

## Grade Six English Language Arts - At a Glance

Organizing Idea	Grade 6 Learning Outcome	Highlights of your Child's Learning by the end of Grade Six
<b>Text Forms and Structures</b>	Students analyze how text form and structure clarify information and support connecting with self, others, and the world.	<ul style="list-style-type: none"> <li>• Students learn about text genres, forms and structures</li> <li>• Students learn that texts have more than one purpose.</li> <li>• Students learn to enjoy different forms of texts.</li> <li>• Students learn more about fiction and non-fiction text, digital and nondigital including articles, speeches and hybrid text.</li> <li>• Narrative texts are analyzed.</li> <li>• Text features are digital or nondigital and organize important content, enhance comprehension and expand vocabulary.</li> <li>• Students examine traditional literature and comedy.</li> <li>• Students examine: stock characters, the protagonist and antagonist.</li> <li>• Students conflict in fiction.</li> <li>• Nonfiction text includes speeches, has a variety of structures.</li> <li>• Students provide opinions on structure, content or source of information.</li> <li>• Students confirm accuracy of information presented in nonfiction text.</li> <li>• Poetic structures: ballads, poems, songs, stories in short stanzas.</li> <li>• Poetic structures are analyzed, experimented with and investigated.</li> <li>• Forms of drama include comedy and tragedy.</li> <li>• Forms of drama can influence the outcome of the story.</li> <li>• Land literacy is enhanced through examining human-made structures of the land. Land is a text that can be read for multiple meanings and understandings.</li> </ul>
<b>Oral Language</b>	Students connect the quality and efficacy of oral communication to oral language skills.	<ul style="list-style-type: none"> <li>• Oral traditions - relationships and shared knowledge <ul style="list-style-type: none"> <li>◦ Protocols that support respectful relationships.</li> <li>◦ Ongoing conversations</li> <li>◦ Sharing circles</li> <li>◦ Respectfully acknowledging all voices</li> <li>◦ Waiting to take turns</li> <li>◦ Active listening</li> <li>◦ Focusing on the idea rather than who gave it</li> <li>◦ Ending with consensus</li> </ul> </li> </ul>

- |  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"><li>● Style and delivery of oral communication is influenced by verbal, non-verbal and paraverbal language.</li></ul> |
|--|--|---|

- |  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"><li>● Styles of speaking include:<ul style="list-style-type: none"><li>○ Informal</li><li>○ Formal</li><li>○ Colloquial</li><li>○ Slang</li></ul></li><li>● Oral communication can be adjusted to share ideas and information for specific purposes and audiences.<ul style="list-style-type: none"><li>○ Digital or non digital tools.</li><li>○ Presentations are adjusted based on audience.</li></ul></li><li>● Collaborative dialogue empowers individuals or groups to:<ul style="list-style-type: none"><li>○ Voice ideas</li><li>○ Express understandings</li><li>○ Consider others' perspective</li><li>○ Consider new ways of thinking.</li><li>○ Solve problems</li><li>○ Increase confidence</li></ul></li><li>● Use respectful language</li><li>● Oration - skillful speech giving is used<ul style="list-style-type: none"><li>○ To share information or understandings</li><li>○ Influence change</li><li>○ Persuade.</li></ul></li><li>● Elements of Public speaking:<ul style="list-style-type: none"><li>○ Invention</li><li>○ Arrangement</li><li>○ Style</li><li>○ Memory</li><li>○ delivery</li></ul></li></ul> |
|--|--|--|

<b>Vocabulary</b>	<p>Students evaluate how vocabulary enhances communication and provides clarity.</p>	<ul style="list-style-type: none"> <li>● Students learn about word origins and morphemes</li> <li>● Vocabulary is contextual and influenced by change and technology</li> <li>● Many words have Greek or Latin roots.</li> <li>● First Nations Metis and Inuit - words that are specific to these languages can be found in the people, places and things that surround us.</li> <li>● Many words have French origins.</li> <li>● Suffixes - include &lt;en&gt; and &lt;ize&gt; can change the meaning of a word when applied to a base.</li> <li>● Prefixes change the meaning of a word when applied to a base and include &lt;pro&gt;, &lt;com&gt;, &gt;con&gt;, &lt;en&gt;, and &lt;oc&gt;.</li> <li>● Affixes added to bases build new words.</li> <li>● To deepen knowledge of words, vocabulary learning involves intention.</li> <li>● Words can be categorized</li> <li>● Reading for enjoyment enhances vocabulary.</li> <li>● Precise vocabulary leads to engaging, clear, concise, intentional communication. <ul style="list-style-type: none"> <li>○ Figurative language <ul style="list-style-type: none"> <li>■ Palindromes</li> <li>■ Similes, metaphors, and analogies</li> </ul> </li> <li>○ Apply tier 2 words</li> <li>○ Apply tier 3 words</li> </ul> </li> </ul>
-------------------	--	---

<b>Comprehension</b>	<p>Students interpret and respond to texts through application of comprehension strategies.</p>	<ul style="list-style-type: none"> <li>● Students use and learn the following comprehension strategies: <ul style="list-style-type: none"> <li>○ Predicting</li> <li>○ Inferring</li> <li>○ Making connections - text to text, text to self, text to world.</li> <li>○ Summarizing</li> <li>○ Synthesizing</li> <li>○ Evaluating</li> <li>○ Self-monitoring</li> </ul> </li> <li>● Comprehension requires attention to explicit and implicit contextual information. Context clues include: <ul style="list-style-type: none"> <li>○ Words</li> <li>○ Phrases</li> <li>○ Punctuation</li> <li>○ Dialogue</li> <li>○ Information in pictures, diagrams, charts or graphs.</li> </ul> </li> <li>● Comprehension can deepen and expand perspectives.</li> <li>● Perspectives evolve because of: <ul style="list-style-type: none"> <li>○ Passage of time</li> <li>○ Experience</li> <li>○ Context</li> <li>○ New information</li> </ul> </li> </ul>
----------------------	---	--

		<ul style="list-style-type: none"> <li>● Students use critical thinking skills</li> <li>● Students learn about the author's perspective, bias</li> <li>● Historical, social, cultural contexts support readers.</li> </ul>
<b>Writing</b>	Students create texts that reflect personal voice and style through creative and critical thinking processes.	<ul style="list-style-type: none"> <li>● Students implement the writing process to cultivate creativity, problem solving and critical thinking. <ul style="list-style-type: none"> <li>○ Planning</li> <li>○ Drafting</li> <li>○ Revising</li> <li>○ Edition</li> <li>○ Publishing.</li> </ul> </li> <li>● Students write creatively</li> <li>● Students learn about word choice and tone.</li> <li>● Students engage in the Research process <ul style="list-style-type: none"> <li>○ Students manage information</li> <li>○ Questions - narrow their question</li> <li>○ Gather information</li> <li>○ Organize information</li> <li>○ Record information</li> <li>○ Access information ethically <ul style="list-style-type: none"> <li>■ Asking permission to use information</li> <li>■ Citing basic information</li> <li>■ Fair and accurate representation of information</li> </ul> </li> </ul> </li> <li>● Written communication involves making choices to effectively convey messages. <ul style="list-style-type: none"> <li>○ Use of digital or non digital methods or tools <ul style="list-style-type: none"> <li>■ Printing</li> <li>■ Keyboarding</li> <li>■ Cursive handwriting</li> </ul> </li> </ul> </li> </ul>
<b>Conventions</b>	Students apply and analyze conventions that support accuracy or enhance creative expression.	<ul style="list-style-type: none"> <li>● Students use capitalization</li> <li>● Apply punctuation</li> <li>● Students use abbreviations</li> <li>● Students use proper grammar <ul style="list-style-type: none"> <li>○ Verb tenses</li> <li>○ Simple sentence = independent clause</li> <li>○ Subject - verb agreement</li> <li>○ Dependent clause</li> <li>○ Compound sentences and simple sentences</li> </ul> </li> <li>● Students become more accurate in spelling and use spelling patterns</li> <li>● Students apply knowledge of bases and affixes to spell words</li> </ul>

