

My Child's Learning - A Family Resource Grade Six

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 |
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| Text Forms and Structures | Students analyze how text form and structure clarify information and support connecting with self, others, and the world. | <ul style="list-style-type: none"> ● Students learn about text genres, forms and structures ● Students learn that texts have more than one purpose. ● Students learn to enjoy different forms of texts. ● Students learn more about fiction and non-fiction text, digital and nondigital including articles, speeches and hybrid text. ● Narrative texts are analyzed. ● Text features are digital or nondigital and organize important content, enhance comprehension and expand vocabulary. ● Students examine traditional literature and comedy. ● Students examine: stock characters, the protagonist and antagonist. ● Students conflict in fiction. ● Nonfiction text includes speeches, has a variety of structures. ● Students provide opinions on structure, content or source of information. ● Students confirm accuracy of information presented in nonfiction text. ● Poetic structures: ballads, poems, songs, stories in short stanzas. ● Poetic structures are analyzed, experimented with and investigated. ● Forms of drama include comedy and tragedy. ● Forms of drama can influence the outcome of the story. ● 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. |
| Oral Language | Students connect the quality and efficacy of oral communication to oral language skills. | <ul style="list-style-type: none"> ● Oral traditions - relationships and shared knowledge <ul style="list-style-type: none"> ○ Protocols that support respectful relationships. ○ Ongoing conversations ○ Sharing circles ○ Respectfully acknowledging all voices ○ Waiting to take turns ○ Active listening ○ Focusing on the idea rather than who gave it ○ Ending with consensus ● Style and delivery of oral communication is influenced by verbal, non-verbal and paraverbal language. |

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| | | <ul style="list-style-type: none"> ● Styles of speaking include: <ul style="list-style-type: none"> ○ Informal ○ Formal ○ Colloquial ○ Slang ● Oral communication can be adjusted to share ideas and information for specific purposes and audiences. <ul style="list-style-type: none"> ○ Digital or non digital tools. ○ Presentations are adjusted based on audience. ● Collaborative dialogue empowers individuals or groups to: <ul style="list-style-type: none"> ○ Voice ideas ○ Express understandings ○ Consider others' perspective ○ Consider new ways of thinking. ○ Solve problems ○ Increase confidence ● Use respectful language ● Oration - skillful speech giving is used <ul style="list-style-type: none"> ○ To share information or understandings ○ Influence change ○ Persuade. ● Elements of Public speaking: <ul style="list-style-type: none"> ○ Invention ○ Arrangement ○ Style ○ Memory ○ delivery |
| <p>Vocabulary</p> | <p>Students evaluate how vocabulary enhances communication and provides clarity.</p> | <ul style="list-style-type: none"> ● Students learn about word origins and morphemes ● Vocabulary is contextual and influenced by change and technology ● Many words have Greek or Latin roots. ● First Nations Metis and Inuit - words that are specific to these languages can be found in the people, places and things that surround us. ● Many words have French origins. ● Suffixes - include <en> and <ize> can change the meaning of a word when applied to a base. ● Prefixes change the meaning of a word when applied to a base and include <pro>, <com>, >con>, <en>, and <oc>. ● Affixes added to bases build new words. ● To deepen knowledge of words, vocabulary learning involves intention. ● Words can be categorized ● Reading for enjoyment enhances vocabulary. ● Precise vocabulary leads to engaging, clear, concise, intentional communication. <ul style="list-style-type: none"> ○ Figurative language <ul style="list-style-type: none"> ■ Palindromes ■ Similes, metaphors, and analogies ○ Apply tier 2 words ○ Apply tier 3 words |

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| <p>Comprehension</p> | <p>Students interpret and respond to texts through application of comprehension strategies.</p> | <ul style="list-style-type: none"> ● Students use and learn the following comprehension strategies: <ul style="list-style-type: none"> ○ Predicting ○ Inferring ○ Making connections - text to text, text to self, text to world. ○ Summarizing ○ Synthesizing ○ Evaluating ○ Self-monitoring ● Comprehension requires attention to explicit and implicit contextual information. Context clues include: <ul style="list-style-type: none"> ○ Words ○ Phrases ○ Punctuation ○ Dialogue ○ Information in pictures, diagrams, charts or graphs. ● Comprehension can deepen and expand perspectives. ● Perspectives evolve because of: <ul style="list-style-type: none"> ○ Passage of time ○ Experience ○ Context ○ New information ● Students use critical thinking skills ● Students learn about the author's perspective, bias ● Historical, social, cultural contexts support readers. |
| <p>Writing</p> | <p>Students create texts that reflect personal voice and style through creative and critical thinking processes.</p> | <ul style="list-style-type: none"> ● Students implement the writing process to cultivate creativity, problem solving and critical thinking. <ul style="list-style-type: none"> ○ Planning ○ Drafting ○ Revising ○ Edition ○ Publishing. ● Students write creatively ● Students learn about word choice and tone. ● Students engage in the Research process <ul style="list-style-type: none"> ○ Students manage information ○ Questions - narrow their question ○ Gather information ○ Organize information ○ Record information ○ Access information ethically <ul style="list-style-type: none"> ■ Asking permission to use information ■ Citing basic information ■ Fair and accurate representation of information ● Written communication involves making choices to effectively convey messages. <ul style="list-style-type: none"> ○ Use of digital or non digital methods or tools <ul style="list-style-type: none"> ■ Printing ■ Keyboarding ■ Cursive handwriting |

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| Conventions | Students apply and analyze conventions that support accuracy or enhance creative expression. | <ul style="list-style-type: none">● Students use capitalization● Apply punctuation● Students use abbreviations● Students use proper grammar<ul style="list-style-type: none">○ Verb tenses○ Simple sentence = independent clause○ Subject - verb agreement○ Dependent clause○ Compound sentences and simple sentences● Students become more accurate in spelling and use spelling patterns● Students apply knowledge of bases and affixes to spell words |
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