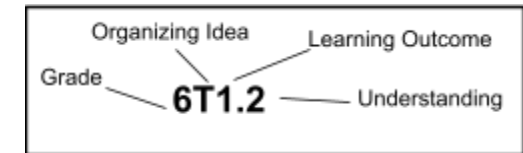


Grade 6 ELAL Curriculum Comparison for the New Alberta Curriculum

Important Links

Comparison of 2000 Curriculum to New Curriculum [Stages](#)

Alberta's K-6 New [Curriculum](#)



Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
<i>General Outcome 1: Explore thoughts, ideas, feelings and experiences</i>			
1.1 Discover and Explore			
Express ideas and develop understanding <ul style="list-style-type: none"> use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts engage in exploratory communication to share personal responses and develop own interpretations 			
Experiment with language and forms <ul style="list-style-type: none"> experiment with a variety of forms of oral, print and other media texts to discover those best suited for exploring, organizing and sharing ideas, information and experiences 	Text Forms & Structures: 6T1.6 Forms of drama can influence the outcome of the story being represented.	Forms of drama include comedy and tragedy. A comedy is a humorous story with a happy ending. A tragedy is a serious story with an unhappy ending.	Listen to, read, or view dramatic works, including comedy and tragedy. Examine narrative structures in dramatic works.
	Text Forms & Structures: 6T1.7 Land literacy can be enhanced through examining human-made structures of land.	Human-made structures of land convey meaning, such as <ul style="list-style-type: none"> First Nations pictographs First Nations petroglyphs Inuit inuksuit Métis lobstersticks Coastal First Nations totem poles Pyramids (Egyptian and Mesoamerican) Stonehenge Neolithic burial mounds Cave paintings at Lascaux and Chauvet Mesopotamian dams and dikes Land is a text that can be read for multiple meanings and	Describe how meaning is conveyed through human-made structures of land by First Nations, Métis, or Inuit and peoples from other parts of the world.

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		understandings.	
Express preferences <ul style="list-style-type: none"> assess a variety of oral, print and other media texts, and discuss preferences for particular forms 			
Set goals <ul style="list-style-type: none"> assess personal language use, and revise personal goals to enhance language learning and use 			
1.2 Clarify and Extend			
Consider others' ideas <ul style="list-style-type: none"> select from the ideas and observations of others to expand personal understanding 			
Combine ideas <ul style="list-style-type: none"> use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding 			
Extend understanding <ul style="list-style-type: none"> evaluate the usefulness of new ideas, techniques and texts in terms of present understanding 			
<i>General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts</i>			
2.1 Use Strategies and Cues			
Use prior knowledge <ul style="list-style-type: none"> combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new 			

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<p>ideas and information</p> <ul style="list-style-type: none"> apply knowledge of organizational structures of oral, print and other media texts to assist with constructing and confirming meaning 			
<p>Use comprehension strategies</p> <ul style="list-style-type: none"> identify, and explain in own words, the interrelationship of the main ideas and supporting details preview the content and structure of subject area texts, and use this information to set a purpose, rate and strategy for reading use definitions provided in context to identify the meanings of unfamiliar words monitor understanding by evaluating new ideas and information in relation to known ideas and information 	<p>Comprehension: 6CP1.1 Comprehension, interpretation, and management of information from increasingly complex texts are enhanced through application of a variety of critical thinking strategies and skills.</p>	<p>Comprehension strategies can be used to interpret and respond to increasingly complex texts and include</p> <ul style="list-style-type: none"> predicting inferring making connections summarizing synthesizing evaluating <p>Self-monitoring skills can support comprehension and interpretation of texts read independently.</p>	<p>Incorporate a variety of strategies to comprehend, interpret, and manage information from texts.</p> <p>Evaluate the effectiveness of comprehension strategies used to interpret texts read independently.</p> <p>Apply a variety of self-monitoring skills to comprehend and interpret texts.</p>
	<p>Comprehension: 6CP1.3 Comprehension and interpretation of texts requires attention to explicit and implicit contextual information and ideas.</p>	<p>Conclusions can be judgements reached based on information that is stated in or inferred from texts.</p> <p>Context clues in texts include</p> <ul style="list-style-type: none"> words phrases punctuation dialogue information in pictures, diagrams, charts, or graphs 	<p>Revise or confirm predictions based on new or additional information and sources.</p> <p>Infer meanings from texts based on context clues.</p> <p>Interpret and draw conclusions from texts using stated and implied ideas or information.</p> <p>Distinguish between information that is stated and inferred.</p> <p>Analyze ideas and information using text evidence.</p>
<p>Use textual cues</p> <ul style="list-style-type: none"> use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and information identify and use the structural elements of texts, such as magazines, newspapers, newscasts and news features, to access and comprehend ideas and information 	<p>Text Forms & Structures: 6T1.2 Text features are used to navigate, enhance, or create complex information in an efficient manner.</p>	<p>Text features can be digital or non-digital and can</p> <ul style="list-style-type: none"> organize and present important content enhance comprehension of content expand vocabulary 	<p>Examine a variety of text features that organize content, identify important information, and enhance understandings of texts.</p> <p>Include a variety of text features to help organize content, identify important information, and enhance personal expression.</p>
<p>Use phonics and structural analysis</p> <ul style="list-style-type: none"> use the meanings of prefixes and suffixes to predict the meanings of unfamiliar 	<p>Vocabulary: 6V1.1 Word origins and morphemes can reflect the past and influence how we understand the</p>	<p>The English language has been influenced by people, places, and events in history.</p>	<p>Examine the historical origins of words in the English language.</p>

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<p>words in context</p> <ul style="list-style-type: none"> integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words in texts of increasing length and complexity 	<p>present.</p>	<p>Vocabulary is contextual and influenced by emerging or changing conditions, including technology.</p> <p>Many words with Greek or Latin roots are still in use today.</p> <p>Words that are specific to First Nations, Métis, and Inuit languages can be found in the people, places, and things that surround us.</p> <p>Many words in the English language have French origins.</p> <p>Suffixes, including <en> and <ize>, change the meaning of a word when applied to a base.</p> <p>Prefixes change the meaning of a word when applied to a base and include <pro>, <com>, <con>, <en>, and <oc>.</p>	<p>Examine words with meanings that have changed over time.</p> <p>Research the meaning of words with Greek or Latin roots that are still in use today.</p> <p>Study the origin and meaning of First Nations, Métis, and Inuit words in local environments.</p> <p>Examine words in the English language that have French origins.</p> <p>Examine words or sayings that are new to the English language and are based on recent innovations or changes in society.</p> <p>Analyze how adding affixes changes the meaning of words.</p> <p>Add affixes to bases to build new words.</p>
<p>Use references</p> <ul style="list-style-type: none"> choose the most appropriate reference to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts 			
<p>2.2 Respond to Texts</p>			
<p>Experience various texts</p> <ul style="list-style-type: none"> experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances explain own point of view about oral, print and other media texts make connections between own life and characters and ideas in oral, print and other media texts discuss common topics or themes in a variety of oral, print and other media texts discuss the author's, illustrator's, 	<p>Comprehension: 6CP1.4 Interaction with texts can deepen comprehension, expand perspectives, and help readers learn more about themselves and the world.</p>	<p>Perspectives can evolve for a variety of reasons, including</p> <ul style="list-style-type: none"> passage of time experience context new information <p>Critical thinking involves considering the thoughts and experiences of others to develop empathy.</p> <p>Authors can explicitly and implicitly share perspectives through text creation.</p> <p>Bias is the favouring of one thing, person, or group over another, usually in a way that is considered to be unfair.</p>	<p>Connect perspectives reflected in texts to personal experiences.</p> <p>Analyze factors that cause characters in texts to change their perspectives.</p> <p>Compare personal perspectives to varied perspectives found in texts.</p> <p>Select the information needed to support a perspective.</p> <p>Share how considering differences in perspectives can develop empathy.</p> <p>Consider whether an author or a text creator presents information with or without bias.</p>

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<p>storyteller's or filmmaker's intention or purpose</p>	<p>Comprehension: 6CP1.5 Historical, social, and cultural contexts can support readers in examining influences on texts.</p>	<p>Texts are situated in and can be influenced by specific historical, social, and cultural contexts.</p> <p>Specific historical and social contexts influence understandings of text.</p> <p>Historical contexts include time and place.</p> <p>Social contexts include beliefs.</p> <p>Contexts can change and affect how texts are understood.</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>Analyze texts to determine contextual information that supports how a text can be understood.</p> <p>Examine information in a text that implies or confirms that the context has changed.</p> <p>Examine changes in context that affect actions, behaviours, or feelings of characters in texts.</p> <p>Examine artifacts as texts that can provide insights into contexts of people, time, or place.</p> <p>Consider how information in a text may be presented to influence an audience.</p>
<p>Construct meaning from texts</p> <ul style="list-style-type: none"> observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community summarize oral, print or other media texts, indicating the connections among events, characters and settings identify or infer reasons for a character's actions or feelings make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text 	<p>Comprehension: 6CP1.2 Comprehension of texts includes analyzing, summarizing, and synthesizing information and ideas.</p>	<p>Making text to self, text to text, and text to world connections can support analyzing, summarizing, and synthesizing texts.</p> <p>Analyzing texts includes reading closely to examine ideas and information in texts separately and in relationship to each other.</p>	<p>Respond to texts by summarizing main ideas and providing supporting evidence from the texts.</p> <p>Make connections between new ideas and information in texts and known ideas and information.</p> <p>Analyze ideas and information to support comprehension and interpretation of texts.</p> <p>Synthesize ideas and information in texts to confirm or expand understandings.</p>
<p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> explain how metaphor, personification and synecdoche are used to create mood 			

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<p>and mental images</p> <ul style="list-style-type: none"> experiment with sentence patterns, imagery and exaggeration to create mood and mental images discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts 			
2.3 Understanding Forms, Elements, and Techniques			
<p>Understand forms and genres</p> <ul style="list-style-type: none"> identify key characteristics of a variety of forms or genres of oral, print and other media texts discuss the differences between print and other media versions of the same text 	<p>Text Forms & Structures: 6T1.1 Text genres, forms, and structures can enhance and influence the enjoyment and communication of ideas and information.</p>	<p>Texts can have more than one purpose and may have one that stands out.</p> <p>Reading a variety of texts for enjoyment can support academic development.</p> <p>Literary texts can be categorized by genre, including fiction and non-fiction.</p> <p>Literary text forms can be digital or non-digital and include</p> <ul style="list-style-type: none"> articles speeches hybrids <p>Narrative texts can be fiction or non-fiction and can be structured in a variety of ways to create effect.</p>	<p>Analyze the purpose of a variety of digital or non-digital texts.</p> <p>Categorize a variety of texts according to genre.</p> <p>Examine the form and structure of a variety of literary texts.</p> <p>Make connections between texts read for enjoyment and academic development.</p>
	<p>Text Forms & Structures: 6T1.4 Non-fiction texts have structures that support factual information that can be analyzed for accuracy.</p>	<p>Non-fiction texts include speeches.</p> <p>Non-fiction texts can have a variety of structures, including problem and solution.</p> <p>The content and source of information should be analyzed for factual accuracy.</p>	<p>Investigate ways that non-fiction texts can be organized to enhance the presentation of factual information.</p> <p>Provide personal opinions regarding the structure, content, or source of information expressed in non-fiction texts.</p> <p>Confirm the accuracy of information presented in non-fiction texts.</p>
<p>Understand techniques and elements</p> <ul style="list-style-type: none"> discuss the connections among plot, setting and characters in oral, print and other media texts 	<p>Text Forms & Structures: 6T1.3 Engaging with fictional texts can develop empathy and inspire creativity.</p>	<p>Fiction sub-genres include traditional literature and comedy.</p> <p>Comedic text is amusing in tone and often has a cheerful ending.</p>	<p>Examine mentor texts to deepen understandings of fiction sub-genres.</p> <p>Examine a variety of fictional text structures, including a story within a story.</p>

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<ul style="list-style-type: none"> identify first and third person narration, and discuss preferences with reference to familiar texts explore techniques, such as visual imagery, sound, flashback and voice inflection, in oral, print and other media texts identify strategies that presenters use in media texts to influence audiences 		<p>Fictional texts can have a variety of structures, including a story within a story.</p> <p>Elements of fiction include conflict, which is a struggle between individuals, groups, or forces that prevents the protagonist from achieving a goal.</p> <p>Types of characters include</p> <ul style="list-style-type: none"> stock protagonist antagonist <p>A stock character is a stereotypical figure who is recognized from familiar literature and traditions.</p> <p>A protagonist is the main character at the centre of a story who makes decisions, deals with consequences, and faces obstacles.</p> <p>An antagonist is an opponent of or force acting against the protagonist and often gets in the protagonist's way or creates challenges.</p>	<p>Examine elements within a variety of fictional texts, including conflict.</p> <p>Examine characters based on what they say, think, or do or what others say and think about them.</p> <p>Describe the protagonist and antagonist in a variety of fictional texts.</p>
<p>Experiment with language</p> <ul style="list-style-type: none"> alter words, forms and sentence patterns to create new versions of texts for a variety of purposes; explain how imagery and figurative language, such as personification and alliteration, clarify and enhance meaning 	<p>Text Forms & Structures: 6T1.5 Poetry can be explored to build a foundation of cultural knowledge and a sense of historical continuity.</p>	<p>Poetic structures include ballads, poems, or songs narrating stories in short stanzas.</p>	<p>Listen to, recite, or sing poetry.</p> <p>Analyze figurative language that can develop empathy and inspire creativity.</p> <p>Investigate poetic structures that contribute to creative expression of ideas, including ballads.</p> <p>Experiment with creating poetry of various structures.</p>
2.4 Create Original Text			
<p>Generate Ideas</p> <ul style="list-style-type: none"> choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts 			
<p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> use literary devices, such as imagery and figurative language, to create particular 			

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effects			
<p>Structure texts</p> <ul style="list-style-type: none"> determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose 	<p>Writing: 6W1.1 Writing can cultivate expression, problem solving, and critical thinking.</p>	<p>Writing processes can be used to clearly compose and refine ideas and develop personal style, and include</p> <ul style="list-style-type: none"> planning drafting revising editing publishing <p>Planning can help organize thoughts and prioritize information and includes</p> <ul style="list-style-type: none"> consideration of audience, purpose, and form idea generation narrowing a topic <p>Organizational structures can help focus the expression of ideas or information, such as</p> <ul style="list-style-type: none"> introduction, opening, or lead details in order of sequence or importance transitions conclusions <p>Variety in sentence length and structure can enhance writing fluency and reader engagement.</p> <p>Fluent writing invites expressive oral reading that brings out the writer's voice or style.</p> <p>Revision may involve adding or deleting portions of text, moving pieces of text around, or restructuring sentences.</p> <p>Revision can ensure writing is</p> <ul style="list-style-type: none"> clear focused informative engaging 	<p>Create written texts for a variety of audiences and purposes.</p> <p>Create written texts in a variety of forms and structures.</p> <p>Develop creative expression through the use of writing processes.</p> <p>Analyze how ideas align with the purpose, audience, and form of writing.</p> <p>Express personal ideas through multiple paragraphs for the purpose of engaging an audience.</p> <p>Organize writing around clear ideas or positions that are supported by examples or relevant evidence.</p> <p>Express ideas using organizational structures that enhance writing.</p> <p>Relate ideas and connect paragraphs using a variety of transitions.</p> <p>Revise text for clarity, focus, and audience.</p> <p>Edit writing for spelling, punctuation, and grammar.</p> <p>Publish selected writing, incorporating graphics, captions, charts, or other text features to express individuality.</p>
<p>General Outcome 3: Manage Ideas and Information</p>			
<p>3.1 Plan and Focus</p>			
<p>Focus Attention</p> <ul style="list-style-type: none"> distinguish among facts, supported inferences and opinions 			

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<ul style="list-style-type: none"> use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation 			
Determine Information Needed <ul style="list-style-type: none"> decide on and select the information needed to support a point of view 			
Plan to gather information <ul style="list-style-type: none"> develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation 			
3.2 Select and Process			
Use a variety of sources <ul style="list-style-type: none"> locate information to answer research questions, using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs and the Intern 			
Access information <ul style="list-style-type: none"> use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information skim, scan and read closely to gather information 			
Evaluate sources <ul style="list-style-type: none"> evaluate the congruency between gathered information and research purpose and focus, using pre-established criteria 			

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<p align="center">3.3 Organize, Record and Evaluate</p>			
<p>Organize information</p> <ul style="list-style-type: none"> organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence organize and develop ideas and information into oral, print or other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions 	<p>Writing: 6W1.3 Research processes can support systematic and objective management and sharing of information.</p>	<p>Research processes involve management of information, including</p> <ul style="list-style-type: none"> questioning gathering organizing recording <p>Research processes can involve accessing information from multiple digital or non-digital sources.</p> <p>Protocols for accessing information may vary by source, context, community, or culture.</p>	<p>Write to inform, explain, describe, or report for a variety of purposes and audiences.</p> <p>Narrow research questions to determine a clear, well-defined topic.</p> <p>Support the main idea or topic with relevant facts, details, examples, and explanations from multiple sources.</p> <p>Summarize and organize ideas gained from multiple sources using a variety of methods or tools.</p>
<p>Record information</p> <ul style="list-style-type: none"> make notes on a topic, combining information from more than one source; use reference sources appropriately use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning quote information from oral, print and other media sources 		<p>Protocols can exist for requesting permission to share stories and histories from the original owner.</p> <p>Information can be gathered and organized using a variety of methods and tools.</p> <p>Research findings can be shared in a variety of digital or non-digital forms, including graphs, tables, or charts.</p> <p>Ethical use of information includes</p> <ul style="list-style-type: none"> asking permission to use, share, or store information that is about, was created by, or belongs to someone else citing basic information used to inform writing fair and accurate representation of individuals or information 	<p>Analyze the validity and reliability of information and sources.</p> <p>Access and use information ethically.</p>
<p>Evaluate information</p> <ul style="list-style-type: none"> evaluate the appropriateness of information for a particular audience and purpose recognize gaps in gathered information, and suggest additional information needed for a particular audience and purpose 			

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3.4 Share and Review			
Share ideas and information <ul style="list-style-type: none"> communicate ideas and information in a variety of oral, print and other media texts, such as multiparagraph reports, question and answer formats and graphs select appropriate visuals, print and/or other media to inform and engage the audience 	Writing: 6W1.4 Written communication involves making choices to effectively convey messages.	Written communication can be created or enhanced by selecting from a variety of digital or non-digital methods or tools, such as <ul style="list-style-type: none"> printing keyboarding cursive handwriting The selection of digital or non-digital tools for written works can be adapted according to audience, purpose, form, or context.	Experiment with methods or tools to enhance communication or create effects. Select a method or tool to present written works that supports clarity or voice. Demonstrate legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.
Review research process <ul style="list-style-type: none"> establish goals for enhancing research skills 			
<i>General Outcome 4 : Enhance the clarity and artistry of communication</i>			
4.1 Enhance and Improve			
Appraise own and others' work <ul style="list-style-type: none"> work collaboratively to revise and enhance oral, print and other media texts ask for and evaluate the usefulness of feedback and assistance from peers 			
Revise and edit <ul style="list-style-type: none"> revise to provide focus, expand relevant ideas and eliminate unnecessary information edit for appropriate verb tense and for correct pronoun references use paragraph structures in expository and narrative texts 			
Enhance legibility <ul style="list-style-type: none"> write legibly and at a pace appropriate to 			

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<p>context and purpose</p> <ul style="list-style-type: none"> experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts 			
<p>Expand knowledge of language</p> <ul style="list-style-type: none"> show the relationships among key words associated with topics of study, using a variety of strategies such as thought webs, outlines and lists choose words that capture a particular aspect of meaning and that are appropriate for context, audience and purpose 	<p>Vocabulary: 6V1.2 Vocabulary learning involves an intentional desire to deepen knowledge of words.</p>	<p>Words can be categorized by</p> <ul style="list-style-type: none"> forms of writing parts of speech content context definition word origins 	<p>Categorize words and phrases of personal interest gleaned from a wide variety of texts.</p> <p>Analyze word parts and cross-check with context clues to determine the meaning of unknown words.</p> <p>Read for enjoyment to enhance vocabulary.</p>
	<p>Vocabulary: 6V1.3 Precise vocabulary leads to engaging, clear, concise, and intentional communication.</p>	<p>Figurative language is language that has non-literal or figurative meanings and includes palindromes.</p> <p>A palindrome is a word or phrase that reads the same backward and forward (e.g., radar).</p>	<p>Use similes, metaphors, and analogies to compare words or clarify word meanings.</p> <p>Analyze the meanings of words or phrases expressed figuratively.</p> <p>Apply tier 2 words across subjects to enhance precise communication.</p> <p>Apply tier 3 words in subject-specific contexts.</p>
<p>Enhance artistry</p> <ul style="list-style-type: none"> experiment with several options, such as sentence structures, figurative language and multimedia effects, to choose the most appropriate way of communicating ideas or information 	<p>Writing: 6W1.2 Creative thinking can enhance personal style and voice through experimenting with, evaluating, and selecting details.</p>	<p>Creative thinking processes involve</p> <ul style="list-style-type: none"> communicating an intent in a variety of contexts and for a variety of audiences experimenting with ideas or processes to enhance expression evaluating and adapting ideas in response to emerging conditions being determined to succeed in producing a desired effect <p>The products of creative thinking may be interpreted differently depending on the perspectives of the audience.</p> <p>Words can create effects or emphasis, including</p> <ul style="list-style-type: none"> simplicity clarity colourfulness precision 	<p>Apply creative thinking processes through experimenting with, evaluating, and selecting details to produce a desired effect.</p> <p>Analyze the descriptive language and word choice of professional authors as models for writing.</p> <p>Create text that uses imagery, rhyme, dialogue, emphasis, or effect.</p> <p>Create narratives that develop setting, plot, and character using suspense, figurative language, and dialogue.</p> <p>Enhance personal style and voice through careful selection of words to create emphasis or effects.</p> <p>Analyze writing for development of tone and point of view through language use.</p>

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		<ul style="list-style-type: none"> • appeal <p>Word choice can reflect the author’s voice or style, including in texts that</p> <ul style="list-style-type: none"> • are brief, clear, and to the point (e.g., recipes, business letters) • use specialized vocabulary (e.g., research reports, informative posters) • provide the author the freedom to use unique or unexpected words or phrases (e.g., poetry, stories, advertisements) • express opinions (e.g., speeches, personal responses, opinion statements) <p>Tone expresses the text creator’s attitude toward or feelings about the topic and audience.</p>	<p>Determine alternative words and meanings using a variety of digital or non-digital tools.</p>
4.2 Attend to Conventions			
<p>Attend to grammar and usage</p> <ul style="list-style-type: none"> • identify the use of coordinate and subordinate conjunctions to express ideas • use complex sentence structures and a variety of sentence types in own writing • identify comparative and superlative forms of adjectives, and use in own writing • identify past, present and future verb tenses, and use throughout a piece of writing 	<p>Conventions: 6CV1.2 Communication is enhanced when correct conventions of grammar are maintained.</p>	<p>Verb tenses clearly establish the time of the actions in written or oral expression.</p> <p>A simple sentence contains one independent clause.</p> <p>A clause is a group of words with a subject and a verb and is not always a complete sentence.</p> <p>An independent clause expresses a complete thought and can stand on its own as a sentence.</p> <p>A dependent clause does not express a complete thought and cannot stand on its own as a sentence.</p> <p>A compound sentence contains two or more independent clauses that are usually joined by a conjunction.</p>	<p>Maintain consistent use of tense throughout communications.</p> <p>Use subject-verb agreement in communications.</p> <p>Use independent and dependent clauses in sentences.</p> <p>Differentiate between simple and compound sentences.</p>
<p>Attend to spelling</p> <ul style="list-style-type: none"> • use a variety of resources and strategies to determine and learn the correct spelling of common exceptions to conventional spelling patterns • explain the importance of correct spellings for effective communication • edit for and correct commonly misspelled words in own writing, using spelling generalizations and the meaning and 	<p>Conventions: 6CV1.3 Spelling accuracy can be enhanced by recognizing patterns and by making spelling-meaning connections.</p>	<p>Spelling accuracy can be supported by the application of complex patterns.</p> <p>Spelling accuracy can involve understanding how words are created by manipulating prefixes and suffixes to a base (derivation).</p> <p>Spelling accuracy and fluency enhance written communication.</p>	<p>Apply spelling patterns within and across known and unfamiliar words.</p> <p>Apply knowledge of bases and affixes to spell words.</p>

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Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
function of words in context			
<p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none"> use colons before lists, to separate hours and minutes, and after formal salutations in own writing identify parentheses and colons when reading, and use them to assist comprehension identify ellipses that show words are omitted or sentences are incomplete when reading, and use them to assist comprehension 	<p>Conventions: 6CV1.1 Correct use of capitalization and punctuation can strengthen and enhance written communication.</p>	<p>Capitalization is used to indicate the importance of certain words in texts and can be used to create effects.</p> <p>Abbreviations can make communications easy to read and understand.</p> <p>Punctuation includes a colon, which can be used to</p> <ul style="list-style-type: none"> introduce a list give an explanation give an example 	<p>Apply capitalization appropriately in written communication.</p> <p>Apply punctuation appropriately in written communication.</p> <p>Experiment with capitalization and punctuation to create a variety of effects.</p>
4.3 Present and Share			
<p>Present Information</p> <ul style="list-style-type: none"> use various styles and forms of presentations, depending on content, audience and purpose 	<p>Oral Language: 6O1.5 Skillful oration can be examined to provide inspiration for effective speaking.</p>	<p>An oration is a formal speech that can be given on a special occasion by an orator.</p> <p>The art of effective speaking (rhetoric) can be used to</p> <ul style="list-style-type: none"> share information or understandings influence change persuade <p>Skilled orators are able to combine the musicality and rhythmicity of the spoken word to enhance the power of their messages.</p> <p>Elements of public speaking include</p> <ul style="list-style-type: none"> invention arrangement style memory delivery 	<p>Describe how effective speaking can impact daily life.</p> <p>Examine speeches for their ability to persuade and engage an audience.</p> <p>Apply elements of public speaking for planning and delivering a speech.</p>
<p>Enhance presentation</p> <ul style="list-style-type: none"> emphasize key ideas and information to enhance audience understanding and enjoyment 	<p>Oral Language: 6O1.3 Oral communication content, style, and delivery can be adjusted to share ideas and information for specific purposes and audiences.</p>	<p>Organization and preparation for presentations can support confidence.</p> <p>Selection of digital or non-digital tools or formats can enhance presentation delivery and capture the interest and attention of the audience.</p>	<p>Develop and deliver presentations for specific purposes and audiences.</p> <p>Adjust presentations based on audience background, motivation, or interests.</p> <p>Reflect on the preparation, content, and delivery of oral communication and consider opportunities for</p>

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Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
			improvement.
Use effective oral and visual communication <ul style="list-style-type: none"> demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication 	Oral Language: 6O1.2 Oral communication style and delivery can be influenced by the connections between verbal, non-verbal, and paraverbal language.	Effective oral communication is supported by combining verbal, non-verbal, and paraverbal language. Styles of speaking can be selected, adapted, or changed depending on the situation or desired effect. Styles of speaking include <ul style="list-style-type: none"> formal informal colloquial slang 	Analyze the effectiveness of verbal, non-verbal, and paraverbal language used in oral communications. Select a speaking style to fit a text or situation.
Demonstrate attentive listening and viewing <ul style="list-style-type: none"> identify the tone, mood and emotion conveyed in oral and visual presentations respond to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments 			
<i>General Outcome 5.1 : Respect Others and Strengthen Community</i>			
5.1 Respect Others and Strength Community			
Appreciate diversity <ul style="list-style-type: none"> compare personal challenges and situations encountered in daily life with those experienced by people or characters in other times, places and cultures portrayed in oral, print and other media texts share and discuss ideas and experiences that contribute to different responses to oral, print and other media texts 			
Relate texts to culture <ul style="list-style-type: none"> identify ways in which oral, print and other media texts from diverse cultures and 	Text Forms & Structures: 6O1.1 Oral traditions can enhance relationships and preserve shared knowledge.	Oral communication can be enhanced through use of protocols that support respectful relationships.	Reflect on how oral communication processes or protocols can enhance the quality of personal relationships.

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Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
communities explore similar ideas		<p>First Nations, Métis, and Inuit communication processes and protocols can preserve shared knowledge and include practices such as</p> <ul style="list-style-type: none"> • ongoing conversations • sharing circles • respectfully acknowledging all voices • waiting to take turns • active listening • focusing on the idea rather than on who gave the idea • ending with consensus 	Examine communication processes and protocols that contribute to the transmission or preservation of knowledge.
<p>Celebrate accomplishments and events</p> <ul style="list-style-type: none"> • use appropriate language to participate in public events, occasions or traditions 			
<p>Use language to show respect</p> <ul style="list-style-type: none"> • demonstrate respect by choosing appropriate language and tone in oral, print and other media texts 			
<p>5.2 Work Within a Group</p>			
<p>Cooperate with Others</p> <ul style="list-style-type: none"> • assume a variety of roles, and share responsibilities as a group member • identify and participate in situations and projects in which group work enhances learning and results 			
<p>Work in groups</p> <ul style="list-style-type: none"> • contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations • address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative 	<p>Oral Language: 6O1.4 Collaborative dialogue can be used to expand ideas and deepen understandings of self, others, and the world.</p>	<p>Collaborative dialogue can empower individuals or groups to</p> <ul style="list-style-type: none"> • voice ideas • express understandings • consider a variety of perspectives • examine new ways of thinking <p>Collaborative dialogue can be used as a process to solve problems and generate innovative ideas.</p> <p>Collaborative dialogue can increase individual or group</p>	<p>Offer relevant information and logical reasoning to enhance collaborative dialogue.</p> <p>Consider varied perspectives or opinions when collaborating.</p> <p>Reflect on and share new, expanded, or adjusted learnings resulting from collaborative dialogue.</p>

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		<p>confidence through the development of trust and the building of relationships.</p> <p>Respectful language and humour can advance collaborative dialogue.</p>	
<p>Evaluate group process</p> <ul style="list-style-type: none"> • assess own contributions to group process, and set personal goals for working effectively with others 			