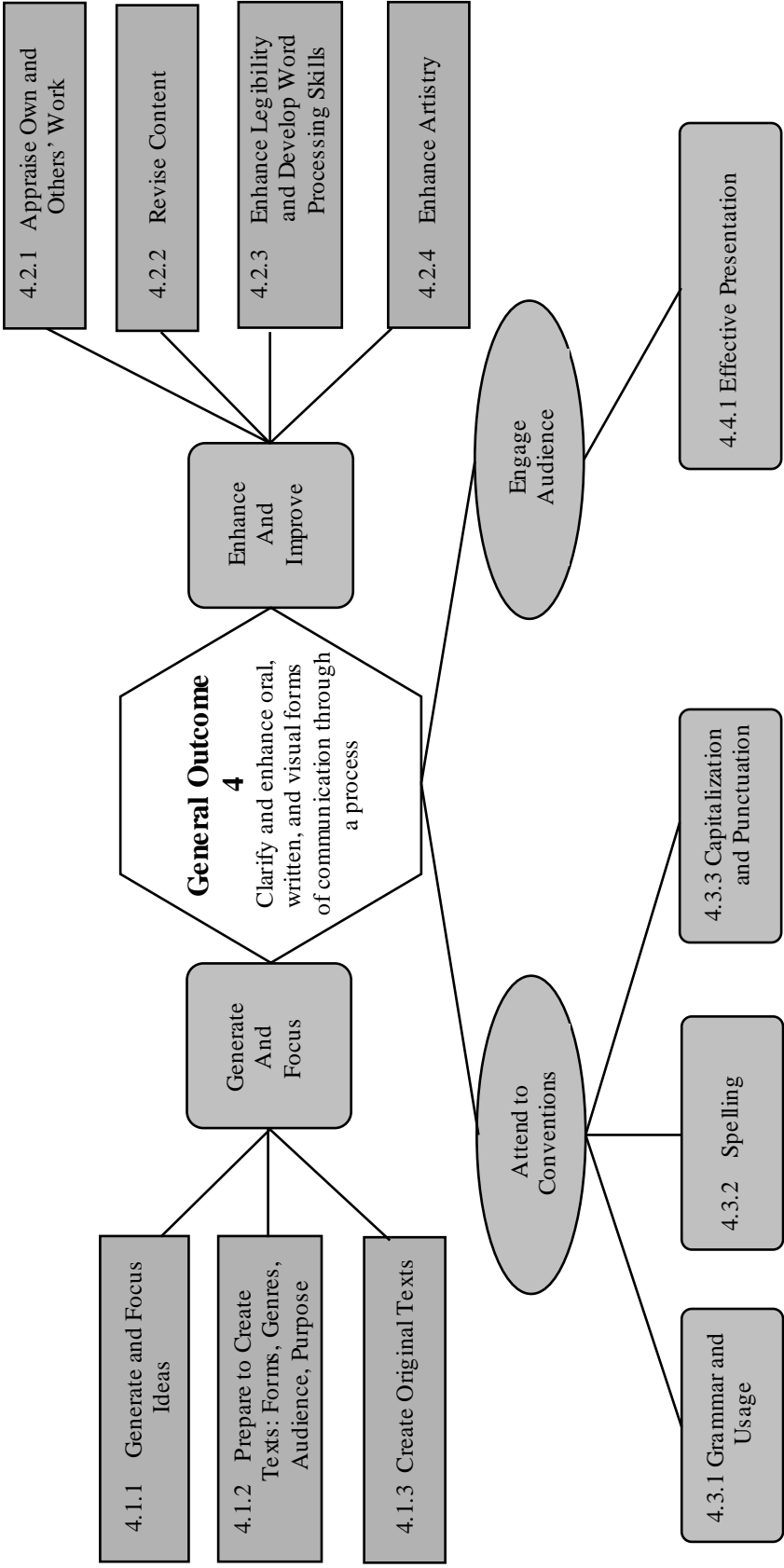
Students are expected to develop knowledge and skilled use of language. Students need instruction, encouragement, and support as they learn to use language in authentic contexts. Learning to use

language artistically provides students with a powerful means of personal and social expression. Composing in oral, written, and visual forms requires students to focus on clarity and to use conventions effectively. They apply the conventions of grammar, language usage, spelling, capitalization, and punctuation as they revise and edit to clarify meaning, achieve purposes, and affect audiences.

Students use exploratory language to clarify their ideas, focus their thinking, and strengthen their communication. Oral, print, and other media texts provide models and new perspectives that students use when speaking, writing, and representing. Students locate, gather, and organize data to communicate ideas and information. Communicating clearly and artistically enhances collaboration and builds community.

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Writing process stages include: drafting, writing, revising, editing, and publishing



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.1 Grade 6

Generate and Focus

Generate ideas and develop a topic using a variety of strategies

*writing process stages include: drafting, writing, revising, editing, and publishing

Generate and Focus Ideas

General Example(s)

idea generating strategies may include: brainstorming, discussing, retelling/recalling, journaling, comparing and contrasting, connecting/linking, planning, visualizing, painting, sculpting, dancing, singing, illustrating, writing, exploring, questioning, viewing, graphing, conferencing, describing, sequencing, questioning, mapping, webbing, clustering, interviewing, inquiring, observing, predicting, interviewing, organizing, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, classifying, ranking, focussing, concluding, mind mapping, assessing, evaluating, problem solving, hypothesizing, analyzing, surveying, inferring, synthesizing, ...

Specific Outcome Links

see Express Ideas & Consider Others' Ideas (1.1.1), Prior Knowledge & Connections (2.1.1), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), and Work in Groups (5.1.1)

*see Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3) for types of narrative, expository, poetic, and persuasive texts, at each grade level. Also see Examples of Forms of Expressive Language in NWT-ELA Support Documents

*graphic organizers or organizational strategies may be used to focus the topic; see Organize Information (3.3.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

4.1.1 a. *Focuses a topic by integrating multiple ideas from a variety of sources, for an oral, print, or other media text*

**the distinction between grade levels is in creating texts with an appropriate complexity of content and sophistication of style and using appropriate strategies*

**In developing ideas for representations, other sources of information naturally shape one's thinking.*

conversations, sharing circles, centres, book talks, inquiries, improvisations, ...

May say: "We decided to write a letter to the city about the lack of recycling programs in Yellowknife. We have done all kinds of research already to add facts to our letter. We talked to the man, that we read about in the newspaper, who is trying to get a recycling business set up with a sponsorship from the City. We researched different cities' recycling programs in the country. We read some books about it. We even talked to the people at renewable resources to find out about the effects on the environment if we don't do something in our city now. Then, we took pictures out at the dump and around the city, to use in our letter or powerpoint presentation if we get invited to talk to the Mayor and counselors."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.2 Grade 6

Generate and Focus

Use appropriate form (organizational structure, audience, purpose) to organize ideas and information

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Prepare to Create Texts: Forms, Genres, Audience, Purpose

General Example(s)

See Create Original Texts (4.1.3) for examples of narrative, expository, and poetic texts. Also see Examples of Forms of Expressive Language in NWT-ELA Support Documents.

Specific Outcome Links

•See Express Preferences (1.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

4.1.2 a. *Applies understanding of organizational structures when creating a variety of texts (oral, print, and other media)*

**organizational structures include: beginning-middle-end (sequence), logical order, description (main idea and supporting details), compare and contrast, and cause and effect*

**May use graphic organizers and templates*

conversations, dramatization, puppetry, book talks, think-pair-sketch, lists, class-created books, making wordless picture books, class books, journals, paintings, labels, predictable books, shared writing, sentence strips, word cards, timelines, life cycles, poems, songs, chants, journals, captions, lists, pattern books, stories, directions, recipes, rebus stories, cartoons, story vines, story boards, sentence frames, Information Pyramid, graphic organizers, templates, ...

See Combine Ideas and Develop Understanding (1.2.1), Text Features (2.1.3), Organize Information (3.3.1) for possible strategies, and Create Original Texts (4.1.3)

See 3.1.3 for list of graphic organizers

May say, "We used our report on smoking to write our key point cards for our debate. We also included a power point of our facts to persuade the audience."

4.1.2 b. *Develops topic, concluding, and supporting sentences in paragraphs*

- may use specific graphic organizers that support paragraphing (main idea-supporting detail). See 3.3.1 for list of graphic organizers

4.1.2 c. *Identifies an audience and sets a purpose when creating texts (oral, print, and other media), with guidance*

May say, "Our group is preparing a critique of the play we all went to yesterday. It has to be in essay format because our class is responsible for the school newspaper this month. We are struggling with audience though, because the paper is read by grade 5 to 12 kids and adults too. What can we do to deal with that?"

4.1.2 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.1.2 e. *Begins to adapt forms, appropriate for a variety of audiences and purposes, to create oral, print, or media texts*

***Guided practice may be required for newly introduced forms; individual or group independence may be expected with familiar ones*

**keep in mind that audience and purpose determine form*

May say, "We used our concept overviews of the mystery novel and the adventure novel. Then we decided what our short story had to have in it. We think that because it is a mystery, it needs a crime, some clues, a solution, some excitement, and a main character that solves the crime at the end. After that, we made a story board. Now we are thinking about beginning the writing of the short story."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.3 Grade 6

Generate and Focus

Create original texts (oral, print, and other media)

**Guided practice may be required for newly introduced texts; individual or group independence may be expected with familiar ones

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

*writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing

*oral presentation process stages include: planning, rehearsing, revising, presenting

*representation (fine arts, etc.) also uses a process approach that involves planning, developing, revising, and presenting

Create Original Texts

Specific Outcome Links

•see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Text (2.3.2), and Prepare to Create Texts: Forms, Genres, Audience and Purpose (4.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

4.1.3 a. *Creates original narrative texts (oral, print, and other media) applying familiar narrative forms*

see Experience Various Texts (2.2.1).

The writer creates forms that **are not parallel to those he/she reads.*

pictures, illustrations, sculptures, dances, video representations, audio representations, oral tellings, dramatizations, improvisations, picture storybooks, journals, stories, fairy tales, stories (adventures, fantasies, ...), comic strips or cartoon strips, folk tales, scripts (plays, puppet plays, television programs, radio plays ...), tableaux, fables, legends, tall tales, traditional stories, stories (mysteries, fiction, ...), slide shows (Powerpoint representations), stories (autobiographies ...), serialized stories, biographies, cliff-hangers ...

4.1.3 b. *Applies understanding of elements of narrative texts when creating texts (oral, print, and other media)*

**elements of narrative texts typical in grade six include:*

- *beginning-middle-end*
- *rising action or events*
- *cause and effect (problem and solution)*
- *characters (main and minor)*
- *setting (time and place)*
- *resolution*
- *background information*

see Elements of Text (2.3.2)

The writer uses elements that **are not parallel to those he/she reads*

4.1.3 c. *Creates original expository texts (oral, print, and other media) applying familiar expository forms*

-see Experience Various Texts (2.2.1).

The writer creates forms that **are not parallel to those he/she reads.*

pictures, illustrations, charts, pictographs, instructions / directions (games, maps, centres, task cards, assignments, ...), recipes, lists, rules, signs, learning logs, calendars, thank you notes, invitations, notes, cards, letters (to family, to friends, to characters, to familiar adults, to pen pals, letters of request or information, ...), book reports (summaries, sketches, cartoons, puppet plays, role plays, conversations, sculptures, learning logs, responses...), descriptions, graphs, diagrams, dictionaries, posters, reports, science experiments, nonfiction books, advertisements, envelopes, commercials, cookbooks, itineraries, schedules, agendas, tips (for bicycle, bus, fire, water safety, ...), research projects / reports, classifieds ads, brochures or travel guides, guides, surveys, interviews, questionnaires, timelines, slide shows (Powerpoint representations), movie reviews, observations, histories, prologues, news and weather reports, autobiographies, speeches, riddles, jokes, plot diagrams, author studies, letters of application, book reports (critical response), minutes of a meeting, newspaper articles ...

4.1.3 d. *Applies understanding of elements of expository texts when creating texts (oral, print, and other media)*

**elements of expository texts typical in grade six include:*

- *title*
- *headings*
- *content (topic and related information and details, paragraphing: topic sentence, supporting sentences or details, concluding sentence; multiple paragraph text: main idea, supporting ideas or details, conclusions; related vocabulary)*
- *logical organization (sequential, categorical, descriptive, comparison-contrast, problem-solution) - graphics (charts, maps, diagrams)*
- *illustrations and captions*
- *publication information*
- *conclusion*

see Elements of Text (2.3.2)

The writer uses elements that **are not parallel to those he/she reads*

4.1.3 e. *Creates original poetic texts (oral, print, and other media) applying familiar poetic forms*

-see Experience Various Texts (2.2.1)

The writer creates forms that **are not parallel to those he/she reads.*

pictures, visual representations, tongue twisters, list poems, modeled patterns, modeled songs, chants, rhymes, jingles, sensory poems, comparisons (similes), alphabet poems / acrostic poems, onomatopoeia, shape / concrete poems, couplets, diamantes, spoonerisms, free verse, puns, epitaphs, lyrics, ...

4.1.3 f. *Applies understanding of elements of poetic texts when creating texts (oral, print, and other media)*

**elements of poetic texts typical in grade six include:*

- description (senses)*
- rhyme*
- repetition*
- similes*
- onomatopoeia (sounds)*
- alliteration*
- line breaks*
- white space*

see Elements of Text (2.3.2)

The writer uses elements that **are not parallel to those he/she reads*

4.1.3 g. *Creates texts with a computer / computer program*

See Enhance Legibility and Improve Keyboarding Skills (4.2.3)

narrative, expository, poetic (see previous outcomes)

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.1 Grade 6

Enhance and Improve

Use pre-established criteria to focus conversations about own and others' texts and representations

*writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing

*oral presentation process stages include: planning, rehearsing, revising, presenting

*representation (fine arts, etc.) also uses a process approach that involves planning, developing, revising, and presenting

Appraise Own and Others' Work

Specific Outcome Links

Techniques and Elements: the measurable learning outcomes, that distinguish the grade levels, are found in Elements of Text (2.3.2)

Content encompasses **detail, information, topic, audience and purpose.** The measurable learning outcomes are found in many Specific Outcomes.

The measurable learning outcomes, that distinguish the grade levels,

-for **details and / or information**, are found in Combine Ideas and Develop Understanding (1.2.1), Elements of Text (2.3.2), Connect Self, Text, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), and Record Information (3.3.2)

-for **topic**, are found in Text Features (2.1.3), Elements of Text (2.3.2), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), Synthesize Information (3.3.4), and Record Information (3.3.2)

-for **audience and purpose**, are found in Cueing Systems (2.1.4), Forms and Genres (2.3.1), Create, Follow, and Reflect on a Plan (3.1.3), Use Language to Show Respect (5.1.2), and Celebrate Special Occasions (5.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

4.2.1 a. *Participates in development of criteria to respond to own and others' draft texts and representations*

**the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

**the distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Elements of text and / or Content*

whole group discussions, mini-lessons, small group work, think-pair-share, ...

Content

May say, "How are we going to see if someone has changed his or her mind when we look at their response to a text? We have been talking about that all year, but I don't know what someone thought first."

Techniques and Elements

May say: "Since this is a response to a text, can't we have a question to answer about what they thought first, and if they changed their minds, why they did; or if they didn't, why not? It is like coming to a conclusion in an experiment after you see what happened." "Or what about asking a question before we read or look at it. Write down our opinions. Read or look at it. And then write down if we still think the same. Then we have to explain why or why not. Doing that could show us if they have a new conclusion."

4.2.1 b. *Uses criteria when suggesting revisions to own and others' draft texts and representations*

**the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

**the distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques and Elements and / or Content*

conversations, peer and teacher conferences, writing process, sharing circle, small group conferencing, Think-Pair-Share (TPS), self-reflection activities, ...

Content

May say: "If you're writing this for the Kindergarten kids, you should make sure that they're going to be able to understand the funny parts."

Techniques and Elements

May say: "Some of the Kindergarten kids can't read yet, so be sure to include lots of pictures, too."

4.2.1 c. *Uses criteria when asking for feedback about own and others' draft texts and representations*

**the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

**the distinction between grade levels is the depth of focussed conversations based on the appropriate grade level
Techniques and Elements and / or Content*

conversations, peer and teacher conferences, writing process, sharing circle, small group conferencing, Think-Pair-Share (TPS), self-reflection activities, ...

Content

May say: "I was really happy and really jealous at the same time when my new brother came home. Is that clear from my poem?"

Techniques and Elements

May say: "I'm going to write this poem for two people to read, so I can show how I felt different ways about my new brother. Is it clear that even though it's in two parts, it's the same person? "

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.2 Grade 6

Enhance and Improve

Revise ideas and organization to match purpose and engage the audience

*writing process stages include: drafting, writing, revising, editing, and publishing

Revise Content

General Example(s)

Revision strategies include: A.R.R.R. (Adding, Rearranging, Removing, Replacing), RAG (Read around the Group, ARMS (Add, Remove, Move Around, Substitute), Read it Aloud, Reread, Reread and Self-Correct, Support it with Detail, Hearing the Voice, Proof-Read

**Guided practice (optimal learning model) may be required for newly introduced revision strategies and concepts

Specific Outcome Links

see Word Choice & Artistry of Text (2.3.3), Create Original Texts (4.1.3), Appraise Own and Others' Work (4.2.1), Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

4.2.2 a. *Clarifies and extends ideas by incorporating supporting details*

See Word Choice and Artistry of Texts (2.3.3) and Enhance Artistry (4.2.4)

4.2.2 b. *Chooses most effective sequence or organization of ideas and information to meet intended purposes and engage audience*

See Text Features (2.1.3) and Prepare to Create Texts (4.1.2)

"May say, "We decided that if we want to convince people not to smoke, we are going to design our science fair project with a question and answer style on a great big bulletin board."

4.2.2 c. *Revises content to meet pre-established criteria using a personal revision process*

- by adding some detail
- by adding some information
- by adjusting sequence or organization
- by "showing" rather than "telling"
- by deleting some details
- by deleting some information
- by engaging the intended audience
- by meeting the intended purpose
- by incorporating supporting details

see Appraise Own and Others' Work (4.2.1)

conversations, class discussion, mini-lessons, peer and teacher conferences, writing process, sharing circles, small group conferencing, Think-Pair-Share (TSP), ...

May say, "I have so much information, I don't know what to keep and what to ignore. How do I decide?"

4.2.2 d. *Revises content to meet pre-established criteria using feedback from conferencing with others (with guidance)*

- by adding some detail
- by adding some information
- by adjusting sequence or organization
- by "showing" rather than "telling"
- by deleting some details
- by deleting some information
- by incorporating supporting details
- by engaging the intended audience
- by meeting the intended purpose

•See Appraise Own and Others' Work (4.2.1), Work in Groups (5.1.1), and Use Language to Show Respect (5.1.2)

conversations, class discussion, mini-lessons, peer and teacher conferences, writing process, sharing circles, small group conferencing, Think-Pair-Share (TSP), ...

May say, "In our debate, we are arguing that you should have the right to smoke. But we don't know where to get any information to build our argument. Saying that we should have a right to choose is only one point. That's not enough, but who wants to say they agree with smoking when we have lots of information that shows how bad it is?"

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.3 Grade 6

Enhance and Improve

Write legibly, fluently, and efficiently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary

*it is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences

Enhance Legibility and Develop Word Processing Skills

Specific Outcome Links

see Access Information (3.2.3), Creates Original Texts (4.1.3), Spelling (4.3.2), and Effective Presentation (4.4.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

4.2.3 a. *Writes legibly, fluently, and efficiently*

**Legibility refers to: shape, slant, and spacing*

**It is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences, as it is more effective than through isolated exercises, such as worksheets.*

**For assessment purposes: it is the quality (content, ideas, voice, organization, word choice) of the writing rather than the legibility that is important; legibility is not one of the traits of good writing*

4.2.3 b. *Develops proficiency with keyboarding and word processing when composing, revising, publishing, and formatting text*

***Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased*

**applicable where technology is available*

- uses letter and numbers keys*
- uses with paint tools*
- uses with drawing tools*
- uses directional arrow keys*
- uses the space bar*
- prints texts*
- uses the mouse to point, click, and drag*
- open, enter text, save, close, and print files*
- spaces consistently*
- highlights text*
- backspaces*
- capitalizes*
- deletes text*
- spaces sentences*
- uses spell check*
- cuts and pastes*
- varies fonts*
- varies type size*
- uses templates*
- uses formatting tools (tab, margins)*
- develops accuracy*
- increases speed*
- uses titles and headers***
- incorporates graphics***
- uses borders***

4.2.3 c. *Develops an expanding repertoire of vocabulary associated with keyboarding and word processing*

**applicable where technology is available*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.4 Grade 6

Enhance and Improve

Experiment with language to create desired effect in oral, print, and other media text

*Language acquisition begins with rich oral language experiences that eventually transfer to other forms of text (oral, print, or other media)

*Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

*writing process stages include: drafting, writing, revising, editing, and publishing

**voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

Enhance Artistry

General Example(s)

*it is important to note that language can be enhanced in all types of representations: oral, print, or other media representations

Specific Outcome Links

Experience Various Texts (2.2.1), Word Choice & Artistry of Texts (2.3.3), and Revise Content (4.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

4.2.4 a. *Chooses descriptive and figurative language in personal representations to create desired effect*

Possible purposes include: to tell, to create an image, to communicate an idea, to explain, to direct or guide, to emphasize, to clarify, to set the mood, to persuade, to enhance meaning, to engage, etc.

**Keep in mind audience and purpose when discussing appropriateness of language*

**The distinction between grade levels is the sophistication of vocabulary*

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Word Choice and Artistry of Texts (2.3.3), and Revise Content (4.2.2)

May say, "My partner and I decided that we could get the audience's attention if we used a funny story to start our speech. We are doing our project on airplanes; so we're going to tell what happened to my Mom on her flight last week when ..." "In the play we are writing, you can see the mood in the word "eerie". We don't have a character saying that, but we do have that written in the notes that come with the play. The director will have to figure out how to show that when he chooses his lights and his music."

4.2.4 b. *Uses new and accurate vocabulary in personal representations (related to personal interests or topics of study)*

**the distinction between grade levels is the sophistication of vocabulary*

4.2.4 c. *Uses varied sentence lengths and structures including: simple, compound, complex*

definition: a compound sentence has two independent clauses and balances the ideas in one sentence against the other.

definition: a complex sentence contains one main clause and one or more dependent clauses.

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

4.2.4 d. *Uses a voice that is individual, expressive, and engaging with an awareness of and respect for the audience and intended purpose (in oral, print, and other media text)*

***In developing an awareness of voice the writer must ask:*

- 1. How do I speak directly to my audience on an emotional level?*
- 2. How do I experiment with style to match the purpose and intended audience?*
- 3. How do I take risks to reveal myself to my audience?*

In grade six developing an awareness of voice in text typically involves:

- creating tone that reflects feelings / emotions*
- using punctuation to show emphasis (exclamation points and question marks)*
- incorporating dialogue*
- using some unique expressions*
- choosing specific words to reflect the main characters' feelings and age*
- choosing words to add clarity and detail*
- using vivid, expressive language*
- writing that elicits emotional response from the audience*
- creating a tone that is easy to describe (funny, joyful, sarcastic, angry, ...)*
- using new and accurate vocabulary*
- repeating words only for emphasis*
- using writing / phrases / expressions that "sounds" like the character*
- directing "comments" to the intended audience*
- choosing appropriate vocabulary for the intended audience and purpose*
- writing that is individual, expressive, and engaging*
- using varied sentence lengths and structures including: simple, compound, complex*
- varying sentence beginnings (strong leads)*
- using figurative language*
- using language that is honest: point of view is evident*
- writing that is clear and focused*
- using writing / phrases / expressions that portrays the character's personality*
- taking risk to include personal details that reveal the author*
- showing strong commitment to the topic*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.1 Grade 6

Attend to Conventions

Use an editing process to enhance communication

Dictionaries usually label the part of speech for each word, it is not always that simple. In English the part of speech is not clearly identifiable: words have a habit of being used in various ways (i.e. shade can be a noun, a verb, or an adjective).

Rather than thinking of parts of speech as properties of specific words, it is better to think of them as functions within a sentence; these functions can be played by single words or groups of words.

*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

*writing process stages include: drafting, writing, revising, editing, and publishing

Grammar and Usage

General Example(s)

*Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, grammar-checkers...

Specific Outcome Links

•See Appraise Own and Others' Work (4.2.1), Revise Content (4.2.2), Enhance Artistry (4.2.4), Spelling (4.3.2), and Capitalization and Punctuation (4.3.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

4.3.1 a. *Uses an editing process, with guidance*

- to check for completeness of an idea within a sentence (fragments)
- to combine short sentences (conjunctions include: *and, but, because, or, so, ...*)
- to check for beginning, middle, and end of personal text
- to check for appropriate use of types of sentences (declarative, interrogative, exclamatory, imperative)
- to check for appropriate prepositions (prepositions include: *on, under, in, over, beside, between, near, after, by, ...*)
- to eliminate run-on sentences
- to check for appropriate noun-pronoun agreement
- to use appropriate verb tense (**past, present, future**) in sentences
- to check for appropriate subject-verb agreement

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

mini-lessons, editing checklists, self-editing, teacher and / or peer conferences, rereading of personal writing (typically out loud), editing with mnemonic devices (SLURP, COPS, etc.), ...

May ask, "When I read this to my partner, he got all mixed up. I could tell by his questions. He wasn't sure if my hockey games were going to be played next weekend or if they had already been played. I think I have to go through this with him to help me."

May ask, "This doesn't sound right, 'My pants is in the dryer'. I don't get it: it is one pair of pants, but I have to use 'are' and that is for more than one."

4.3.1 b. *Discusses the function of the parts of speech in a sentence*

- noun,
- verb,
- adjective, (includes determiners or articles),
- adverb,
- conjunction,
- pronoun,
- preposition, and
- interjection

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

**the intent of this learning outcome is to talk about the parts of speech, not necessarily to know them by name*

May say, "What is the difference between 'an apple' and 'the apple'. This keeps getting edited in my peer editing and I don't know why they aren't both correct."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.2 Grade 6

Attend to Conventions

Apply spelling conventions to texts using a variety of strategies and resources

*Explicit instruction in the context of meaningful writing is the recommended practice rather than isolated exercises in spelling.

*Speaking vocabulary is ahead of the knowledge of conventional spelling. It is important to accept spelling approximations during the prewriting and writing stages so that words from one's speaking vocabulary be used instead of words that one can spell correctly. Therefore it is necessary to encourage the use of conventional spelling for final drafts and published work.

Transitional Stage: all sounds are represented and the spelling is usually a possible English spelling, just not always the correct spelling. There is a move away from the reliance on phonics by using visual and memory based strategies. Determining if words looks 'right' may still be difficult.

Conventional Stage: most words which a child at that grade level could be expected to spell correctly are spelled correctly.

*keep in mind Canadian spelling conventions

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

Spelling

General Example(s)

*some of the most common words spelled differently in Canadian English include:

- acknowledgment
- aging
- analyse
- burned, learned
- cancelled
- catalogue
- centre, centred
- cheque
- civilization
- colour, labour
- criticize
- favour, flavour
- fulfill
- grey
- licence (n), license (v)
- moustache

Specific Outcome Links

•see Cueing Systems (2.1.4), and Grammar and Usage (4.3.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

4.3.2 a. *Spells most words conventionally*

**approximations are close to the correct spelling and errors do not interfere with communication*

4.3.2 b. *Applies knowledge of spelling generalizations, rules, and structural analysis to spell familiar and unfamiliar words*

patterns may include: common letter combinations (list of words with 'br', 'ight'), word families, words ending in 'ing', silent 'e', word within a word, add 's' to make a plural noun and other internal plural markers (man-men), change 'y' to 'i' and add 'es' or 'ed', compound words, contractions, tense markers (ed, s, ing), suffixes, prefixes, syllabication, homonyms, word origins, ...

4.3.2 c. *Uses spelling references*

references may include: number line, word walls, learning centers, dictionaries, personal dictionaries, informational texts, atlases, maps, spell check function, time lines, charts, graphs, titles, thesaurus, dictionary and thesaurus in computer writing programs, Internet, ...

4.3.2 d. *Uses spelling strategies*

spelling strategies may include: dictionaries, personal dictionaries, dictionaries, informational texts, atlases, maps, Internet, Give it a Go, Guess and Check, Ask Someone, Words That Sound the Same, visual memory, Picture the Word, Different Spellings (which one looks right?), Word in a Word, Read Backwards, Word Relationships (crime/criminal, act, action, activity), Exploding Words (prefixes and suffixes), Spelling Doozers, Break it Up (syllabication), Mnemonic devices, Canadian spelling conventions, Choose a Different Word, Word Origins, ...

4.3.2 e. *Participates in an editing process to check spelling, with guidance*

**Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, ...*

4.3.2 f. *Uses spell check, dictionaries, or thesauri on the computer*

**applicable where technology is available*

**keep in mind Canadian spelling options in computer writing programs*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.3 Grade 6

Attend to Conventions

Use an editing process to check for punctuation and capitalization

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

*writing process stages include: drafting, writing, revising, editing, and publishing

Capitalization and Punctuation

General Example(s)

*Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, ...

Specific Outcome Links

•See Text Features (2.1.3) and Cueing Systems (2.1.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

4.3.3 a. *Applies rules of capitalization in personal representations*

- *proper nouns (names, places)*
- *pronoun "I"*
- *months of the year*
- *days of the week*
- *holidays (Christmas, Thanksgiving)*
- *titles (books, stories, poems, films, magazines, television programs, subtitles)*
- *beginnings of sentences*
- *personal titles (Ms., Mr., Mrs., Dr.)*
- *first word within quotation marks*

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

4.3.3 b. *Applies rules for punctuation in personal representations*

- periods at the end of simple sentences
- periods at the end of compound sentences
- question marks
- exclamation marks
- period after an abbreviation
- quotation marks (including new paragraphs for new speakers)
- commas (in a series, dates, addresses, before quotation marks, after salutations in personal letters, after closings in letters)
- apostrophes (possessives, contractions)
- commas to signal subordinate clauses (pauses)
- colons and semicolons
- dashes

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

4.3.3 c. *Participates in an editing process to edit for punctuation and capitalization, with guidance*

**the measurables of Capitalization and Punctuation are itemized in the above Learning Outcomes*

writing process, personal editing, peer editing, teacher editing, conferencing, interactive writing, teacher modelling, mini-lessons, ...

**Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, ...*

4.3.3 d. *Edits for punctuation and capitalization with computer*

**applicable where technology is available*

**the measurables of Capitalization and Punctuation are itemized in the above Learning Outcomes*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.4.1 Grade 6

Engage Audience

Present and/or publish texts (oral, print, and media)

*keep in mind, the purpose of enhancement is to better engage the audience (attract and sustain)

*presentations require planning and time for supported/scaffolded rehearsal

Effective Presentation

General Example(s)

*presentations occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, textual, multimedia, computer-generated, ... (see Examples of Forms of Expressive Language in NWT-ELA Support documents for further suggestions)

Specific Outcome Links

• Elements of Text (2.3.2), Word Choice & Artistry of Texts (2.3.3), Appraise Own and Others' Work (4.2.1), Revise Content (4.2.2), and Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

4.4.1 a. *Experiments with techniques used to enhance presentation of texts (oral, print, and media)*

- *titles, subtitles,*
- *illustrations,*
- *colour,*
- *sounds,*
- *printed texts,*
- *type size,*
- ***font,***
- *volume*
- *simple graphics: diagrams, charts, graphs, tables, timelines, maps,*
- *costumes,*
- *props (overheads, artifacts, pictures, etc.),*
- ***expression,***
- ***openings,***
- ***closings,***
- ***tone,***
- ***mood, and***
- ***key ideas (emphasizing)***

May say: "We could set the mood with our music or with the lights. What do you think would be best for a grade 2 audience?" "We repeated our most important points at the end of our debate to make sure our audience got it. It is kind of like at the end of a trial, the lawyers repeat the things they want to remember."

4.4.1 b. *Engages (attracts and sustains) the audience*

**form of presentation determines which audience engagement techniques are appropriate*

****required** in grade six:*

- *asks questions*
- *leaves time for questions or comments*
- *draws attention to important information or facts*
- *concludes with summary of main ideas, points, strong statement, arguments, ...*

to maintain from previous grades:

- *understands the purpose for the presentation*
- *speaks with a clear voice*
- *faces the audience*
- *makes eye contact (culturally appropriate)*
- *uses appropriate body language (posture and gestures)*
- *introduces self*
- *uses varied supports (props, artifacts, diagrams, illustrations, photographs, overheads, music, sound effects, resources, facts, lighting, gestures, font, print size, ...)*
- *maintains topic*
- *uses complete sentences*
- *uses specific vocabulary (theme / content related)*
- *responds to audience questions*
- *speaks fluently (pacing, phrasing)*
- *varies voice (intonation and expression) appropriately for emphasis, (some situations require conversational voice, some situations or phrases require more / less volume, ...)*
- *follows a logical sequence for the topic (based on pre-established plan)*
- *introduces presentation purposefully to capture audience attention (background information, clear topic, issues, relevant anecdotes or jokes, dramatic gestures, ...)*
- *brings closure to presentation*
- *arranges presentation space to focus audience*
- *displays enthusiasm for topic*
- *varies facial expression appropriately*
- *choose / adapt form of presentation to match audience*

4.4.1 c. *Experiments with media to enhance presentation of texts (oral, print, and media)*

**where technology is available*

videos, CD Roms, visuals, bulletin boards, PowerPoints, maps, graphs, digital cameras, ...

May say, "What if we did play on video? Then we could put in sound effects, music, and play with the lights. If we do it all in front of our audience we'll be running around and it'll be very confusing or we'll have to get more people to help."

4.4.1 d. *Evaluates the effectiveness of presentation of texts (oral, print, and media) on audience, with guidance*

May say, "We had all kinds of fonts in our first magazine page and we took most of them out. It was just too busy and would distract our readers."



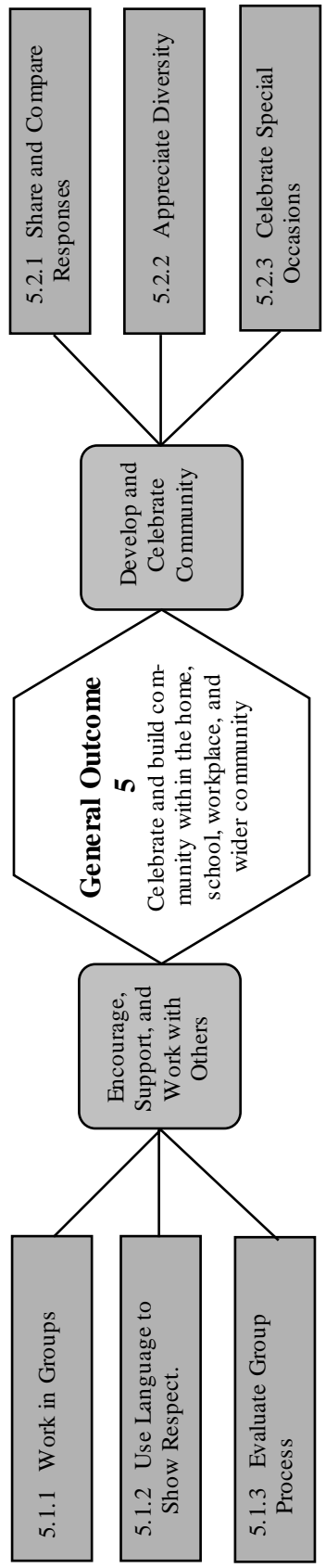
Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Students use language to build community within the home, school, workplace, and the wider society. In a multicultural country, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

Students learn collaboration skills by discussing in groups, by building on others' ideas, and by planning and working together to meet common goals that strengthen classroom and school

communities. They learn to use language to offer assistance and to participate in and enrich their school life. In these ways, students share perspectives and ideas, develop understanding, and demonstrate respect for diversity.

Students learn that language is important for celebrating events of personal, community, national, and global significance. In their language learning and use, students develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' contributions. Students need opportunities to reflect on, appraise, and celebrate their progress and achievements in a community of learners.



General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.1 Grade 6

Encourage, Support, and Work With Others

Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making

**Guided practice is required when learning how to cooperate in group activities: cooperation and collaboration need to be taught.

Group processes include:

- communication (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- participation (following directions, following procedures)
- decision making (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- role fulfillment (accepting responsibility)

Work in Groups

General Example(s)

•cooperative learning centres, cooperative games and activities, sharing circles, literature circles, exploratory talks, projects, experiments, shared writing, shared reading, collaborative writing, debriefing sessions, ...

Specific Outcome Links

•See Express Ideas & Consider Others' Ideas (1.1.1), Identify Sources of Information (3.2.1), Revise Content (4.2.2), and Use Language to Show Respect (5.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

5.1.1 a. *Follows pre-established group processes when collaborating with a peer to accomplish a task*

***variety of partnerships and groups may be self-selected or assigned*

appropriate group processes in grade six include:

- *decision making: reaching consensus and agreeing to disagree*

see Evaluate Group Process (5.1.3) for details of categories of group processes: communication, participation, decision making, and role fulfillment to maintain from previous grades:

- *taking turns*
- *sharing ideas and information*
- *following directions*
- *accepting responsibility*
- *offering feedback*
- *accepting feedback*
- *responding to others' ideas*
- *asking and answering relevant questions*
- *stating expectations*
- *solving problems*
- *resolving conflicts*
- *decision making: majority vs. minority*

5.1.1 b. *Selects appropriate roles for small / whole group task (s)*

***tasks and / or roles may be assigned by the individuals, the groups, or the teacher*

activity centers, play, assigned tasks, dramatizations, assignments, projects, ...

tasks include: setting up, organizing, cleaning up, mediating, consoling, planning, painting, writing, ...

roles may include: illustrator, speaker, recorder, encourager, artist, writer, reader, reporter, director, organizer, researcher, editor, time keeper, negotiator, surveyor, interviewer, manager, explainer, summarizer, collector, assessor, evaluator, ...

May say, "This has to be an experiment. What jobs will we need to do to get all of us involved? I think we need ..."

"Maybe one of us could review the project, by using our plan, to see what we are missing while the rest of us continue with the research and writing?"

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.2 Grade 6

Encourage, Support, and Work With Others

Use Language to Show Respect

Adjust listening, viewing, speaking behaviours according to the situation

*Be sensitive to different communicative patterns and languages

*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

5.1.2 a. *Speaks and listens / views respectfully*

***appropriate** in grade six:

- *showing evidence of comprehension (participate in conversations, ask relevant questions, make connections, express opinions, ideas, concerns)*
- *responding to the speaker's gestures*
- *responding to emotional aspects of the presentation, ...*

to maintain from previous grades:

- *staying in one place*
- *keeping respectful silence*
- *keeping hands to self*
- *accepting different communicative patterns and languages*
- *sitting in close proximity to the speaker/presentation*
- *focusing on presentation or speaker*
- *using courteous, respectful language (word choice, tone)*
- *asking questions or participating in discussion / activity*
- *attentive facial expression and body language*
- *showing interest*
- *asking relevant questions*
- *giving nonverbal encouragement*
- *showing encouragement and appreciation*
- *listening to opposing opinions*
- *acknowledging others' comments, ideas, perspectives, and questions*
- *giving polite feedback*
- *disagreeing respectfully*
- *responding respectfully with opinions*

May say, "I am very interested in the comment you made about second hand smoke. You were wondering if it as bad as it is made out to be; would you like to do a research project with me about it? "

5.1.2 b. *Adjusts language to fit the context (audience, purpose, and situation)*

***Alternating (code switching) between first/heritage language and English may enhance communication in some contexts*

volume, tone, situation, rate of speech, vocabulary (word choice), body language, code switching, gender, age, culture, ...

Language Register: home, playground, classroom, land, community settings, oral, print, and media texts, social and cultural settings / experiences, ...

peers, staff, family, guests, Elders, wider community / global community, ...

5.1.2 c. *Discusses differences in language use in a variety of school and community contexts*

May say, "I am having a hard time deciding what language to use in my project. Does it really matter if I use the word injection, inoculation, or needle?"

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.3 Grade 6

Encourage, Support, and Work With Others

Assess own contributions to group processes, set personal goals for enhancing work with others, and monitor group process

Group processes include:

- **communication** (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- **participation** (following directions, following procedures)
- **decision making** (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- **role fulfillment** (accepting responsibility)

Evaluate Group Process

General Example(s)

assessment strategies: dialoguing, conferencing, collecting, recording, communicating, reflecting, observing, responding, predicting, thinking aloud, goal setting, establishing criteria, responding, describing, extending ideas, interpreting, self-questioning, problem solving, managing, explaining, sorting essential and nonessential information, tracking, inferring, summarizing, ...

Specific Outcome Links

See Celebrate Special Occasions (5.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

5.1.3 a. Participates in the development of the criteria to evaluate group processes

May say, "On our rubric for the group project, we should make sure we have sections about solving problems and one about taking responsibilities or roles."

5.1.3 b. Assesses the effectiveness of the group processes using the set criteria

May say, "Our group ended up not working together because we didn't solve our conflict. When we look at the rubric's section about problem solving, we ..."

5.1.3 c. Reflects on personal behaviours and / or learning style

**the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

**Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

conversations, sharing circles, reflection activities, reflection frames or prompts, expository talk, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, self evaluation tools, inquiry self checklist, project reflection activities, self-assessment activities, ...

May say, "How will I use this information about myself? What if I know that I read better if I listen to music? Can we listen to music while we work, then?" "What can I do to help my understanding of this topic?" "Do I have a clear picture in my head?" ...

5.1.3 d. *Reflects on personal behaviours that contribute to group success to set personal and / or group goals*

**the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

**Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

May say, "Maybe our group should think about asking for someone outside of our group to edit. We don't seem to be doing that well."

5.1.3 e. *Applies peer and / or group feedback about group processes*

May say, "I had asked for help to look at different solutions to my problem with time. I kept trying the same thing, and was not getting my projects done on time. But, this time, I took the group's advice and kept a calendar and have done way better. Thanks!"

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.1 Grade 6

Develop and Celebrate Community

Share and Compare Responses

Compare personal ways of responding and thinking with those of others

Specific Outcome Links

See Express Ideas & Consider Others' Ideas (1.1.1) and Respond to Various Texts (2.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

5.2.1 a. *Recognizes differing perspectives of common experiences*

circle talks, conversations, graphs, illustrations, presentations, displays, journals, letters, stories, books, paintings, posters, maps, charts, newsletters, newspaper articles, cartoons, compare and contrast charts, T-charts, Venn diagrams, same and different charts, cluster maps, dialogue journals, bulletin board collages, audio tapes, video and photo essays, Role-Audience-Format-Topic activities (RAFT), point of view study guides, ...

May say, "In our RAFT we are the nonsmokers and are going to write a letter about the rights of the nonsmoker, but in the other group's RAFT, they are the smokers and are going to write the letter about the rights of the smoker. Both letters are to be sent to town / band council."

5.2.1 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

5.2.1 c. *Begins to paraphrase others' ideas*

May say, "I think that this article supports the sale of Coke in schools. The author is saying ..."; "So, are you saying that we should be turning down our Ipods to save our hearing?"

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.2 Grade 6

Develop and Celebrate Community

Develop an opinion about diversity

**It is important to create an open atmosphere in the classroom community that is respectful of diversity.

**In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

*appreciation and respect for diversity may be evident through: awareness, consideration, sensitivity, acceptance, tolerance, fairness, compassion, honor, celebration, ...

Appreciate Diversity

General Example(s)

•Sharing circle, conversations, guided conversations, exploratory talk, discussion webs, interviews, journals, dialogue journals, logs, artistic representations, literature responses, critical response, questions, elaborations, clarifications, ...

**Keep in mind diversity of culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life / thinking, beliefs, values, religion, abilities, ...

Specific Outcome Links

•see Express Ideas & Consider Others' Ideas (1.1.1), Express Preferences (1.1.2), Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Connect Self, Text, and Culture (2.2.3), Work in Groups (5.1.1), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

5.2.2 a. *Shows respect of others' talents (strengths), interests, and feelings or ideas to strengthen the community*

5.2.2 b. *Expresses and explores own identity through gifts, talents, and strengths, and feelings or ideas*

**examples that shape identity include: language, culture, family, community, traditions, gender, place of residence, etc.*
May say, "In Social Studies, we talked about the Haida and the Cowichan people. They both have totems. What do the totems represent or tell? My family makes ... "

5.2.2 c. *Develops an opinion about diversity*

***Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ...*

cultural diversity may be evident through: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, customs, histories, ...

May say, "I think that because we are a little bit different from each other, some of us come from different cultures, we learn more than if we were all the same." "I am curious about why it is that in some cultures, the females are allowed to drum, while in others, the females are not. I think this means ..."

5.2.2 d. *** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

5.2.2 e. *Begins to discuss issues related to or barriers blocking the acceptance or the honouring of diversity*

**be aware of sensitivity to other points of view, evaluation of extreme or unethical positions, freedom from undo bias and prejudice, and respect for opinions and rights of others*

May say, "When people are labeled as being this way or that way, just because of their heritage, that is a stereotype and an unfair judgment. You have to look at the person as an individual to understand what is happening in each situation."

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.3 Grade 6

Develop and Celebrate Community

Explain how context influences the selection of language and form

****Be sensitive to cultural differences in celebrating cultural occasions and achievements**

Celebrate Special Occasions

Specific Outcome Links

See Use Language to Show Respect (5.1.2), Evaluate Group Process (5.1.3), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student...

5.2.3 a. *Explains how the context influences the selection of appropriate language and form to honour and celebrate others*

****Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ...**

appropriate language may include: tone, register, word choice, intonation, and nonverbal cues, ...

forms may be written, verbal, dramatic, poetic, ...

student of the week, author's chair, displays, school newspaper, presentations, assemblies, Artist in the School, letters of appreciation, group stories, cards, role plays, dramatizations, recitals, readings, gallery walks, parties, celebration wall, murals, bulletin board displays, publishing parties, cards and letters of congratulation or appreciation, banners, authors' night, brown bag lunch, ...

May say, "I know that the audience at the feast is mixed. So I as I prepare my speech, I need to remember the Elders, the youth, and the children."

5.2.3 b. *Selects and uses appropriate language and form to celebrate others, special events, or accomplishments*

****Keep in mind audience and purpose when selecting forms**

forms may be written, verbal, dramatic, poetic, ...

student of the week, author's chair, displays, school newspaper, presentations, assemblies, Artist in the School, letters of appreciation, group stories, cards, role plays, dramatizations, recitals, readings, gallery walks, parties, celebration wall, murals, bulletin board displays, publishing parties, cards and letters of congratulation or appreciation, banners, authors' night, brown bag lunch, ...

May say, "Congratulations on winning the banner at Super Soccer. You guys really worked hard."; "Happy birthday, Simone!"

5.2.3 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

5.2.3 d. *Begins to recognize the value of own contribution to many communities*

May say, "Last year I helped with the canteen and I didn't like it; so I left earlier. I let people down. This year I need to sign up for something that I am going to like and stick to so that I help the team."