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| Grade: 6 | Subject(s) ELAL | Planning Team: Jodi and Trisha |
| Guiding unit question | How do comprehension strategies enhance interpretation of texts? | |
| Key vocabulary | Comprehend, predict, interpret, infer, analyze | |
| Learner Progressions | | |
| Learning Outcome: Students interpret and respond to texts through application of comprehension strategies. | | |



Comprehension strategies include predicting, making connections, determining importance, questioning, visualizing, inferring, summarizing and synthesizing (Harvey & Goudvis, 2000).

Teachers can support these skills by modeling comprehension strategies, using graphic organizers (venn diagrams, story maps, cause and effect diagrams), and supporting understanding of vocabulary.

| | | Approaching (plate) | Essential (potato) | Developing (dairy) | Confident (bacon bits) | Extending (onions) |
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| <p>Understanding</p> <p>Comprehension, interpretation, and management of information from increasingly complex texts are enhanced through application of a variety of critical thinking skills and strategies.</p> | <p>Knowledge</p> | <p>Comprehension strategies can be used to interpret and respond to increasingly complex texts and include: summarizing</p> <p>Self-monitoring skills can support comprehension and interpretation of texts read independently. I know how to summarize a text I have read independently.</p> | <p>Comprehension strategies can be used to interpret and respond to increasingly complex texts and include: predicting, making connections</p> <p>I know how to make predictions in a text I have read independently. I know how to connect a text I have read independently to my own experiences. I know how to connect a text I have read to another text.</p> | <p>Comprehension strategies can be used to interpret and respond to increasingly complex texts and include: Inferring.</p> <p>I know how to make inferences when I am reading independently.</p> | <p>Comprehension strategies can be used to interpret and respond to increasingly complex texts and include: synthesizing</p> <p>I know how to synthesize information in what I am reading by pulling together my background knowledge and my knowledge of what I am reading.</p> | <p>Comprehension strategies can be used to interpret and respond to increasingly complex texts and include: Evaluating</p> <p>I can form opinions about what I am reading and give reasons for those opinions.</p> |
| | <p>Skills and Processes</p> | <p>Incorporate a variety of strategies to comprehend, interpret, and manage information from texts. I can summarize to help me better understand a text.</p> | <p>Apply a variety of self-monitoring skills to comprehend and interpret texts.</p> <p>I can predict to help me better understand a text. I can make connections between what I read and what I know to help me better understand a text.</p> | <p>Apply a variety of self-monitoring skills to comprehend and interpret texts.</p> <p>I can make inferences to help me better understand a text.</p> | <p>Evaluate the effectiveness of comprehension strategies used to interpret texts read independently. I can synthesize information by pulling together my background knowledge and my knowledge of what I am reading. I can choose a comprehension strategy.</p> | <p>I can choose which comprehension strategies will help me understand a particular text. I can explain why that strategy is helpful.</p> |

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| Understanding Comprehension of texts includes analyzing, summarizing, and synthesizing information and ideas. | Knowledge | Making text to self, text to text, and text to world connections can support analyzing, summarizing, and synthesizing texts. I know that my personal experiences can be connected to what I read. | Making text to self, text to text, and text to world connections can support analyzing, summarizing, and synthesizing texts. I know that when I relate my experiences to what I read, I will better understand what I read. | Making text to self, text to text, and text to world connections can support analyzing, summarizing, and synthesizing texts. I know how to make connections between my experiences and my prior knowledge to texts I am reading. | Making text to self, text to text, and text to world connections can support analyzing, summarizing, and synthesizing texts. I know that when I make connections between my prior knowledge and what I am reading, I am better able to analyze, summarize and synthesize text. | I know that world events can help me connect to and comprehend texts I am reading. |
| | Skills and Processes | Respond to texts by summarizing main ideas and providing supporting evidence from the texts. I can retell what I have read. | Respond to texts by summarizing main ideas and providing supporting evidence from the texts. I can state the main idea of what I have read and give evidence for my choice. | Make connections between new ideas and information in texts and known ideas and information. I can explain how my experiences are connected to ideas in texts. I can connect text information to myself. I can connect text information to my prior knowledge. | Analyze ideas and information to support comprehension and interpretation of texts. Synthesize ideas and information in texts to confirm or expand understandings. I can reflect on and compare my background knowledge to information in texts. | I can readjust my understanding by comparing my prior knowledge to information in texts. |

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| Understanding Comprehension and interpretation of texts requires attention to explicit and implicit contextual information and ideas. | Knowledge | Conclusions can be judgements reached based on information that is stated in or inferred from texts. I know that readers make judgments about what we read. | Context clues in texts include: words, phrases, punctuation, dialogue, information in pictures, diagrams, charts or graphs. I know that writers provide clues for readers to make judgments about what we read. | Context clues in texts include: words, phrases, punctuation, dialogue, information in pictures, diagrams, charts or graphs. I know that writers provide information through the choices they make in words and phrases. I know that writers give readers information in pictures, diagrams, graphs and charts. | Context clues in texts include: words, phrases, punctuation, dialogue, information in pictures, diagrams, charts or graphs. I can interpret words, phrases, punctuation, dialogue, information in pictures, diagrams, charts or graphs | I know that readers can take multiple points of view about a text. |
| | Skills and Processes | Distinguish between information that is stated and inferred. I can explain that some information is stated and some is inferred. | Distinguish between information that is stated and inferred. I can tell the difference between information that is stated or inferred. I can make predictions based on information that is inferred. | Infer meanings from texts based on context clues. Revise to confirm predictions based on new or additional information and sources. I can understand unwritten messages using context clues. I can change my predictions as I gain new information. | Interpret and draw conclusions from texts using stated and implied ideas or information. Analyze ideas and information using text evidence. I can understand messages when information is stated or implied. I can figure out the message of text by finding evidence in the text. | I can uncover multiple points of view in a text. |

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| <p>Understanding</p> <p>Interaction with texts can deepen comprehension, expand perspectives, and help readers learn more about themselves in the world.</p> | Knowledge | <p>Critical thinking involves considering the thoughts and experiences of others to develop empathy.</p> <p>I know that other people do not share my opinions.</p> | <p>Perspectives can evolve for a variety of reasons, including passage of time, experience, context, new information.</p> <p>I know that people can change their perspectives due to changes in their lives.</p> | <p>Authors can explicitly and implicitly share perspectives through text creation.</p> <p>I know that authors include their perspectives in their texts either by stating them or implying them.</p> | <p>Bias is the favouring of one thing, person, or group over another in a way that is considered to be unfair.</p> <p>I know that bias is favouring one thing, person, or group over another in a way that is considered to be unfair.</p> | <p>I know that all perspectives have bias.</p> |
| | Skills and Processes | <p>Connect perspectives reflected in texts to personal experiences.</p> <p>I can connect perspectives in texts to my personal experiences.</p> | <p>Compare personal perspectives to varied perspectives found in texts.</p> <p>Select the information needed to support a perspective.</p> <p>I can compare my perspectives to other perspectives from texts.</p> <p>I can find information in a text to support my perspective.</p> <p>I can find information in a text to support another perspective.</p> | <p>Share how considering differences in perspectives can develop empathy.</p> <p>I can share how considering differences in perspectives can develop empathy.</p> | <p>Analyze factors that cause characters in texts to change their perspectives.</p> <p>Consider whether an author or a text creator presents information with or without bias.</p> <p>I can determine if characters in texts change their perspectives due to changes in their lives.</p> <p>I can consider whether an author or a text creator presents information with or without bias.</p> | <p>I can identify bias in a text.</p> |

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| <p>Understanding</p> <p>Historical, social, and cultural contexts can support readers in examining influences on texts.</p> | Knowledge | <p>Texts are situated in and can be influenced by specific historical, social, and cultural contexts.</p> <p>I know that the life of an author will impact the text they create.</p> | <p>Specific historical and social contexts influence understandings of text.</p> <p>Historical contexts include time and place.</p> <p>I know that the time, place and culture of an author's life will impact the text they create.</p> | <p>Social contexts include beliefs.</p> <p>Contexts can change and affect how texts are understood.</p> <p>I know that the social group an author belongs to will impact their beliefs and their beliefs will impact how they write.</p> <p>My social group will impact my beliefs and my beliefs will impact how I understand texts.</p> | <p>Artifacts as texts can provide insights into contexts of people, time, or place.</p> <p>Authors or text creators may present information to deliberately influence an audience's beliefs, perspectives, values, or understandings, such as advertising or social media.</p> <p>Objects can give us information about the people, time and place that they come from.</p> | <p>I know that I have a bias.</p> |
| | Skills and Processes | <p>Examine information in a text that implies or confirms that the context has changed.</p> <p>I can look for information in a text that shows changes in characters.</p> | <p>Examine changes in context that affect actions, behaviours, or feelings of characters in texts.</p> <p>I can look for changes in a text that show changes in time, place, experience or understanding of the characters.</p> | <p>Consider how information in a text may be presented to influence an audience.</p> <p>I can recognize when the purpose of a text is to persuade or influence.</p> | <p>Examine artifacts as texts that can provide insights into contexts of people, time, or place.</p> <p>Analyze texts to determine contextual information that supports how a text can be understood.</p> <p>I can find information about people through objects that they used.</p> <p>I can find information in texts that explains the author's perspective.</p> | <p>I can discuss my own bias.</p> |

