

# English Language Arts Grade 6

*Teachers Guide*

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English Language Arts Grade 6: Teachers Guide

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Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

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## Introduction Grade Primary – 6 Language Arts Curriculum

The English Language Arts curriculum for Nova Scotia's Grades Primary to 6 is grounded in evidence-based practices, emphasizing the impact of explicit, systematic instruction while remaining responsive to the diverse needs of all students. This curriculum reflects Nova Scotia's commitment to Inclusive Education and aligns with the understandings outlined in the Six Pillars of Effective Reading Instruction. It is structured around four core strands, Foundations of Language, Comprehension, Composition and Connection to the Content Areas which serve as the foundation for effective literacy instruction, fostering student achievement, growth, and well-being.

Aligned with the Nova Scotia Inclusive Education Policy and guided by a Multi-Tiered System of Supports (MTSS) framework, this curriculum is designed to meet the needs of all learners through a tiered approach to universal instruction, intervention, and support. It aims to dismantle systemic barriers and close opportunity gaps, particularly for students from historically marginalized communities, including African Nova Scotian and Mi'kmaw populations. By enhancing universal instruction and integrating culturally responsive teaching practices, the curriculum acknowledges and values the diverse identities and experiences of all students, empowering all students to thrive.

The curriculum is thoughtfully designed to build students' literacy skills progressively from Grades Primary through 6. The learning progression ensures that students develop strong foundational skills in the early grades and gradually move toward mastering more complex literacy and communication skills. While some indicators are consistent across grade levels to reinforce essential skills, the curriculum introduces increased complexity and depth in tasks as students advance. This progression is evident in the variety and difficulty of texts, the sophistication of writing tasks, and the development of oral language and comprehension skills.

The curriculum equips students to engage with increasingly complex academic content across all subject areas, fostering not only critical thinking, creativity, and effective communication but also enhancing their overall content learning and understanding.

### Strand A: Foundations of Language

The Foundations of Language strand provides explicit instruction in essential literacy building blocks, including oral language, phonemic awareness, phonics, fluency, vocabulary, and syntax. This foundational work is crucial across all grade levels, ensuring that every student acquires the reading and writing skills needed for academic success. A strong foundation in these areas enables students to engage confidently in independent reading and writing, setting the stage for more advanced literacy learning.

### Strand B: Comprehension

In the Comprehension strand, students learn to apply their foundational language skills to understand, analyze, and interpret a wide range of texts. Instruction is designed to progressively build higher order thinking skills, encouraging students to synthesize information, make connections, and critically engage with diverse content. This strand supports students in developing a deeper appreciation for different perspectives, knowledge systems, and literary genres, enriching their understanding of the world around them.

### Strand C: Composition

The Composition strand emphasizes the importance of clear and effective written expression. Students receive explicit instruction in the writing process, including planning, drafting, revising, editing, and the fundamentals of transcription. This includes fluency in handwriting, accurate spelling, and developing the skills necessary for digital composition. As students advance, they learn to articulate their thoughts coherently and persuasively across various forms of writing. By mastering these essential skills, students are empowered to express their ideas confidently and accurately in both print and digital formats.

## Strand D: Connection to Content Areas

This strand emphasizes the application of literacy skills across subject areas, including Science, Social Studies, Health Education, and more. By integrating reading, writing, speaking, and listening into content learning, students deepen their understanding of subject-specific concepts while strengthening essential literacy skills. This approach supports students in becoming confident, capable communicators who can think critically, engage meaningfully with a range of texts and ideas, and express their learning in a variety of formats. It also reinforces the idea that literacy is not isolated to language arts, it is foundational to success across the curriculum.

Through the integration of these four strands, the Grades Primary to 6 curriculum provides a comprehensive framework that supports the development of well-rounded, literate individuals. By fostering strong communication skills, critical thinking, and cultural awareness, the curriculum prepares students for lifelong learning and active participation in their communities.

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**Foundations of Language**  
**Strand A**  
Grade Six Teacher Guide

# Overview of Oral and Non-Verbal Communication

## Outcome A1

### Grade Six Teacher Guide

Oral language instruction remains foundational to literacy development and communication in the later elementary years. While early instruction (Grades Primary -2) establishes a base, continued focus on oral language in Grades 3 to 6 is essential to deepen students' vocabulary, enhance syntactical complexity, build background knowledge and verbal reasoning. These skills are critical for advancing reading comprehension, written expression, and effective oral communication as students engage with more complex texts and ideas.

Outcome A1 in Grades 3 to 6 provides curriculum outcomes that guide classroom instruction to further develop these critical skills. At this stage, students will refine their ability to contribute thoughtfully to both formal and informal contexts through oral and written communication. Building upon the foundational skills established in earlier grades, students will expand their ability to, synthesize information, and communicate their understanding effectively.

This outcome also emphasizes the integration of our province's diverse cultural heritage, particularly honouring the rich contributions of Mi'kmaw, African Nova Scotian, and other cultural communities. By embedding culturally responsive teaching practices, educators can ensure that students' linguistic and cultural backgrounds are recognized, valued, and leveraged as assets in their learning journey. Integrated instruction builds academic language, reading and writing and has large positive impacts on Literacy growth. This inclusive approach fosters an environment where all students feel acknowledged and respected, promoting a deeper mutual understanding and appreciation of diversity within our classrooms.

**Integrated Language Arts instruction**, where connections are made with Science, Social Studies, Health, and the Arts, becomes increasingly important in Grades 3 to 6. Students engage in more complex and meaningful communication as they explore cross-curricular topics. Listening and speaking activities, such as debates, presentations, collaborative discussions, and dramatic role-plays, help students apply their language skills in authentic, culturally relevant contexts. These activities affirm students' experiences and encourage them to draw upon their own backgrounds and interests, enhancing engagement and learning.

### Key Indicators in Outcome A1:

1. **Listening for Communication and Comprehension:** As students progress, they will refine their ability to listen, interpret messages accurately, and engage critically with the information they hear or take in. These skills are essential for effective participation in discussions, collaborative projects, and problem-solving activities.
2. **Oral and Non-Verbal Communication Strategies:** Students will explore and apply a wider range of strategies to enhance spoken interactions, using tone, pace, volume, and non-verbal cues like facial expressions and gestures. These skills will enable them to communicate their ideas more clearly and adapt their communication to various contexts and audiences.
3. **Vocabulary, Word Choice, Syntax, and Grammar in Oral Communication:** Explicit instruction in expanding vocabulary, word choice, and applying more complex syntactical structures and grammar will continue to be a focus. These elements support not only oral communication but also the development of reading comprehension of more complex texts and written expression.

The emphasis in Grades 3 to 6 is on enabling students to express themselves with greater clarity and depth. Through thoughtfully designed classroom activities guided by curriculum outcomes, students will develop the confidence to articulate their thoughts, listen critically and empathetically to others, and adapt their communication strategies for different purposes and audiences. By supporting the growth of these skills, we prepare students to engage meaningfully with the world around them and to become thoughtful, effective communicators.

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## Outcome A1: Grade 6

Learners will apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and cultural contexts.

### Indicators A1.1

<p><b>Grade 3</b> Use listening strategies to understand oral communication and interact with various contexts including cultural contexts.</p>	<p><b>Grade 4</b> Select and use listening strategies by asking questions to clarify understanding and respond to others in different contexts including cultural contexts.</p>	<p><b>Grade 5</b> Select and use listening strategies by asking questions to clarify understanding and respond to others in different contexts including cultural contexts.</p>	<p><b>Grade 6</b> Select and use listening strategies by asking questions to clarify understanding and respond to others in different contexts including cultural contexts.</p>
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### Growing Understanding

**Listening Strategies:** Techniques used to actively understand, process, and respond to spoken communication. These may include listening for key points, asking clarifying questions, and responding thoughtfully.

**Clarify Understanding:** The act of seeking additional information or explanation to ensure complete comprehension, often by asking questions or restating what was heard.

**Asking Questions:** A strategy used to resolve confusion, gain deeper insight, or extend a conversation. This includes asking open-ended questions to encourage discussion and facilitate deeper understanding.

**Responding to Others:** Giving relevant, thoughtful responses that show an understanding of what was communicated and contribute meaningfully to the conversation.

**Adapting to Different Situations:** The ability to adjust listening and communication strategies according to the situation and audience, recognizing when to use formal or informal communication styles.

**Cultural and Contextual Sensitivity:** Understanding the impact of cultural and situational factors on communication. Students should adjust their listening strategies to respond respectfully to others' perspectives and communication styles.

**Synthesize Information:** The ability to integrate multiple pieces of information and perspectives gathered during a conversation to form a complete, informed response or understanding.

**Critical Thinking:** The ability to evaluate and analyze the information received, assessing its relevance, accuracy, and implications in the context of the discussion.

In Grade 5, students began refining their ability to select and use listening strategies and to respond in different situations with greater adaptability. By Grade 6, students are expected to demonstrate more critical engagement with information, synthesizing multiple viewpoints, and applying a variety of listening strategies to complex situations. Additionally, they should be able to assess information critically, respond thoughtfully, and adjust their communication style depending on the context and audience.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

## Look for Grade 6

- Ask thoughtful questions to clarify and deepen understanding during discussions.
- Summarize and paraphrase others' ideas to confirm comprehension before responding.
- Select the most appropriate listening strategy based on the situation and purpose.
- Engage in conversations with a focus on contributing meaningful responses that move the discussion forward.
- Seek clarification or additional information when necessary to fully understand the speaker's message.
- Listen actively, adjusting responses to reflect both the content and tone of the conversation.
- Demonstrate respect for diverse perspectives and communication styles through thoughtful questioning and responses.
- Analyze and synthesize information from multiple sources during conversations to inform responses.

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## Outcome A1: Grade 6

Learners will apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and cultural contexts.

### Indicators A1.2 Oral and Non-Verbal Communication Strategies

Grade 3	Grade 4	Grade 5	Grade 6
Use oral and non-verbal communication strategies to interpret and contribute to the meaning of messages and information.	Identify and use oral and non-verbal communication strategies to understand or communicate ideas and meaning.	Identify and use oral and non-verbal communication strategies to understand or share ideas and meaning.	Identify and use oral and non-verbal communication strategies and describe how these strategies support understanding.

### Growing Understanding

**Oral Communication Strategies:** Verbal methods used to convey meaning effectively, such as adjusting tone, pace, and volume, using clear and organized speech, and providing context for the information being shared.

**Non-Verbal Communication Strategies:** Non-verbal methods used to enhance or clarify the message, such as facial expressions, body language, gestures, posture, eye contact, and spatial behavior. These strategies help convey emotion, emphasize key points, and improve comprehension.

**Interpreting Meaning:** The process of understanding both verbal and non-verbal messages by recognizing how these elements work together to convey meaning. This includes understanding the nuances in tone, gesture, and posture that support or clarify spoken words.

**Engaging in Dialogue:** Actively participating in conversations by listening attentively, using non-verbal cues to show interest, and responding in a way that moves the conversation forward. This includes taking turns, asking questions, and providing meaningful feedback.

**Contextual Awareness:** Recognizing when and why certain communication strategies (both verbal and non-verbal) are needed based on the situation, audience, and purpose. This involves adapting communication strategies as necessary for the context to ensure clarity. Understanding that non-verbal cues (like eye contact or gestures) may have different meanings in different cultures. Learning to be aware and respectful of cultural differences in communication styles.

**Critical Reflection on Communication:** The ability to reflect on and evaluate one's communication strategies during or after a conversation, considering how well the strategies helped convey meaning and support mutual understanding.

In Grade 5, students learned to identify and use both oral and non-verbal communication strategies to share and understand ideas. In Grade 6, students take this a step further by not only using these strategies but also describing how these strategies contribute to understanding. This requires a more analytical approach where students reflect on how non-verbal communication enhances or clarifies the spoken message. The focus is also on engaging in more complex dialogues and recognizing the role of both verbal and non-verbal cues in supporting clear communication.

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## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

## Look for Grade 6

- Use clear oral communication strategies (e.g., tone, volume, clarity) to convey ideas effectively.
- Apply non-verbal strategies (e.g., facial expressions, gestures, posture) to reinforce and clarify spoken messages.
- Describe how non-verbal strategies (like eye contact or body language) support understanding in a conversation.
- Adjust oral and non-verbal strategies based on the context and the audience to improve communication.
- Analyze how specific communication strategies (both oral and non-verbal) enhance clarity or understanding in a conversation.
- Demonstrate listening by using non-verbal cues (e.g., nodding, maintaining eye contact) to show understanding and encourage further discussion.
- Reflect on the effectiveness of their communication strategies and describe how they helped others understand the message.

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## Outcome A1: Grade 6

Learners will apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning for various audiences, purposes, and cultural contexts.

### Indicators A1.3 Vocabulary, Word Choice, Syntax and Grammar

Grade 3	Grade 4	Grade 5	Grade 6
Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.	Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.	Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.	Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.

### Growing Instructional Understanding

**Different Sentence Types:** Varied sentence structures used to effectively express ideas and maintain interest:

**Simple sentences:** To express clear, straightforward ideas.

**Compound sentences:** To combine related ideas with conjunctions like "and," "but," or "or."

**Complex sentences:** To elaborate on relationships between ideas, using dependent and independent clauses.

**Compound-complex sentences:** To convey more intricate ideas by combining compound and complex sentence structures.

**Connected Sentences:** Sentences that are logically linked together, ensuring ideas flow naturally and cohesively. This includes using appropriate transitions (e.g., "therefore," "for example," "as a result") to guide the reader through the argument or narrative.

**Word Choice:** The process of selecting precise, impactful words that match the context, tone, and audience. The right word choice can strengthen the clarity and persuasiveness of the message.

**Syntax:** The structure of sentences, ensuring proper word order and grammatical correctness to make sentences clear, concise, and effective.

**Audience Awareness:** The ability to adjust language, sentence structures, and descriptive elements depending on the needs of the audience, context, and purpose of the communication (e.g., formal vs. informal, persuasive vs. informative).

**Contextual Adaptation:** The ability to modify communication strategies—such as vocabulary, descriptive details, and sentence types—according to the context of the communication (e.g., a formal speech, a narrative story, or an academic report).

**Affirming Home Dialect:** Recognizing and valuing the language or dialect that students use in their home and community as valid, meaningful, and an essential part of their identity. This approach acknowledges that students' home language is an asset rather than a deficit.

**Code-Switching:** The ability to shift between different forms of language or dialects depending on the context or audience. It involves helping students understand when it might be beneficial to use more formal language (like in essays or presentations) versus informal or home language (like when talking to friends or family).

In Grade 5, students began refining their ability to use explicit vocabulary, descriptive details, and various sentence types while connecting sentences to maintain clarity and flow. By Grade 6, the focus is on further refining these skills to adapt communication strategies more intentionally for different contexts and audiences. Students are expected to be more sophisticated in their use of language, creating more complex, nuanced communication through an even greater variety of sentence structures and advanced vocabulary.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for Grade 6

- Use explicitly taught vocabulary to communicate ideas clearly and effectively in various situations.
- Incorporate descriptive details to enhance the audience's understanding and engagement.
- Select appropriate sentence types (simple, compound, complex, compound-complex) based on the purpose and audience.
- Reflect on how well communication strategies contributed to the audience's understanding of the message.
- Connect sentences logically, ensuring ideas progress smoothly and coherently.
- Adapt word choice, details, and sentence structures according to the context and audience.
- Use figurative language and sensory details to deepen the audience's understanding of the topic.
- Reflect on how well communication strategies (vocabulary, details, sentence types) contributed to understanding, and make adjustments if necessary.

# Overview of Foundational Word Reading and Spelling

## Outcome A2

### Grade Six Teacher Guide

Word-level reading, spelling, vocabulary, and fluency are critical components of literacy development in the later elementary years. While the early grades (Primary to Grade 2) establish a strong foundation in phonics and basic word reading, instruction in Grades 3 to 6 shifts to more advanced skills that enable students to become proficient, independent readers and writers. This outcome focuses on consolidating students' orthographic and morphological knowledge, expanding their vocabulary, and enhancing their reading fluency. These skills are essential for supporting reading comprehension, written expression, and effective communication as students engage with more complex texts across various subjects.

Outcome A2 in Grades 3 to 6 provides curriculum outcomes that guide classroom instruction to develop these essential skills. At this stage, students will deepen their ability to decode, spell, and understand words, using strategies that move beyond phonics to include word structure and meaning. This progression is crucial as students transition to reading and writing for learning in different content areas, applying their literacy skills to science, social studies, health, and the arts. By building on the foundational skills established in earlier grades, students will strengthen their capacity to read accurately and fluently, enabling them to access and understand increasingly sophisticated texts.

This outcome also emphasizes the integration of our province's diverse cultural heritage, particularly celebrating the contributions of Mi'kmaq, African Nova Scotian, and other cultural communities. By embedding culturally responsive teaching practices, educators can ensure that students' linguistic and cultural backgrounds are recognized, valued, and integrated into their learning. Providing explicit, systematic instruction in foundational word reading, spelling, and vocabulary is an equity-driven approach. These skills are not only essential for academic success, but they also serve as powerful tools to close opportunity gaps that have historically impacted Mi'kmaq and African Nova Scotian learners.

As students progress through Grades 3 to 6, Integrated Language Arts instruction becomes more vital, with connections made to cross-curricular topics. By exploring vocabulary, word meanings, and fluency in context, students develop a deeper understanding of content and are able to express their ideas more clearly. Classroom activities such as reading diverse texts, engaging in vocabulary-rich discussions, and practicing fluent reading in meaningful contexts encourage students to apply their language skills authentically and purposefully.

#### Key Indicators in Outcome A2:

##### 1. Word-Level Reading and Spelling: Using Morphological Knowledge

Across Grades 3 to 6, students will leverage their understanding of roots, prefixes, and suffixes to decode, spell, and infer the meanings of unfamiliar words, supporting reading comprehension and writing.

##### 2. Vocabulary Development

Explicit instruction in vocabulary will continue to expand students' language abilities. This is crucial for enhancing comprehension and expressive skills in various subjects. Effective vocabulary instruction emphasizes both Tier 2 and Tier 3 words. Tier 1 words are every day, high-frequency words that students encounter regularly, such as *run* or *happy*. Tier 2 words, in contrast, are high-utility words that appear across various contexts and subjects, such as *analyze*, *predict*, or *justify*. These words are particularly important because they help students engage with academic texts and discussions more deeply.

### 3. Reading Fluency: Accuracy, Rate, and Prosody

Instruction will focus on reading with accuracy, appropriate rate, and expression to support comprehension. As students become more fluent readers, they can focus on the meaning of the text rather than decoding, which allows for deeper engagement with content.

By supporting the growth of these skills, students are better prepared to engage meaningfully with complex texts and diverse content areas. Through thoughtfully designed instructional practices guided by the curriculum, students will develop the ability to read and write with confidence, accuracy, and fluency, equipping them for lifelong learning.

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## Outcome A2: Grade 6

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

### Indicators A2.1 Word Level Reading and Spelling

Grade 3	Grade 4	Grade 5	Grade 6
	Use phonics and orthographic knowledge to fluently read, spell, and pronounce multisyllabic words.	Use phonics and orthographic knowledge to fluently read, spell, and pronounce multisyllabic words.	Use phonics and orthographic knowledge to fluently read, spell, and pronounce multisyllabic words.

### Growing Understanding

In Grade 6, students deepen their phonics and orthographic knowledge to fluently read, spell, and pronounce more complex multisyllabic words. By this grade, students should be able to recognize and apply advanced syllabic patterns, prefixes, and suffixes in reading and writing. They should also be able to pronounce these words accurately and spell them correctly using their understanding of phonics and orthographic rules.

**Phonics Knowledge:** Students should have a strong foundation in phonics, allowing them to decode multisyllabic words smoothly and accurately. They need to recognize syllable patterns, digraphs, blends, and other phonetic rules that govern the pronunciation of complex words.

By Grade 6, students are expected to decode more challenging words, including those with uncommon syllabic structures or less predictable spelling patterns.

**Orthographic Knowledge:** Orthographic knowledge goes beyond basic spelling rules and includes a deeper understanding of the structural conventions that influence how words are spelled and pronounced. Students need to apply this knowledge to multisyllabic words, including those with irregular spelling patterns, silent letters, and compound words.

Students should be comfortable applying spelling rules that govern multisyllabic words, such as the dropping of silent vowels, doubling consonants, or adding suffixes to base words.

**Fluency in Reading and Spelling Multisyllabic Words:**

Fluency in reading and spelling multisyllabic words is essential for effective comprehension. Students should be able to decode, spell, and pronounce multisyllabic words effortlessly and accurately while reading complex texts.

Students should be able to read multisyllabic words in context with correct pronunciation and appropriate intonation, contributing to overall reading fluency.

*See Appendix A2.1 for more details.*

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

## Look for Grade 6

- Read multisyllabic words fluently by breaking them into syllables and applying phonics knowledge for accurate pronunciation.
- Use orthographic knowledge to spell multisyllabic words accurately by recognizing prefixes, suffixes, and syllable patterns.
- Pronounce complex words correctly by recognizing syllable patterns, silent letters, and affixes.
- Apply spelling and phonics rules in writing by using learned word patterns to correctly spell multisyllabic words (e.g., “I spelled ‘construction’ correctly because I recognized the ‘con-’ prefix and the ‘-tion’ suffix”).
- Self-correct pronunciation when mistakes occur, breaking words down into syllables and applying phonics and orthographic rules.
- Write multisyllabic words accurately in written work, applying learned phonics and orthographic knowledge consistently.

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## Outcome A2: Grade 6

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

### Indicators A2.2 Word Level Reading and Spelling: Using Morphological Knowledge

Grade 3	Grade 4	Grade 5	Grade 6
Use developing knowledge of the meanings of words and common morphemes to understand, read and spell words.	Use developing morphological knowledge to understand, read and spell words with increasing independence.	Use developing morphological knowledge and to understand, read and spell words with increasing independence.	Use morphological knowledge and to understand, read and spell words with increasing independence.

### Growing Understanding

**Knowledge of Morphemes:** The well-developed understanding of how prefixes, suffixes, and base words combine to form complex words. Students should be able to recognize and apply this knowledge effortlessly to decode and spell more advanced words.

**Morphemes:** The smallest units of meaning in a word, including:

**Base Words:** The central part of a word that carries the main meaning (e.g., "act" in "react" or "action"). These can be words that stand on their own.

**Prefixes:** Morphemes added to the beginning of a word that change its meaning (e.g., "pre-" in "preview").

**Suffixes:** Morphemes added to the end of a word that can change its function (e.g., "-ly" in "quickly" or "-able" in "readable").

**Complex Words:** Words made up of multiple morphemes, including more than one syllable, often combining prefixes, base words, and suffixes. These require a more advanced understanding of morphemes to decode and spell correctly (e.g., "unbelievable," "transportation").

**Accuracy:** The ability to read and spell complex words correctly, using knowledge of morphemes and word structure. Accuracy ensures correct pronunciation and spelling in both reading and writing.

**Automaticity:** The ability to recognize and apply morphemes to read and spell words without conscious effort. Students should be able to automatically apply their knowledge of word structure when encountering complex words.

**Word Structure:** The arrangement of morphemes within a word. Understanding how morphemes combine to form complex words is essential for both reading fluency and correct spelling.

**Spelling Patterns and Rules:** Recognizing common spelling patterns when applying morphemes, including rules for adding suffixes to words ending in "e" (e.g., "care" becomes "careful") or doubling consonants when adding suffixes (e.g., "hop" becomes "hopping").

In Grade 5, students were expected to read and spell words with greater accuracy and automaticity using their knowledge of morphemes. By Grade 6, students expand this ability to include more complex words, including multisyllabic words and words with multiple affixes. The expectation is for students to effortlessly decode and spell complex words by applying their morphemic knowledge, as well as to read these words fluently in various texts.

*See appendix A2.2 for more details.*

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

## Look for Grade 6

- Identify and apply knowledge of morphemes to decode and spell complex words accurately (e.g., “unbelievable” = “un-” + “believe” + “-able”).
- Read complex words fluently, breaking them into recognizable morphemes and applying knowledge of word structure.
- Spell complex words correctly, including those with multiple prefixes, suffixes, and syllables (e.g., “reconsideration,” “unquestionably”).
- Apply automaticity in recognizing and pronouncing complex words in texts, without pausing to break them down.
- Understand and apply spelling patterns, such as how certain suffixes affect the spelling of root words (e.g., adding “-able” to “read” results in “readable”).
- Recognize and decode multisyllabic words by identifying familiar morphemes and syllable patterns (e.g., “transportation” = “trans-” + “port” + “-ation”).
- Use morphemic knowledge to infer the meanings of complex words in context (e.g., understanding “rewritten” means “written again”).
- Demonstrate fluency in both reading and spelling complex words with accuracy, automatically applying knowledge of morphemes and word structure.

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## Outcome A2: Grade 6

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

### Indicators A2.3 Vocabulary

Grade 3	Grade 4	Grade 5	Grade 6
Identify the meaning of vocabulary through implicit learning, explicit instruction, and word awareness.	Identify the meaning of vocabulary through implicit learning, explicit instruction, and word awareness.	Recognize and use vocabulary developed through implicit learning, explicit instruction, and word awareness.	Recognize and use vocabulary developed through implicit learning, explicit instruction, and word awareness.

### Growing Understanding

**Tier 1 Words:** These are , everyday words that are commonly used in spoken language and often acquired naturally without explicit instruction (e.g., run, happy, table, big). While these words are typically not the primary focus of instruction in Grades 3–6, attention may be given to students who need additional support with foundational language acquisition, and/or to English Language Learners

**Tier 2 Words:** These are high-utility academic words that are less common in everyday conversation but appear frequently in written texts across subjects. They often have multiple meanings and are essential for comprehension and academic success (e.g., analyze, predict, summarize, compare, consequence, evidence). Instruction in these words is critical because they bridge understanding across different subjects and support the development of reading comprehension, writing, and speaking skills.

Specific to Literacy some examples may include character, setting, plot, opinion, argument, inference, summarize.

See *Appendix A2.3 for more details.*

**Vocabulary Instruction:** Provide direct instruction on word meanings, usage, and morphology (e.g., prefixes, suffixes, and root words) to build students' vocabulary knowledge.

Emphasize how vocabulary supports understanding of literary text forms, genres, and structures (e.g., narrative, informational, persuasive).

Scaffold instruction to help students see how word knowledge applies across different texts, both when writing or speaking (e.g., using descriptive details and figurative language).

Encourage students to actively use new vocabulary in speaking, writing, and classroom discussions (e.g., oral retells, essays, peer conversations).

Focus on using explicitly taught words in multiple contexts to solidify understanding and ensure transferability (e.g., practicing vocabulary during discussions of themes, author's purpose, or text analysis).

**Developing Word Learning Strategies:** Teach students strategies to independently determine the meanings of unfamiliar words using morphological analysis (e.g., decoding compound words, prefixes like re- or suffixes like -ful).

**Word Parts:** Understanding the meanings of prefixes, suffixes, and roots to break down unfamiliar words. For example, students can understand the meaning of "unhappiness" by recognizing "un-" (a prefix meaning "not") and "happiness" (a noun meaning "joy"), leading to the definition of "not happy."

**Word Relationships:** Recognizing how words relate to each other within the text by identifying synonyms and antonyms. For instance, if a text contrasts "cold" and "freezing," students can use this relationship to better understand the intensity of the term "freezing" compared to "cold."

**Culturally Responsive Vocabulary Instruction:** Use texts and discussions that reflect diverse cultural perspectives, ensuring exposure to vocabulary that connects to students' lived experiences and broadens their understanding of the world. Encourage exploration of words that represent cultural contexts, values, and histories within narratives and informational texts.

**Tier 3 Vocabulary:** These are subject-specific, specialized words that are typically used within a particular field of study or content area (e.g., *photosynthesis, sedimentary, legislature, emotional literacy*). Tier 3 words are often explicitly taught during content-area instruction, as they are essential for understanding key concepts in science, social studies, mathematics, health and other disciplines. These words are less likely to appear in everyday language or across multiple subjects. *Please see Strand D for connection to subject area vocabulary and content area integration.*

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for Grade 6

- Use Tier 2 academic vocabulary correctly in speaking and writing, expressing more complex ideas (e.g., "analyze," "compare," "justified").
- Understand and use word parts to break down and define new words (e.g., understanding "reaction" by recognizing the root word "act" and prefix "re-").
- Identify and use synonyms and antonyms to expand word knowledge and improve clarity in writing and speaking (e.g., using "accelerate" for "speed up" or "diminish" for "reduce").
- Demonstrate understanding of new vocabulary by using it appropriately in writing, discussion, and presentations
- Show comprehension of complex vocabulary by applying it correctly in different academic subjects.
- Use vocabulary to enhance communication and strengthen the expression of ideas across different contexts (e.g., writing essays, giving presentations, or discussing concepts in group work).

## Outcome A2: Grade 6

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

### Indicators A2.4 Reading Fluency: Accuracy, Rate and Prosody

Grade 3	Grade 4	Grade 5	Grade 6
Read texts fluently with accuracy, pacing and expression to support comprehension.	Read texts fluently with accuracy, pacing and expression to support comprehension.	Read texts fluently with accuracy, pacing and expression to support comprehension.	Read texts fluently with accuracy, pacing and expression to support comprehension.

### Growing Understanding

**Fluency:** Students should read with a natural flow and fluency. Their focus should be on understanding the content of the text, and their reading should reflect that understanding by being smooth and purposeful.

**Accuracy:** Accuracy includes precise pronunciation of more challenging words, understanding increasingly advanced academic language, and ensuring no loss of meaning while reading more complex texts.

**Rate:** Pacing should be natural and consistent. Students should be able to read both fiction and nonfiction texts at a speed that supports comprehension, using pauses effectively for reflection and analysis.

**Fluency in Silent Reading:** Students should work toward reading texts fluently with accuracy, pacing, and expression to support comprehension, ensuring that silent reading maintains a grade-appropriate pace and understanding

**Prosody:** Prosody refers to the rhythm, stress, and intonation patterns used when reading aloud or speaking. It includes elements such as pitch, tone, volume, pace, and expression, all of which contribute to conveying meaning and emotion in spoken language.

**Expression and Intonation:** Students should read with expressive intonation that enhances their understanding of the text. This includes adjusting voice to reflect the mood of the passage or the point of view of the speaker.

**Comprehension Support:** Fluency in Grade 6 directly supports deep comprehension, enabling students to analyze and critique texts as they read. Students should demonstrate an ability to synthesize ideas and engage critically with more challenging material.

Students should be reading fluently with appropriate pacing and expression. They are expected to read texts without hesitation, integrating comprehension with fluid reading. The focus shifts to more critical and analytical reading, using fluency to support deeper understanding and engagement with the text.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

## Look for Grade 6

- Read texts fluently, with minimal hesitation, adjusting pacing as necessary for different types of content.
- Demonstrate expressive intonation when reading to capture the tone and meaning of the text.
- Apply accuracy when reading academic language, ensuring comprehension is not interrupted by word mispronunciations.
- Adjust pacing for complex informational texts, slowing down to process dense material and speeding up for lighter content.
- Use varied expression and tone to indicate emotion or perspective, particularly in narrative or character-driven texts.
- Analyze the text as they read, adjusting their expression and pacing to reflect a deep engagement with the material.

## Overview of Language Conventions for Reading and Writing

### Outcome A3

#### Grade Six Teacher Guide

In Grades 3 to 6, literacy instruction shifts towards refining students' understanding and application of writing conventions, sentence structure, and grammar. Building on the foundational skills developed in earlier grades, this outcome looks to grow students' abilities to compose clear, cohesive, and varied sentences, while also deepening their knowledge of grammar and the effective use of capitalization and punctuation. These skills are essential not only for writing but also for enhancing reading comprehension and communication across subjects.

Outcome A3 in Grades 3 to 6 guides classroom instruction to help students master more advanced aspects of written and oral language. At this stage, students will move beyond simple sentence construction to include compound and complex sentence forms, allowing them to express more nuanced ideas and relationships. By understanding how different parts of speech and sentence structure function, students can communicate their thoughts more effectively and with greater precision.

Our classrooms are enriched by the diverse linguistic backgrounds of students, including those from Mi'kmaq, African Nova Scotian, and other cultural communities, as well as English as an Additional Language (EAL) learners. Recognizing that students' home languages and dialects influence their writing, this curriculum emphasizes the importance of valuing these diverse linguistic resources. By providing explicit instruction in standard written conventions while affirming students' linguistic identities, educators create an inclusive environment where all learners feel valued and respected.

This inclusive approach helps students see the differences in language conventions not as deficits but as variations that can be understood and navigated. By embracing linguistic diversity, teachers support students in developing strong writing skills while respecting their cultural backgrounds.

As students progress through Grades 3 to 6, the integration of writing conventions with content learning becomes increasingly important. By connecting grammar, sentence structure, and punctuation to subjects like science, social studies, and the arts, students learn to communicate their understanding of content clearly and effectively. Through activities such as writing informational reports, constructing persuasive essays, and engaging in creative storytelling, students apply their language skills in meaningful, real-world contexts.

#### Key Indicators in Outcome A3:

##### 1. Syntax and Sentence Structure

Students receive explicit instruction on how word order and sentence structure convey meaning. In

Grade 3, students learn to compose simple, compound, and complex sentences. As they progress to Grades 4 through 6, they refine their skills to include compound-complex sentences, using different sentence types to show relationships between ideas and enhance clarity in their writing.

2. **Grammar**

Instruction focuses on understanding and using parts of speech correctly to enhance sentence clarity and coherence. By Grades 5 and 6, students deepen their understanding of how grammar supports both comprehension and communication. This approach moves beyond memorizing rules to applying grammatical knowledge in authentic writing and reading tasks.

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### 3. Capitalization and Punctuation

Proper use of capitalization and punctuation is crucial for the readability and flow of texts. Beginning with a focus on basic rules in Grade 3, students learn to use a variety of punctuation marks to communicate meaning more effectively. By Grades 5 and 6, students apply these conventions in more complex writing, such as dialogue and extended written pieces, to improve clarity and expression.

Through structured and explicit instruction, Outcome A3 supports the development of confident writers and communicators who can navigate the complexities of language. By affirming the diverse linguistic backgrounds of students and recognizing their unique language experiences, we create a supportive and inclusive learning environment where all students can achieve success. This approach not only supports academic achievement but also fosters a deeper appreciation of linguistic and cultural diversity, preparing students to become thoughtful, effective communicators in a global society.

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## Outcome A3: Grade 6

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

### Indicators A3.1 Syntax and Sentence Structure

Grade 3	Grade 4	Grade 5	Grade 6
Compose simple, compound, and complex sentences in writing using syntax, sentence structure.	Identify and create different sentence types, including simple and compound sentences.	Identify and create different sentence types, including compound-complex sentences.	Use different sentence types to communicate clearly, including complex sentences to show relationships between ideas.

### Growing Understanding

Students should use a variety of sentence types, including simple, compound, and complex sentences. They should understand how different sentence structures can be used to express ideas clearly and how to choose the best sentence type for the purpose of their writing.

**Complex Sentences to Show Relationships:** In Grade 6, the focus is on using complex sentences to express relationships between ideas. These relationships can show cause and effect, contrast, time, and condition. The use of subordinating conjunctions like "if," "when," "because" and "although" allows students to create more sophisticated and nuanced sentences.

**Clear Communication:** Using different sentence types helps students communicate more clearly. Complex sentences, in particular, help show connections between ideas, making writing more cohesive and easier to understand. By using sentence variety, students can engage their readers and express more sophisticated thoughts.

**Punctuation and Conjunctions:** Students should understand how to properly use punctuation, especially commas and subordinating conjunctions, when writing complex sentences. Correct punctuation is necessary to ensure clarity and to show the relationships between the independent and dependent clauses.

**Improving Oral Speaking and Writing:** By using complex sentences and a variety of sentence types, students can create more engaging, effective, and varied writing. This helps them develop their ideas more thoroughly, showing how ideas are related to each other.

**Culturally Responsive Teaching Considerations:** Teachers should be aware of the various ways that students from different cultural backgrounds may approach sentence structure and expression. Some students may come from linguistic backgrounds where code-switching (alternating between languages or dialects) is common. Teachers should support students in using a range of sentence structures while affirming the value of their home language or dialect, especially in informal settings.

In Grade 5, students focus on compound-complex sentences and begin using a mix of sentence types. In Grade 6, the emphasis shifts to using a wide variety of sentence types, with a focus on complex sentences to connect ideas. By Grade 6, students are expected to integrate complex sentences more naturally into their writing, showing the relationships between ideas in a clear and engaging way. The use of punctuation, conjunctions, and correct sentence structures should come with increasing ease and fluency.

*See Appendix A3.1*

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

## Look for Grade 6

- Use a variety of sentence types, including simple, compound, and complex sentences, to communicate ideas clearly.
- Create complex sentences that show relationships between ideas, using subordinating conjunctions like "because," "although," "if," and "since" (e.g., "She was late because the bus broke down.").
- Combine ideas into complex sentences to show cause and effect, contrast, condition, or time relationships between different parts of the sentence.
- Vary sentence types throughout writing to maintain the reader's interest and clearly express complex thoughts.
- Use sentence structures that help express complex thoughts, making writing more engaging and clearer.
- Demonstrate understanding of sentence structure by creating clear, logically connected sentences.
- Adapt sentence types for different purposes and contexts, using complex sentences for more formal writing.

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## Outcome A3: Grade 6

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

### Indicators A3.2 Grammar

Grade 3	Grade 4	Grade 5	Grade 6
Identify how parts of speech and sentence structures to support reading comprehension and writing.	Identify how different parts of speech work in sentences and use them correctly to support reading comprehension and writing.	Recognize how different parts of speech work in sentences to communicate clearly, support reading comprehension and writing.	Recognize how parts of speech work and use them to communicate clearly and support reading comprehension and writing.

### Growing Understanding

**Parts of Speech:** Students should understand the function of all parts of speech and how they work together to form clear and meaningful sentences. This includes:

**Nouns:** People, places, things, or ideas (e.g., "school," "joy," "mountain").

**Verbs:** Action or state of being (e.g., "run," "feel," "is").

**Adjectives:** Words that describe nouns (e.g., "happy," "blue," "tall").

**Adverbs:** Words that describe verbs, adjectives, or other adverbs (e.g., "quickly," "really," "loudly").

**Pronouns:** Words used to replace nouns (e.g., "he," "they," "it").

**Prepositions:** Words that show relationships between nouns and other words (e.g., "on," "under," "between").

**Conjunctions:** Words that connect words, phrases, or clauses (e.g., "and," "but," "because").

**Interjections:** Words or phrases that show strong emotion (e.g., "Wow!" "Ouch!").

**Comprehension Support:** Understanding how parts of speech work together help students both in constructing their own sentences and in comprehending others' writing. For example, recognizing the function of conjunctions helps students understand how ideas are connected in a text.

See Appendix A3.2

**Effective Communication:** The goal of mastering parts of speech is to help students communicate more effectively. Correct use of parts of speech leads to clearer, more coherent writing, and helps students express themselves with greater precision. This also aids comprehension, as students can more easily follow sentences that are well-constructed and grammatically sound.

**Critical Thinking and Analysis:** Students should be able to analyze and evaluate texts based on how the parts of speech are used to support meaning. For instance, they might analyze how an author uses adverbs to emphasize actions or how conjunctions are used to clarify relationships between ideas.

**Culturally Responsive Teaching Consideration:** Be aware that students may come from diverse linguistic backgrounds and may use different dialects or forms of language. It is important to validate and affirm students' home languages and dialects while supporting them in using standard grammar for formal writing and academic contexts.

In Grade 5, students focus on building complex sentences using various parts of speech. By Grade 6, students deepen their understanding of how these parts of speech work together to create complex, nuanced meaning. The emphasis is on using this knowledge to communicate clearly in both informal and formal contexts and to support comprehension by recognizing how parts of speech function within sentences.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for Grade 6

- Identify and use nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections correctly within sentences.
- Construct clear, detailed sentences using a variety of parts of speech to express ideas effectively (e.g., "The happy child runs quickly down the street and jumps into the puddle.").
- Use adjectives and adverbs to add detail and precision to writing (e.g., "The very tall tree swayed gently in the wind.").
- Use conjunctions like "because," "although," and "since" to combine ideas and create complex relationships between clauses (e.g., "I stayed inside because it was raining.").
- Apply prepositions to describe relationships between people, places, and things (e.g., "The book is on the desk.").
- Express strong emotion or reactions through interjections (e.g., "Wow! That was an amazing performance!").
- Apply grammar rules correctly to both written and spoken language to enhance communication in academic and social settings.

## Outcome A3: Grade 6

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

### Indicators A3.3 Capitalization and Punctuation

Grade 3	Grade 4	Grade 5	Grade 6
Apply knowledge of capitalization and appropriate punctuation when reading and writing.	Use capitalization and a variety of punctuation correctly, to communicate clearly.	Use capitalization and a variety of punctuation correctly to communicate clearly.	Use capitalization and a variety of punctuation correctly to communicate clearly.

### Growing Understanding

**Capitalization:** Grade 6 students are working to apply rules of capitalization in both written and spoken contexts more consistently, including:

First word in a sentence (e.g., "The book is on the table.").

Proper nouns for names of people, specific places, organizations, and titles (e.g., "Shakespeare," "Africa," "The Great Gatsby").

Pronoun "I" (e.g., "I went to the store.").

Titles of works such as books, movies, and songs (e.g., "The Catcher in the Rye," "Frozen").

**Punctuation:** Grade 6 students should use a wide range of punctuation marks appropriately to structure their writing and clarify meaning. This could include:

Period (.): Used at the end of declarative sentences (e.g., "She walks to school.").

Question mark (?): Used at the end of direct questions (e.g., "What time is it?").

Exclamation mark (!): Used to express strong emotion or emphasis (e.g., "What a wonderful day!").

Comma (,): Used in lists, after introductory phrases, in compound sentences, and for non-essential clauses (e.g., "I bought apples, oranges, and bananas." / "Although it was raining, we went for a walk.").

Quotation marks (" "): Used to enclose direct speech or dialogue (e.g., "She said, 'I will meet you at the park.'").

Apostrophes ('): Used in contractions and for possession (e.g., "don't," "she's," "the dog's bone").

Colon (:) and Semicolon (;): Used in lists, to introduce explanations, or to link related independent clauses (e.g., "The team consists of: John, Sarah, and Tim." / "I have a plan; it's simple and effective.").

Parentheses (()): Used for additional or explanatory information (e.g., "She likes to read (especially mystery books).").

**Writing and Dialogue:** In Grade 6, students will use punctuation to structure both formal writing and dialogue effectively. Punctuation in dialogue is especially important for clarity and to show who is speaking. Understanding when and how to use quotation marks, commas, and punctuation at the end of speech tags is key.

**Clear Communication:** Using capitalization and punctuation correctly allows students to communicate more clearly. Proper punctuation helps to organize thoughts, set tone, and guide the reader through the text. Capitalization is a key tool in signaling the importance of certain words or concepts, such as proper nouns.

**Culturally Responsive Teaching Considerations:** It is important to recognize and respect students' linguistic and cultural backgrounds when teaching punctuation and capitalization rules. For instance, students may use different punctuation practices in their home languages or dialects. Teachers should validate these practices and help students understand how to apply standard punctuation and capitalization in academic writing and formal dialogue.

In Grade 5, students solidify their use of punctuation in basic sentence structures and begin to experiment with more complex punctuation in both written and spoken contexts. By Grade 6, students are expected to master the use of a wider variety of punctuation marks, especially in more complex sentences and in dialogue, ensuring that their writing is both clear and engaging. They should also demonstrate an ability to apply these conventions consistently across different types of writing, including narratives and formal texts.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for in Grade 6

- Capitalize the first word in sentences, proper nouns, titles, and the pronoun "I"
- Use punctuation marks correctly at the end of sentences.
- Use commas appropriately in lists, introductory phrases, and in compound and complex sentences (e.g., "We played soccer, basketball, and volleyball." / "After school, we went to the park.").
- Use quotation marks for direct speech or dialogue (e.g., "He said, 'I'll be there soon.'").
- Use apostrophes for contractions (e.g., "can't," "I've") and possession (e.g., "the teacher's desk," "the dogs' toys").
- Apply colons and semicolons to join related independent clauses or to introduce lists or explanations (e.g., "I have three goals: to read, to write, and to draw." / "The weather was nice; we went for a walk.").
- Use parentheses to add additional information or clarification (e.g., "She is my best friend (and cousin).").
- Ensure correct punctuation in dialogue, using commas, quotation marks, and appropriate punctuation at the end of speech tags (e.g., "I can't wait," she said, "to see the movie.").

**Comprehension: Understanding and Responding to Text**  
**Strand B**  
Grade Six Teacher Guide

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# Overview of Knowledge about Texts

## Outcome B1

### Grade Six Teacher Guide

Outcome B1 is strategically designed to enhance students' engagement with and comprehension of a wide variety of texts, building on foundational literacy skills while progressively deepening understanding across Grades 3 to 6. This outcome shifts the act of reading beyond accuracy and fluency into a rich, interactive process of constructing meaning through diverse text forms and genres.

The curriculum emphasizes a comprehensive approach to reading that integrates foundational skills such as phonics, decoding, and fluency with comprehension strategies. This dual focus enables students to not only recognize words and read text accurately but also understand their meanings, contexts, and the unique features of different text types. By engaging with texts that reflect a range of perspectives and cultural experiences, students develop critical and empathetic thinking skills that prepare them to interact with an increasingly diverse and complex world.

#### Key Indicators for Outcome B1:

1. **Text Forms and Genres:**

Students will learn to identify, differentiate, and analyze various text forms and genres, understanding how each serves distinct purposes and audiences.

2. **Text Patterns and Features:**

Recognizing the organizational patterns and features specific to text types enhances students' ability to anticipate content, structure, and the author's intent, fostering strategic reading.

3. **Visual Elements of Text:**

Visual elements, such as images, graphs, and layout, play a critical role in conveying meaning. Students will develop skills to analyze and interpret these elements to support deeper comprehension.

4. **Elements of Style:**

Exploring how authors use specific stylistic choices, including tone, word choice, and point of view, helps students understand how style influences meaning and engages readers.

Outcome B1 weaves these indicators with essential strands of language comprehension—vocabulary, syntax, and structure—enabling students to construct meaning from increasingly complex texts. Through explicit instruction, guided practice, and exposure to authentic texts authored by individuals from varied cultural and social backgrounds, students refine their ability to navigate and interpret texts critically.

By integrating foundational skills with comprehension strategies, this curriculum prepares students in Grades 3 to 6 to become thoughtful, proficient readers. They gain the tools and confidence to interact with texts critically and insightfully, equipping them to succeed in academic settings and beyond.

## Outcome B1: Grade 6

Learners will apply knowledge of text forms and organizational structures to comprehend a variety of texts.

### Indicators B1.1 Text Forms

Grade 3	Grade 4	Grade 5	Grade 6
Identify characteristics of text forms and organizational structures.	Use knowledge of different text forms and organizational structures to support comprehension.	Use knowledge of different text forms and organizational structures to support comprehension.	Use knowledge of different text forms and organizational structures to support comprehension.

### Growing Understanding

**Text Forms:** Text forms are broader categories that define how information is presented. Understanding each text form helps students align their reading strategies with the expectations of the text.

**Informational/Expository Text:**

- Purpose: To explain, inform, or describe a topic with factual information.
- Key Features: Clear organization of facts, evidence, examples, and logical reasoning. Often includes headings, subheadings, bullet points, and data.
- Examples: Research reports, scientific articles, historical essays, instructions, and instructional materials.

**Narrative Text:**

- Purpose: To entertain or tell a story, either real or imagined.
- Key Features: Character development, plot, setting, conflict, and resolution. Often includes dialogue, descriptive language, and narrative structure.
- Examples: Novels, short stories, biographies, memoirs, and creative fiction.

**Opinion/Persuasive Text:**

- Purpose: To persuade or convince the reader to accept a viewpoint or take action.
- Key Features: A clear argument, supported by reasons, evidence, and a conclusion. May include counterarguments or rebuttals.
- Examples: Persuasive essays, debates, editorials, advertisements, and letters.

**Informational Texts:** Students should be able to extract key facts, evaluate the strength of the supporting evidence, and summarize the content in their own words. They should also be able to use text features (headings, captions, bolded terms) to help organize information.

**Narrative Texts:** Students should focus on character analysis, plot development, and identifying the theme or message of the text. They should be able to analyze how literary devices (e.g., imagery, foreshadowing, symbolism) contribute to the story's meaning.

**Opinion/Persuasive Texts:** Students should critically evaluate the author's argument, assess the effectiveness of the supporting evidence, and identify any biases. They should be able to recognize how persuasive techniques (e.g., emotional appeals, logical reasoning, rhetorical questions) are used to influence the reader.

**Culturally Responsive Teaching Considerations:** Students should engage with a wide range of cultural perspectives. Teachers should recognize that students come from diverse backgrounds and may approach texts with different cultural lenses. It's important to help students understand the cultural context in which texts are written and how their own cultural backgrounds influence their interpretation of texts.

**Incorporate Diverse Texts:** Use a range of texts from various cultural perspectives and texts that explore diverse communities.

**Encourage Critical Analysis:** Encourage students to analyze texts with an awareness of cultural bias and perspective. Help them reflect on how the text's origin, author, and cultural context shape the message and themes presented in the text.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for Grade 6

- Identify the text form (informational, narrative, or opinion/persuasive) and explain its purpose and key features.
- Apply appropriate strategies for each text form to enhance comprehension.
- Extract key ideas from informational texts, organize information logically, and interpret the meaning of the text by evaluating the evidence and arguments presented.
- Describe story elements in narrative texts, analyze how the plot develops, and examine the conflict, resolution, and character motivations.
- Identify and analyze persuasive strategies in opinion texts, such as emotional appeals, logical reasoning, and rhetorical techniques.
- Recognize and explore cultural influences in texts and discuss how these influences shape the perspective, content, and message of the text.

## Outcome B1: Grade 6

Learners will apply knowledge of text forms and organizational structures to comprehend a variety of texts.

### Indicators B1.2 Text Patterns and Features

Grade 3	Grade 4	Grade 5	Grade 6
Identify organizational structures and text features and apply this knowledge to support reading comprehension.	Identify organizational structures and text features and apply this knowledge to support reading comprehension.	Identify organizational structures and text features and apply this knowledge to support reading comprehension.	Examine organizational structures and text features and apply this knowledge to support reading comprehension.

### Growing Understanding

**Organizational structures** are the ways in which information is arranged within a text. Students should be able to examine complex structures and understand how these structures help communicate ideas and organize information effectively.

#### Common Organizational Structures:

**Chronological Order:** Events or steps are presented in the order in which they occurred over time. This structure helps students follow timelines and historical narratives.

**Cause and Effect:** An event (cause) leads to a consequence (effect). This structure helps students understand the relationships between actions and outcomes.

**Problem and Solution:** A problem is introduced, and solutions are presented. This structure guides students to focus on challenges and how they are addressed.

**Compare and Contrast:** The text identifies similarities and differences between two or more subjects, helping students analyze and synthesize information.

**Descriptive:** A structure that provides detailed descriptions of a topic, explaining its features or characteristics.

**Argumentative:** Presents an argument or claim supported by evidence, commonly used in persuasive texts.

**Signal Words:** Signal words are words or phrases that help the reader identify the relationships between ideas or events in a text. These words act as indicators that guide the reader in understanding how the information is organized. For example, in **cause-and-effect** texts, signal words like *because, therefore, as a result of, and for this reason* indicate a relationship between events where one event leads to another. Recognizing these signal words helps students follow the logical progression of ideas, making it easier to comprehend the structure of the text.

**Text features** are visual and organizational tools that help readers navigate, locate information, and comprehend a text's content.

#### Common Text Features:

**Headings/Subheadings:** These organize sections of a text, indicating what each section will discuss, allowing students to navigate the material more effectively.

**Bold, Italicized, or Underlined Text:** These emphasize key terms, concepts, or definitions, helping students focus on important details.

**Charts, Graphs, and Tables:** Visual representations that summarize or explain data, aiding in the comprehension of complex information. **Images and Diagrams:** Visual elements that complement the text, helping to explain or enhance understanding.

**Captions:** Provide additional context or clarification for images, graphs, or diagrams.

**Glossary/Index:** Help locate specific information or define terms within the text.

**Sidebars:** Boxes with additional information or examples that relate to the main content, often providing further context or elaboration.

#### Applying Knowledge to Support Comprehension:

**Using Text Features:** Text features help students engage with complex ideas, locate relevant information, and break down data or arguments. For example, charts and graphs help students visually interpret data, while headings guide them to the most relevant sections.

**Improving Comprehension:** By recognizing the organizational structure and using the text features, students can break down complex ideas, remember key information, and make connections that lead to a better understanding of the text.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for Grade 6

- Examine and explain the organizational structure of a text and how it helps convey the author's message.
- Identify and use headings and subheadings to navigate sections of the text.
- Analyze how bolded, italicized, or underlined text emphasizes key ideas and helps with understanding.
- Use charts, graphs, and tables to interpret and explain data or information.
- Explain how images, diagrams, or captions support understanding of the text.
- Use the glossary, index, or sidebars to locate information or clarify terms (e.g., "I used the index to find pages about the water cycle, which helped me locate the relevant section on precipitation").
- Apply knowledge of text structures to summarize or organize the content (e.g., "I used the compare and contrast structure to summarize the differences between two things").

## Outcome B1: Grade 6

Learners will apply knowledge of text forms and organizational structures to comprehend a variety of texts.

### Indicators B1.3 Visual Elements of Text

Grade 3	Grade 4	Grade 5	Grade 6
Recognize the relationship between visual elements, visual design and text, describe how they communicate meaning.	Examine the relationship between visual elements, visual design and text, describe how they communicate meaning.	Examine the relationship between visual elements, visual design and text, describe how they communicate meaning.	Examine the relationship between visual elements, visual design and text, describe how they communicate meaning.

### Growing Understanding

**Visual Elements:** Students should understand how images, graphics, and visual design work together to support the text and contribute to the overall meaning. These visual elements do more than simply complement the text; they are integral to how the message is conveyed, especially in more complex genres.

- **Images:** Pictures can evoke emotions, set the scene, or provide context that enhances the understanding of a narrative or theme. For example, in a story, an image might depict a pivotal moment, deepening the emotional resonance of the scene.
- **Graphics:** Graphics such as charts, graphs, maps, and timelines organize information and can visually demonstrate key concepts. For example, a graph can present statistical data in an easily digestible format, while a timeline can help readers understand the sequence of events in historical texts.
- **Visual Design:** The layout, font style, color schemes, and overall design choices influence how readers interpret the text. These elements help highlight important information, guide the reader's eye, and create a certain mood or atmosphere that complements the content.

**How Visual Elements Support Comprehension:** Visual elements are essential tools for supporting comprehension by clarifying complex information and emphasizing key ideas. For example:

- In **narrative texts**, illustrations can visually represent abstract ideas, such as feelings or themes, making them more accessible to the reader.
- In **informational texts**, diagrams and charts clarify and simplify complex information, making it easier to grasp.
- In **persuasive texts**, visual design is often used to enhance the emotional impact or urgency of the message, with bold colors or images driving attention to the key points.
- In **poetry**, visual design and imagery are integral to conveying emotions or abstract ideas that the text itself might not fully express in words.

**Culturally Responsive Teaching Considerations:** Visual elements, such as color choices, symbolism, and design, carry cultural meanings. Teachers should encourage students to reflect on how visuals in texts may represent or relate to cultural identities and experiences. For instance, colors may have different symbolic meanings across cultures (e.g., red may symbolize good luck in some cultures and danger in others), and students should understand the influence of cultural context when interpreting visuals.

In Grade 5, students focus on identifying and explaining how visual elements like images and graphics support text comprehension. By Grade 6, students are expected to analyze these elements more deeply, exploring how design choices not only contribute to comprehension but also influence tone, emotional response, and the overall message.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for Grade 6

- Identify and explain how images, graphics, and design in different text forms (e.g., narrative, informational, persuasive, poetry) create meaning and contribute to the overall message.
- Analyze how images in narrative texts help clarify character emotions, setting, or pivotal moments, and explain how they deepen the reader's understanding.
- Describe how graphics such as charts, maps, or timelines simplify complex information and support the main ideas in informational texts.
- Explain how visual design elements (e.g., color, font, layout) guide the reader's focus and highlight key information in persuasive texts (e.g., discussing how bold text or striking images in advertisements draw attention to important calls to action).
- Discuss how cultural visual elements (e.g., symbols, color choices, design styles) contribute to the meaning of the text and how they may be interpreted differently across cultures.

## Outcome B1: Grade 6

Learners will apply knowledge of text forms and organizational structures to comprehend a variety of texts.

### Indicators B1.4 Elements of Style

Grade 3	Grade 4	Grade 5	Grade 6
Identify elements of style in texts and explain how they help communicate meaning.	Identify various elements of style in texts and explain how each element helps create meaning.	Describe various elements of style and explain how each element helps create meaning.	Describe elements of style and explain how each element helps create meaning of various text forms and genres.

### Growing Understanding

**Elements of Style:** By Grade 6, students should deepen their understanding of the elements of style and be able to analyze how these elements contribute to the meaning of a text. The primary elements of style include:

**Word Choice:** The author's selection of words has a profound effect on tone, meaning, and reader engagement. For example, strong, vivid words may evoke strong feelings, while simple words create clarity. The connotations of words also impact how readers interpret the text (e.g., "struggled" vs. "fought"). The selection of specific words helps shape the reader's perception of characters, events, and themes. For example, a story where the protagonist is described as "steadfast" rather than "stubborn" creates a more positive view of their qualities.

**Sentence Structure:** The way sentences are formed can significantly influence the pacing and rhythm of a text. For example, long, descriptive sentences might slow down the pace and allow for more reflection, while short, direct sentences may build tension or urgency. The arrangement and length of sentences control how the reader experiences the story. For example, quick, choppy sentences during a chase scene can increase the feeling of urgency, while long, flowing sentences in a reflective passage may evoke calm or thoughtfulness.

**Tone:** Tone refers to the author's attitude toward the subject matter, which affects the emotional response of the reader. For example, a sarcastic tone can suggest irony, while a formal tone may indicate seriousness or professionalism. The tone of a text helps guide how the reader should feel about the subject matter. For example, a humorous tone in a story about a difficult situation may encourage empathy, while a serious tone may lead to a more reflective, thoughtful response.

**Imagery:** Imagery uses descriptive language that appeals to the senses, allowing the reader to form mental images and connect with the text on an emotional level. It creates a vivid experience of the story, setting, or theme. The use of vivid images allows the reader to visualize the text and engage with it emotionally. For example, in a description of a forest, imagery such as "the towering oak trees whispered in the wind" helps the reader feel connected to the environment.

**Figurative Language:** This includes metaphors, similes, personification, and other figures of speech that help readers understand concepts in creative, indirect ways. Figurative language provides depth and layers of meaning by comparing one thing to another. For example, describing a character as having a "heart of stone" allows readers to immediately understand that the character is cold or unfeeling.

**Culturally Responsive Teaching Considerations:** As students analyze style elements, it's important to recognize how style can vary across cultures. For example, humor, tone, and even figurative language may be understood or used differently in various cultures. Encouraging students to explore how different cultural contexts affect the interpretation of style elements can deepen their understanding of diverse texts and worldviews.

In Grade 5, students begin to explore how the elements of style shape a text's meaning by identifying them in various genres. By Grade 6, students are expected to analyze these elements more deeply, explaining how they work together to create a specific effect or convey a particular message. Students should be able to connect the style choices to the overall tone, theme, and purpose of the text.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for Grade 6

- Identify and describe the key elements of style (e.g., word choice, sentence structure, tone, imagery, figurative language, and pacing) in different text forms and genres.
- Analyze how word choice influences meaning in different genres (e.g., how specific words in a narrative create empathy for a character, or how precise language in an informational text enhances clarity).
- Explain how sentence structure affects meaning, particularly in different genres.
- Identify the tone of a text and explain how it affects the reader's understanding (e.g., how a lighthearted tone in a humorous text shapes the way the reader interprets the events).
- Analyze the use of figurative language and explain how it enhances understanding by offering deeper meaning (e.g., explaining how metaphors or similes help convey complex ideas or emotions).

# Overview of Comprehension Strategies

## Outcome B2

### Grade Six Teacher Guide

In today's information-rich world, developing strong comprehension skills is essential for students to effectively navigate and interpret diverse texts. Outcome B2 is designed to support learners in Grades 3 to 6 learn strategies that enhance their ability to engage with texts through reading, listening, and viewing. These texts reflect a variety of perspectives, stories, and cultural contexts, fostering an inclusive approach to learning and preparing students to become informed, empathetic global citizens.

Outcome B2 emphasizes explicit instruction in comprehension strategies, enabling students to approach texts thoughtfully and critically. By integrating these strategies into their learning, students develop the tools to access meaning, monitor their understanding, and connect new knowledge to prior experiences.

#### Key Indicators for Outcome B2:

##### 1. Background Knowledge

Students learn to activate their prior knowledge before engaging with a text. This helps them make connections between their existing understanding and new ideas, setting the stage for deeper comprehension.

##### 2. Identifying the Purpose for Reading, Listening, and Viewing

Clarifying the reason for engaging with a text sharpens students' focus and guides their approach, ensuring they interact with the material in a purposeful and intentional way.

##### 3. Strategies to Support Comprehension

As they read, listen, or view, students are taught to monitor their understanding, identifying areas of confusion and applying strategies to clarify meaning.

##### 4. Making Inferences

Students learn to draw logical conclusions and infer meaning beyond what is explicitly stated in the text. This skill deepens their understanding and encourages critical thinking.

Through systematic and explicit instruction, students will learn the skills needed to unlock meaning and interpret texts effectively. This approach ensures that all students, regardless of their starting point, have the opportunity to succeed. By engaging with texts that reflect diverse identities and viewpoints, students expand their understanding of the world and develop an appreciation for the perspectives of others. Outcome B2 prepares students not only for academic success but also for meaningful engagement in their communities. By fostering critical thinking and comprehension skills, we help students become confident, reflective learners who can navigate complex information landscapes with ease.

Through Outcome B2, we aim to cultivate informed, empathetic individuals ready to contribute positively to society. This outcome empowers students to approach texts thoughtfully and intentionally, equipping them to interpret and respond to the challenges of an interconnected world.

## Outcome B2: Grade 6

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

### Indicators B2.1 Using Background Knowledge

Grade 3	Grade 4	Grade 5	Grade 6
Develop and apply both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading.	Use both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading.	Use both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading.	Use both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading.

### Growing Understanding

**Background Knowledge:** Background knowledge is the information, experiences, and concepts that a reader has already learned. In Grade 6, students are expected to use a broad range of background knowledge, including information from content areas (like science, social studies, and health), prior learning experiences, and previous readings to help them understand new texts.

#### Types of Background Knowledge:

**Content Area Knowledge:** Knowledge from subjects like science, social studies, and math that students apply to understand more complex texts (e.g., knowing about ecosystems helps when reading a text on environmental science).

**Experiential Knowledge:** Personal life experiences or prior knowledge about events, people, or concepts that help students relate to and engage with texts (e.g., understanding conflict in stories based on personal experiences).

**Textual Knowledge:** Knowledge from reading other texts (e.g., recognizing common themes, character types, or literary structures that help students engage with new stories).

#### Prior Knowledge:

Prior knowledge is the specific knowledge and experiences a student brings to a particular learning task or subject. It is more focused and directly relevant to the current context or topic. For instance, if a student has visited a farm before, they bring prior knowledge about animals and farming that can be activated during a lesson on agriculture.

#### Funds of Knowledge:

Funds of knowledge encompass the cultural, familial, and community-based knowledge and skills that students acquire outside of formal education. These include traditions, practices, problem-solving skills, and expertise gained from their home and community environments.

Recognizing funds of knowledge acknowledges the unique and valuable contributions of each student's cultural and community background, fostering a more inclusive classroom environment.

Students may come to school with different levels of background knowledge due to varying educational and life experiences. Teachers can address gaps by explicitly building this foundation while leveraging prior knowledge and funds of knowledge to make content accessible.

**Deepening Understanding:** The more background knowledge students have, the deeper their understanding of new texts will be. By connecting new concepts to their existing knowledge, students will be able to make inferences and draw conclusions that enhance their comprehension.

**Critical Thinking:** Students should be taught to critically reflect on how their background knowledge shapes their interpretation of the text and how new information might expand or challenge their existing understanding.

In Grade 5, students develop their ability to use background knowledge to understand texts and make connections. By Grade 6, students are expected to deepen their ability to make connections across a wider range of content areas, readings, and life experiences. They also need to reflect more critically on how their knowledge influences their understanding of new material and apply it more independently to draw inferences, make predictions, and build new understanding.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for Grade 6

- Identify and explain how background knowledge from content areas (e.g., science, social studies) is used to understand new texts (e.g., "I understand this article about ecosystems because I learned in science class about food chains").
- Make connections between personal experiences or prior learning and new concepts in the text (e.g., "This story about overcoming obstacles reminds me of a time I worked hard to achieve a goal").
- Relate knowledge from previous texts to new information.
- Use background knowledge to predict what will happen in the text.
- Clarify difficult concepts in the text by drawing on existing knowledge.
- Ask questions based on background knowledge to further explore or extend understanding.
- Reflect on how prior knowledge or experiences have helped understand the text.
- Make inferences based on background knowledge to interpret meaning.

## Outcome B2: Grade 6

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

### Indicators B2.2 Identifying the Purpose for Reading, Listening and Viewing

Grade 3	Grade 4	Grade 5	Grade 6
Identify and describe the purpose for reading a text and develop reading goals to support this purpose.	Identify and describe the purpose for reading a text and develop reading goals to support this purpose.	Identify and describe the purpose for reading a text and develop reading goals to support this purpose.	Identify and describe the purpose for reading a text and develop reading goals to support this purpose.

### Growing Understanding

**Pre-reading Purpose:** In Grade 6, students should deepen their ability to identify and articulate a specific purpose for engaging with texts. Understanding the purpose helps students focus their reading, listening, or viewing experience on relevant elements that align with their goal.

#### Common Purposes for Engaging with Texts:

- **Informational Purpose:** Reading or viewing to gather specific facts, details, or information on a topic (e.g., reading a biography to learn about a historical figure).
- **Entertainment:** Reading for enjoyment or emotional engagement (e.g., reading a novel for leisure or watching a film for entertainment).
- **Critical Thinking or Analysis:** Engaging with texts to evaluate, critique, or form an opinion (e.g., analyzing an editorial or examining the arguments presented in a persuasive essay).
- **Personal Reflection or Connection:** Engaging with a text to reflect on personal experiences, values, or perspectives

**Diverse Perspectives:** Students should be encouraged to select texts from a wide variety of creators, authors, filmmakers, poets, and illustrators, from different backgrounds, cultures, and experiences. This exposes students to a range of perspectives, enriching their understanding and promoting empathy for others.

**Matching Texts to Purpose:** After identifying the purpose for engagement, students should be able to select texts that suit that purpose.

**Setting Goals for Reading:** It's important for students to explain why the texts they've selected are appropriate for their purpose. This includes reflecting on the relevance of the text to their goals and how the text's content or creator's perspective helps achieve that purpose.

**Culturally Responsive Teaching Considerations:** Teachers should foster an environment where diverse texts are valued. Encouraging students to explore texts from creators with varied cultural, historical, and personal perspectives helps broaden their understanding and deepens their ability to engage critically and empathetically with literature and media.

In Grade 5, students begin to identify purposes for reading and select appropriate texts based on those purposes. By Grade 6, students refine this process, not only identifying their purpose but also justifying how the selected text aligns with their goals. Additionally, they become more deliberate about selecting diverse texts and explaining how the author's perspective or cultural background contributes to the purpose of their engagement.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

## Look for Grade 6

- Identify and state a specific purpose for engaging with a text (e.g., “I am reading this article to learn more about climate change” or “I am reading this novel to understand the character’s emotional journey”).
- Select texts from diverse creators that are appropriate for the identified purpose (e.g., choosing a nonfiction text by a scientist for learning, or selecting a novel by an author from a different cultural background to broaden perspective).
- Explain why the selected text is suitable for the identified purpose.
- Evaluate how the text’s content or the creator’s perspective supports the reading purpose.
- Justify how the text’s genre, structure, or content fits the purpose.
- Reflect on the importance of diversity in text selection, explaining how reading from diverse creators enhances understanding and broadens perspective (e.g., “I selected this book by a Indigenous author to better understand indigenous culture and its impact on contemporary life.”).

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## Outcome B2: Grade 6

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

### Indicators B2.3 Strategies to Support Comprehension

Grade 3	Grade 4	Grade 5	Grade 6
Use strategies to support reading goals. Identify when comprehension has broken down and select strategies to clarify meaning.	Use strategies to support reading goals. Identify when comprehension has broken down and apply strategies to clarify meaning.	Use strategies to support reading goals. Identify when comprehension has broken down and apply strategies to clarify meaning.	Use strategies to support reading goals. Identify when comprehension has broken down and apply strategies to clarify meaning.

### Growing Understanding

As students read more complex texts, they must learn to actively check for understanding, reflect on what they know, and adjust strategies accordingly. This self-regulation allows students to become more independent readers and ensures they are able to manage more challenging content.

#### Strategies for Clarification and Self-Monitoring:

- **Re-reading:**  
Teach students to go back and reread sections of the text that seem unclear or complicated. By rereading, students can focus on specific parts to ensure they grasp the intended meaning. Encourage them to reread with different goals, like checking for overall meaning or understanding a particular detail.
- **Breaking Down Complex Sentences:**  
Encourage students to identify complex or long sentences and break them into simpler parts. This can help them to process information more easily and extract key details. For example, students may be taught to circle complex sentences, then rewrite them in their own words.
- **Locating Information:**  
Teach students how to efficiently locate key information in the text that will help clarify confusion. This includes scanning for important details or answers to specific questions and using tools like underlining or highlighting to mark the relevant parts of the text.
- **Questioning:**  
Encourage students to ask questions before, during, and after reading to assess their understanding. Teach them how to ask both broad and specific questions, like, "What is the author trying to tell me?" or "What is the key idea in this paragraph?" This deepens engagement with the text.

#### ▪ **Summarization:**

Teach students to summarize sections of the text. By condensing the information into their own words, students can better understand the material. Focus on summarizing key ideas and the supporting details that explain them.

#### ▪ **Visualizing:**

Encourage students to visualize concepts, scenes, or characters as they read, especially for narrative or descriptive texts. Having students draw or describe their mental images can help them better understand the material and connect with it more deeply.

#### **Applying These Strategies to Self-Monitoring:**

Self-monitoring requires students to reflect on their comprehension and take steps to correct their understanding. They must recognize when they are not making sense of the text and use strategies to remedy that. Students should be taught to:

- **Identify when comprehension has broken down:**  
Teach students to recognize when they've lost focus or do not understand a portion of the text. This awareness is the first step in regaining comprehension.
- **Choose strategies to clarify meaning:**  
Once students realize they are confused, they should know what strategies to use to fix it. This could mean rereading, summarizing, questioning, or visualizing.
- **Reflect and adjust their strategies:**  
Encourage students to track their progress during reading. If one strategy doesn't work, teach them how to try a different one. This process of reflection allows students to monitor their own comprehension.

*See appendix B2.3 for further information.*

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for Grade 6

- Use re-reading or paraphrasing to clarify challenging sections of text.
- Identify key details in the text using skimming and scanning.
- Summarize sections of the text, focusing on the main ideas and key supporting details.
- Generate and reflect on questions that deepen understanding and engage with the text.
- Monitor comprehension by pausing to reflect on understanding and adjusting reading strategies.
- Use graphic organizers such as concept maps, Venn diagrams, and flowcharts to organize and connect ideas in the text.
- Clarify confusing parts by breaking down complex sentences or paragraphs into simpler parts.
- Take notes during reading to capture important details and reinforce understanding.

## Outcome B2: Grade 6

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

### Indicators B2.4 Making Inferences

Grade 3	Grade 4	Grade 5	Grade 6
Make inferences using implicit and explicitly taught background knowledge, and evidence from the text to support comprehension.	Make inferences using implicit and explicitly taught background knowledge, and evidence from the text to support comprehension.	Make inferences using, implicit and explicitly taught background knowledge, and evidence from the text to support comprehension.	Make inferences using, implicit and explicitly taught background knowledge, and evidence from the text to support comprehension.

### Growing Understanding

**Inference:** An inference is a conclusion drawn based on explicit evidence (details directly stated in the text) and implicit evidence (ideas or meanings suggested but not directly stated). By Grade 6, students should be able to make inferences that draw on a range of textual evidence and background knowledge.

**Explicit Evidence:** These are details the author directly provides through dialogue, description, and actions. Students should be able to isolate and use these details to support their inferences.

**Implicit Evidence:** Implicit evidence is suggested by the author but not stated outright. It requires a higher level of thinking, where students read between the lines to understand the author's deeper meaning.

**Background Knowledge:** To make valid inferences, students need to draw from their personal experiences, knowledge of the world, and content-area learning (e.g., health, science, social studies) to enhance their understanding of the text.

**Making Inferences Using Evidence:** Students should integrate both explicit and implicit evidence with their background knowledge to make complex inferences about the text. These inferences help readers understand deeper meanings that aren't directly stated but are critical for interpreting the text.

**Textual Evidence and Background Knowledge:** Students should be able to combine evidence from the text with their knowledge of the world to infer characters' motivations, emotions, or the underlying themes of the text.

**Drawing Conclusions:** Students should be able to draw conclusions about character behavior, plot developments, or author intentions using a broad range of textual evidence and critical thinking skills.

**Connection to Predictions:** Making Predictions vs. Inferences: Making predictions is about anticipating what will happen next based on evidence from the text, while making inferences is about understanding what has happened or what the author is implying about a situation, character, or theme. Inferences build on predictions by helping students understand deeper meanings or motivations.

**Culturally Responsive Teaching Considerations:** Encourage students to use their diverse cultural backgrounds and experiences to interpret inferences. Whether through understanding different social norms or cultural practices, students' knowledge helps deepen their inferences.

In Grade 5, students are refining their ability to use explicit and implicit evidence to make inferences and starting to look at more complex layers of meaning. By Grade 6, students are expected to use even deeper, more sophisticated analysis, integrating evidence from different parts of the text and combining it with a wide range of background knowledge to make well-supported inferences. Inferences in Grade 6 should explore both textual details and broader contextual meaning, drawing on various types of knowledge to support deeper comprehension.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for Grade 6

- Make inferences using both explicit and implicit evidence from the text.
- Use background knowledge and textual evidence to support inferences.
- Identify implied information and make valid inferences (e.g., "The character smiles, but I infer from their body language and tone of voice that they are hiding something").
- Justify inferences with detailed evidence from the text (e.g., "The setting is described as dark and cold, and the character is trembling. I infer they are frightened").
- Use evidence from setting, plot, and character actions to make inferences about the text's themes or message.
- Make inferences about relationships between characters (e.g., "The way the character looks away when the other speaks suggests they are avoiding a confrontation. I infer they are avoiding a difficult discussion").
- Use text-based evidence to revise or refine inferences (e.g., "I thought the character would be angry, but after reading their thoughts, I now infer they feel sad and helpless").

# Overview of Critical Thinking in Literacy

## Outcome B3

### Grade Six Teacher Guide

In a world enriched by complex ideas and diverse narratives, the ability to critically engage with texts is an essential skill for students to navigate and interpret the many perspectives they encounter. Outcome B3 is designed to foster robust critical thinking skills in Grades 3 to 6, enabling students to delve deeply into texts and analyze the varied perspectives, topics, and literary devices presented by different authors. By cultivating these skills, we enrich the educational experience and create a classroom environment where diverse viewpoints, including those from students' own communities, are actively explored, appreciated, and valued.

The curriculum is rooted in culturally responsive pedagogy, emphasizing the significance of understanding texts within both local and global contexts. Students are encouraged to examine how texts reflect the identities and experiences of their creators, as well as the cultural and historical contexts in which they were written. This approach not only enhances students' connections to the material but also deepens their cross-curricular learning by linking literature and media to broader societal themes and issues.

#### Key Indicators for Outcome B3:

- Literary Devices:**  
Students will identify and analyze literary devices such as metaphor, symbolism, and imagery, understanding how these tools enhance meaning and impact.
- Point of View:**  
Exploring the narrator's or author's point of view helps students recognize how perspective shapes the presentation and interpretation of ideas in texts.
- Analysis and Response:**  
Students will develop the ability to express their personal thoughts, feelings, and critical insights about ideas presented in texts, articulating their understanding and interpretation clearly.

Outcome B3 prioritizes equity in education by ensuring all students have access to instruction and learning in critical thinking. This approach equips learners with the tools to become informed, thoughtful consumers of information and active participants in their communities. By connecting local and global contexts to their learning, students develop a nuanced understanding of how texts communicate varied identities and viewpoints, empowering them to engage meaningfully with the world around them.

Through Outcome B3, we aim to inspire students to be intellectually curious, reflective, and socially responsible individuals. By examining literary devices, perspectives, and points of view, students strengthen their capacity to think critically, articulate their ideas, and consider multiple sides of an issue. These skills not only enhance their academic journeys but also prepare them to contribute positively to an ever-evolving global and local discourse.

By emphasizing critical thinking and fostering a commitment to inclusivity and understanding, Instruction of outcome B3 prepares students to navigate complex information landscapes with confidence and compassion, empowering them to shape their communities and the wider world.

## Outcome B3: Grade 6

Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.

### Indicators B3.1 Literary Devices

Grade 3	Grade 4	Grade 5	Grade 6
Identify and describe literary devices and rhetorical techniques and explain how they communicate meaning.	Recognize literary devices and rhetorical techniques in texts and describe how they contribute to the meaning.	Recognize literary devices and rhetorical techniques in texts and describe how they contribute to the meaning.	Recognize literary devices and rhetorical techniques in texts and describe how they contribute to the meaning.

### Growing Understanding

In Grade 6, students refine their ability to recognize and analyze a broad range of literary devices and rhetorical techniques used across literary and informational texts. Students begin to see how authors construct arguments, convey perspectives, and evoke emotion through the deliberate use of language.

Instruction should focus on:

- Expanding recognition of devices such as rhetorical questions, irony, repetition, analogy, and wordplay, in addition to familiar literary techniques like simile, metaphor, and imagery.
- Supporting students in explaining the author's intention behind using a device and how it contributes to the effectiveness or persuasiveness of the text.
- Encouraging analysis of how devices work together to build meaning or convey a theme, especially in speeches, opinion texts, and narrative scenes.
- Exploring how devices may affect different audiences in different ways, and how context influences interpretation.

Instruction should continue to draw from the progression in *Appendix B3.1*, integrating new devices while reinforcing and extending understanding of previously introduced techniques.

#### **Culturally Responsive Teaching Considerations:**

Students should be encouraged to analyze how rhetorical and literary devices reflect cultural values, storytelling traditions, or persuasive norms. Teachers should include texts from a variety of cultures and time periods to show how meaning is shaped through language and context. Invite students to examine how rhetorical techniques are used in their own communities, media, and oral traditions. This helps students develop critical awareness of language as a cultural and persuasive tool.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

## Look for Grade 6

- Identify and name a wide range of literary and rhetorical techniques, including rhetorical questions, repetition, analogy, irony, personification, and metaphor.
- Explain how an author's use of a specific device supports the tone, theme, or argument of the text.
- Analyze how a combination of devices work together to influence reader interpretation or emotional response.
- Describe the author's purpose in using rhetorical techniques, especially in persuasive or opinion-based texts.
- Compare how two authors use similar or different devices to address a similar theme or topic.
- Discuss how rhetorical and literary choices reflect cultural perspectives, values, or communication styles.

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## Outcome B3: Grade 6

Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.

### Indicators B3.2 Point of View

Grade 3	Grade 4	Grade 5	Grade 6
Examine how texts present the narrator's point of view in a text.	Identify the point of view in texts.	Identify the point of view in texts.	Identify the point of view in texts.

### Growing Understanding

**First-Person Point of View:** The first-person point of view allows the narrator to directly tell the story from their perspective using pronouns like "I" or "we." This perspective allows readers to closely follow the narrator's thoughts and emotions, leading to a deep personal connection.

- How it helps comprehension: It helps readers understand the emotions and thoughts of the narrator, creating a personal connection and focusing on their experiences.

**Third-Person Limited Point of View:** In third-person limited, the narrator is outside the story and uses pronouns like "he," "she," or "they," but can only reveal the thoughts and feelings of one character. This perspective allows readers to connect with the character on a deeper level but keeps some distance from the events.

- How it helps comprehension: The limited perspective allows readers to immerse themselves in one character's internal world while remaining outside of it, leading to a nuanced understanding of that character.

**Third-Person Omniscient Point of View:** In this perspective, the narrator knows everything about all characters and events in the story, providing a broader, overarching view. The omniscient narrator can reveal the thoughts, actions, and emotions of any character at any time.

- How it helps comprehension: The omniscient point of view allows readers to see the broader picture, providing insights into multiple characters' inner thoughts and actions simultaneously.

**Multiple Perspectives:** This is when the text offers different viewpoints from multiple characters, showing how different individuals experience and interpret the same events. These varied perspectives create a complex, layered understanding of the narrative.

- How it helps comprehension: Multiple perspectives allow readers to understand various facets of the story, providing a richer, more complete understanding of events.

**Culturally Responsive Teaching Considerations:** Different cultures and communities have distinct storytelling traditions and ways of viewing the world. In some cultures, stories may be told from the perspective of the collective group or community, while others emphasize individual experience. Acknowledging these differences in point of view encourages students to understand and respect diverse cultural narratives. Encourage students to reflect on how point of view shapes the telling of a story and how cultural influences might affect how characters and events are perceived.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for Grade 6

- Identify and define the point of view (first-person, third-person limited, third-person omniscient, or multiple perspectives) used in a text.
- Describe how the first-person point of view allows readers to directly access a character's thoughts, feelings, and personal experiences.
- Examine how the third-person limited point of view restricts the knowledge of the reader to one character's perspective and how this affects the narrative.
- Analyze how the third-person omniscient point of view provides a more expansive view of the story, offering insights into multiple characters' thoughts and actions.
- Compare and contrast the effect of multiple perspectives in a text, considering how each character's viewpoint adds depth and complexity to the story.
- Discuss how a change in point of view would alter the reader's experience and comprehension of the text, especially in terms of information presented and emotional engagement.

## Outcome B3: Grade 6

Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.

### Indicators B3.4 Analysis and Response

Grade 3	Grade 4	Grade 5	Grade 6
Analyze how the author's use of literary elements in various texts influences a reader's understanding of the text.	Analyze how the author's use of literary elements in various texts influences a reader's understanding and interpretation of the text.	Analyze how the author's use of literary elements in various texts influences a reader's understanding and interpretation of the text.	Analyze how the author's use of literary elements in various texts influences a reader's understanding and interpretation of the text.

### Growing Understanding

**Literary Elements:** Students are expected to analyze how authors craft their texts using literary elements and techniques to influence a reader's understanding and interpretation at a deeper level. The analysis becomes more sophisticated, with students exploring how an author's decisions affect the reader's emotional engagement, perception of characters, and overall understanding of themes.

- In **narrative texts**, students should analyze how the character development, narrative perspective, setting, symbolism, and theme help convey meaning. They should consider how the author's choices (e.g., choice of perspective, use of symbolism) contribute to the reader's experience and interpretation of the text. For example, analyzing how a character's development throughout the story provides insight into the story's themes, such as personal growth or resilience.
- In **expository/informational texts**, students will examine how the author's use of structure, evidence, and rhetorical appeals (e.g., ethos, pathos, logos) influences the reader's understanding of the topic. The focus will be on analyzing how authors use various organizational patterns (e.g., compare and contrast, cause and effect) and rhetorical devices to shape the reader's comprehension and interpretation of the text

- In **opinion/persuasive texts**, students will explore how authors use claim, evidence, counterarguments, and rhetorical techniques (e.g., repetition, analogy) to persuade or influence the reader. Students should begin to critically evaluate the effectiveness of these techniques in supporting the author's argument.

#### Strategies to Support Understanding:

- Model the analysis of text elements using think-alouds, explaining how the author's literary choices influence the reader's interpretation and engagement.
- Encourage independent analysis by prompting students to ask questions like, "How does the author's choice of perspective influence my understanding of the theme?"
- Guide student discussions on how the author's use of literary elements like symbolism, foreshadowing, or irony contributes to the overall meaning of the text.
- Teach students to use textual evidence to support their analysis and interpretations.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

## Look for Grade 6

### **Narrative Text:**

- Identify how the author develops characters and their motivations, and how these choices influence the reader's understanding of the theme.
  - Analyze how the author uses narrative perspective (e.g., first-person or third-person) to shape the reader's connection to the events and characters.
  - Examine how the author uses symbolism to reinforce the themes or messages of the story.
- Explore how the author's choice of setting enhances the mood or themes of the story.

### **Expository/Informational Text:**

- Identify how the author organizes information (e.g., cause and effect, problem and solution) to make the topic clearer and more accessible.
- Analyze how the author's tone and language choices contribute to the effectiveness of the text.
- Evaluate how the author uses evidence (e.g., statistics, facts, expert opinions) to support claims and build a convincing argument.

### **Opinion/Persuasive Text:**

- Identify the author's claim and supporting evidence and analyze how these elements persuade the reader.
- Evaluate how the author responds to counterarguments and how this strengthens or weakens their position.
- Assess how the tone and word choice affect the persuasiveness of the text.

# Composition: Expressing Ideas and Creating Texts

## Strand C

### Grade Six Teacher Guide

DRAFT

# Overview of Developing Ideas

## Outcome C1

### Grade Six Teacher Guide

In today's multimedia-rich environment, the foundational skills developed in earlier grades are critical for preparing students in upper elementary to craft purposeful communication. Outcome C1 emphasizes the importance of pre-writing skills and strategies, empowering learners to generate and organize ideas with intention and clarity. By nurturing these skills, we strengthen the connection between reading, writing, and thinking, supporting students in becoming thoughtful and effective communicators.

This outcome is designed to help students approach writing with both confidence and creativity. Through inclusive and culturally responsive instructional practices, we ensure every learner's voice is acknowledged. Students are encouraged to consider the cultural, contextual, and social nuances of their audiences, allowing them to tailor their messages for meaningful impact. The goal is for all students to develop the ability to communicate their ideas in ways that are both authentic and engaging.

**Key Indicators in Outcome C1 include:**

1. **Setting Personal Writing Goals:** Students begin by identifying areas of strength and opportunities for growth in their writing. This self-reflective practice fosters ownership and motivation while developing metacognitive awareness that supports writing improvement over time.
2. **Purpose and Audience:** Learners are taught to clearly identify the purpose for writing and consider who they are writing for. This foundational step ensures that all writing is relevant and intentional for the audience.
3. **Developing Ideas or Content:** Students explore a variety of strategies to generate, expand, and refine their ideas. They learn to make meaningful connections, incorporate background knowledge, and develop content that aligns with the writing task.
4. **Organizing Content:** With guidance, students learn to structure their writing using tools such as graphic organizers, planning frameworks, and outlines. This helps them build logical, coherent texts that are easy to follow and aligned to their purpose.

By providing explicit instruction and systematic opportunities for practice, Outcome C1 supports all learners in acquiring the essential pre-writing skills necessary for writing and communicating across subject areas. This approach ensures that writing instruction is equitable, accessible, and responsive to the diverse needs of students. Ultimately, the goal is to support the development of confident, strategic writers who understand that writing is not only a tool for communication, but also a powerful way to express identity, explore ideas, and engage with the world.

## Outcome C1: Grade 6

Learners will apply pre-writing skills and strategies to develop various texts for a range of authentic audiences and purposes.

### Indicators C1.1 Setting Goals

Grade 3	Grade 4	Grade 5	Grade 6
Identify strengths and areas for growth for and develop relevant writing goals.	Identify strengths and areas for growth and develop relevant writing goals	Identify strengths and areas for growth and develop relevant writing goals.	Identify strengths and areas for growth and develop relevant writing goals.

### Growing Understanding

**Identifying strengths and areas for growth** involves reflecting on writing to evaluate both the successful elements and those that need improvement. Students should be able to assess aspects of their writing, including argument development, cohesion, voice, and sophistication in language use.

**Self-assessment** is key to developing effective writing skills. Identifying strengths allows students to build on what they do well, while recognizing areas for growth helps them target specific areas for improvement and become more strategic in their revisions.

**Self-regulation** involves the ability to set goals, track progress, and adjust strategies during the writing process. Writing is a circular process where students revisit, revise, and refine their work. Reflection and self-regulation are key components of this process, as students regularly evaluate and adjust their work based on their goals and assessments.

Understanding the circular nature of writing encourages students to view writing as an ongoing process. They should regularly return to their drafts, reflect on their progress, and refine their ideas. Self-regulation ensures that students are actively engaged in making thoughtful revisions and improving their writing skills.

**Executive Function Strategies:** Continue to teach students to ask questions for before, during and after writing. This can be supported using reflection prompts or graphic organizers and gradually allow students to reflect and ask questions of themselves more independently. As students become more comfortable with the process, encourage them to take ownership of setting their writing goals and monitoring their own progress.

In Grade 5, students begin to develop stronger self-regulation skills, using pre-writing strategies and engaging in reflection. By Grade 6, students should be working toward independently set writing goals, monitor their progress, and revise their work based on reflection. They should view writing as a circular process, revisiting and refining their drafts with a focus on continual improvement.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

## Look for Grade 6

- Identify strengths in their writing (e.g., “I explained my ideas clearly and backed them up with strong examples”).
- Identify areas for growth (e.g., “I need to improve the flow between my paragraphs and make my argument more cohesive”).
- Use self-talk to develop goals prior to writing and help to create a plan.
- Make a plan to work through if stuck in the writing process.
- Set specific goals for future writing and monitor progress toward those goals.

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## Outcome C1: Grade 6

Learners will apply pre-writing skills and strategies to develop various texts for a range of authentic audiences and purposes.

### Indicators C1.2 Purpose and Audience

Grade 3	Grade 4	Grade 5	Grade 6
Identify the topic, audience, and purpose for writing.	Identify the topic, audience, and purpose for writing.	Describe the topic, audience, and purpose for writing.	Describe the topic, audience, and purpose for writing.

### Growing Understanding

Identifying the **topic**, **audience**, and **purpose** for writing is a critical skill that enables students to create focused, relevant, and engaging texts. Students should have an even deeper understanding of how these elements work together to shape their writing. A clear grasp of these elements allows students to make intentional and strategic decisions about structure, tone, word choice, and approach to better engage their intended audience.

The Three Main Overarching Types of Writing:

**Informational/Expository Writing:** This type of writing aims to present factual information, explain a process, or describe a concept in a logical and organized manner.

- Examples: Research papers, detailed reports, analysis of complex topics (e.g., "The Impact of Climate Change on Global Ecosystems"), scientific explanations, and historical essays.
- Audience: This could include classmates, teachers, community members, or a broader public audience seeking to understand a specific topic or concept.

**Opinion/Persuasive Writing:** Persuasive writing involves presenting a well-supported argument and engaging in more sophisticated reasoning. Students should be able to make clear, logical arguments, counter opposing viewpoints, and use evidence to support their position.

- Examples: Persuasive essays, letters to community leaders, editorials, speeches, and debates on societal issues.
- Audience: This could include peers, teachers, parents, or even community leaders. The goal is to persuade the audience to adopt the writer's viewpoint or take action.

**Narrative Writing:** Narrative writing should include a complex plot, character development, and a well-defined structure (beginning, middle, end). Grade 6 students should be able to tell more intricate stories, incorporating conflict, theme, and resolution. They should also be able to weave deeper meanings or lessons into their narratives.

- Examples: Short stories, personal narratives with complex themes, historical fiction, creative fiction, and memoirs.
- Audience: The audience for narratives could include peers, teachers, or general readers interested in compelling stories or life experiences.

**Incorporate Diverse Cultural Texts and Perspectives:**

Integrate texts from diverse cultures and perspectives into your lessons. Encourage students to reflect on how different audiences might respond to their writing based on cultural contexts. For example:

- Narrative Writing: Students can write about their cultural heritage or personal experiences in a way that engages readers from different backgrounds.
- Opinion/Persuasive Writing: Students can explore topics related to their communities and use culturally relevant examples to persuade their audience.
- Expository Writing: Students can research global or local issues, providing different viewpoints or explaining complex ideas in ways that connect with a variety of readers.

**Recommended Distribution of Writing Forms:** To ensure a writing program that supports growth across multiple forms, the following is recommended:

- Grades 3–4:
  - Informational: 35%
  - Opinion: 30%
  - Narrative: 35%
- Grades 5–6:
  - Informational: 40%
  - Opinion: 30%
  - Narrative: 30%

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for Grade 6

- Identify the topic of their writing clearly.
- Identify the intended audience for their writing.
- State the purpose of their writing.
- Recognize the writing type (informational, narrative, opinion/persuasive) they are using (e.g., "I'm writing an informational report, so I need to focus on providing facts and clear explanations").
- Select an appropriate organizational structure based on the type of writing (e.g., "In my persuasive essay, I'll structure my argument with an introduction, body paragraphs supporting my points, and a conclusion summarizing my argument").

## Outcome C1: Grade 6

Learners will apply pre-writing skills and strategies to develop various texts for a range of authentic audiences and purposes.

### Indicators C1.3

Grade 3	Grade 4	Grade 5	Grade 6
Use explicitly taught strategies to generate and document ideas or topics for writing.	Use explicitly taught strategies to generate and document ideas or topics for writing.	Use explicitly taught strategies to generate and document ideas or topics for writing.	Use explicitly taught strategies to generate and document ideas or topics for writing.

### Growing Understanding

**Generating ideas** for writing is a foundational skill that allows students to engage deeply with a topic and produce thoughtful, well-developed work. By Grade 6, students should be able to use a broad range of strategies for idea generation, not only to overcome writer's block but also to create focused, complex ideas that can be developed into well-organized drafts. They should also be able to refine their ideas and begin experimenting with different strategies for each form of writing—informational, opinion, and narrative—while considering their audience, purpose, and content area.

#### Oral Rehearsal & Discussion (Talk Before Writing)

Verbalizing ideas helps students organize their thoughts and refine their arguments before writing them down. Grade 6 students should be able to articulate and defend their ideas verbally, helping them build stronger, clearer arguments or stories in writing.

- **Think-Pair-Share:** Have students discuss their ideas in pairs or small groups to refine their thoughts and receive feedback.
- **Small Group Brainstorming:** Organize group brainstorming sessions where students share their ideas and build on each other's contributions.

**Mentor Texts & Exemplars:** Use mentor texts to show students how complex writers develop and organize their ideas. Grade 6 students can analyze mentor texts to understand how professional writers craft ideas and structure their writing effectively.

**Modeled & Shared Writing:** Grade 6 students benefit from seeing the teacher model the writing process, especially when it comes to developing and organizing ideas.

**Modeling Thinking Aloud:** Demonstrate how to draft ideas and organize them into a logical structure. For example, if drafting a persuasive essay, demonstrate how to select a strong main idea, gather supporting reasons, and organize them in a logical order.

**Shared Writing:** Collaboratively write with students, encouraging them to contribute ideas while modeling effective organization. This helps students see how to structure and organize their own writing.

**Sentence Stems:** Provide sentence starters for students to help them begin their writing process, such as:

For Opinion Writing: "I believe that..." "In my view..." "The most important reason is..."

For Narrative Writing: "The first time I...", "One day, I woke up to..."

For Expository Writing: "The main steps in... are..." "One of the most important facts is..."

**Writing Prompts:** Use prompts that encourage critical thinking, such as "What would happen if...?" or "Explain why this issue is important."

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for Grade 6

- Generate a variety of ideas during brainstorming sessions.
- Use graphic organizers to help organize their ideas.
- Respond to writing prompts to guide their writing (e.g., "I used the prompt about leadership qualities to help me write a persuasive essay on what makes a good leader").
- Develop original ideas that reflect personal experiences and cultural perspectives (e.g., "I wrote about a family holiday tradition that is important to me").
- Use critical thinking to explore multiple perspectives on a topic (e.g., "I researched both sides of the argument about renewable energy before making my case in the essay").

## Outcome C1: Grade 6

Learners will apply pre-writing skills and strategies to develop various texts for a range of authentic audiences and purposes.

### Indicators C1.4 Organizing Content

Grade 3	Grade 4	Grade 5	Grade 6
Use explicitly taught strategies to organize writing.	Use explicitly taught form-specific text structures to organize content.	Use explicitly taught form-specific text structures to organize content.	Use explicitly taught form-specific text structures to organize content.

### Growing Understanding

Organizing content is essential for students to express their ideas in a clear and coherent way. Before writing, students should be encouraged to plan their structure. Planning helps students visualize their writing and organize their ideas before drafting. It's essential for students to refer back to their plan during the writing process to ensure that they stay focused on maintaining a logical structure.

**Expository or informational writing** is designed to inform, explain, or describe something in a clear, logical manner. The goal is to help students organize their writing to present facts, details, or instructions clearly and effectively.

- **Sequencing:** Students can organize their writing chronologically, such as when explaining a process or describing how something works (e.g., steps in a science experiment or stages of plant growth).
- **Graphic Organizers:** Using a flowchart or web can help students organize their ideas about the topic. For instance, if students are writing an informational report, they can use a graphic organizer to separate the main ideas into categories.
- **Outlining:** Students can create an outline to ensure they cover the key points of their informational writing.

**Opinion or persuasive writing** requires students to take a stance on an issue and support their viewpoint with reasons and evidence. Students should learn how to organize their writing so that their argument is clear and compelling.

- **Sequencing:** Organizing opinions logically is important. For example, students might organize their persuasive writing by starting with an introduction that states their opinion
- **Graphic Organizers:** A T-chart or pros and cons chart can help students organize their arguments by clearly separating reasons for and against a topic.
- **Outlining:** For persuasive writing, students can use an outline to organize their argument and supporting points.

**Narrative writing** tells a story and can be based on personal experience or imagination. Organizing narrative writing involves ensuring that events are presented in a logical, chronological order, with a clear beginning, middle, and end.

- **Graphic Organizers:** A story map can help students organize the elements of their story, including characters, setting, problem, events, and resolution.
- **Outlining:** Outlining a narrative involves organizing the beginning, middle, and end of the story. For example, an outline for a story about a lost dog might look like this:

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

## Look for Grade 6

- Identify a clear main idea that reflects the central theme or argument
- Select supporting details that directly relate to and clarify the main idea
- Organize supporting details logically, such as cause-and-effect, categories, or importance.
- Use graphic organizers to help develop planning based on the form of writing.
- Ensure coherence by checking that the supporting details flow logically from one to the next.
- Revise for clarity and focus (e.g., “I re-arranged the order of my points to make sure they’re more convincing and logically structured”).

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## Overview of Creating Texts

### Outcome C2

#### Grade Six Teacher Guide

The ability to skillfully use and understand a variety of text forms is essential. The instruction of outcome C2 supports learners in developing the practical and creative tools needed to craft texts that are coherent, engaging, and appropriate for a wide range of purposes. This outcome emphasizes not only the mechanics of writing but also the thoughtful decisions writers make when producing and refining their work.

Students are provided with explicit opportunities to explore how different text forms function across contexts and platforms. By engaging with both traditional and digital tools, learners gain a flexible skill set that allows them to express their ideas clearly and effectively. In classrooms that value student voice, creativity, and cultural perspectives, students are encouraged to take risks, revise with purpose, and understand writing as a process of continuous improvement.

#### Key Indicators in Outcome C2 include:

1. **Printing, Handwriting, and Word Processing:** Students develop fluency in composing texts by hand while also learning to navigate digital tools for word processing. This dual focus supports legibility, stamina, and the ability to present work in various formats, fostering independence and confidence.
2. **Producing Drafts:** Learners are guided through the process of drafting as a foundational step in writing. Drafting provides a space to organize initial thoughts, experiment with structure, and explore how content and form work together to achieve purpose.
3. **Revision:** Revision is introduced as a creative and critical part of the writing process. Students learn to rethink and refine their work by considering clarity, depth of content, organization, and audience engagement, often with peer or teacher feedback.
4. **Editing and Proofreading:** Students apply conventions of grammar, punctuation, and spelling through focused editing and proofreading practices. These skills help enhance the readability and professionalism of their texts while promoting attention to detail.

Instruction for outcome C2 ensures that students build strong habits of mind and technique. Through scaffolded practice and culturally responsive teaching, learners grow into writers who can thoughtfully shape their ideas and communicate with clarity and impact. Whether drafting in a notebook or publishing on a digital platform, students are equipped to navigate the evolving landscape of writing with skill, purpose, and creativity.

## Outcome C2: Grade 6

Learners will apply knowledge and understanding of text forms to write a variety of texts.

### Indicators C2.1 Handwriting and Word Processing

Grade 3	Grade 4	Grade 5	Grade 6
Write fluently by hand to develop more legible and automatic handwriting skills.	Write fluently by hand and develop word processing skills to support writing.	Write fluently by hand and develop word processing skills to support writing.	Write fluently by hand and develop word processing skills to support writing.

### Growing Understanding

By Grade 6, students should be more proficient in writing fluently by hand and using technology effectively to enhance their writing. Writing fluently by hand ensures that students can express their ideas clearly without being hindered by the mechanics of handwriting.

Whether using manuscript or cursive, students should be able to write sentences and paragraphs that are legible and well-organized. The choice between manuscript or cursive should still be available, but fluency and legibility are key to ensuring that the writing process is efficient and clear.

In addition to handwriting fluency, students in Grade 6 must continue to develop word processing and technology skills. By this stage, students should be comfortable typing and using various digital tools, such as word processing software, online research tools, and multimedia elements (e.g., images, hyperlinks, or videos). These technology skills allow students to write more efficiently and give them the flexibility to revise and edit their work easily. As students work with word processing tools, they should also become familiar with formatting techniques, such as using different fonts, adjusting margins, and inserting headings and bullet points to organize their writing.

While handwriting remains important for certain tasks, word processing offers students flexibility in editing, formatting, and presenting their work. As they advance in their writing, students should be able to balance both methods effectively, using each as appropriate to their task. The development of these writing skills also prepares students for more complex writing tasks in middle school, where digital literacy will be essential for success.

As students write paragraphs, they will refine their ability to develop coherent thoughts, with a clear topic sentence, supporting details, and a concluding sentence. This requires a strong understanding of syntax (how words are arranged in sentences) and grammar (rules for word usage and sentence construction). At this level, students should be using conjunctions, transition words, and appropriate punctuation to link sentences within a paragraph, ensuring that ideas flow logically and smoothly.

*When practicing fluent handwriting there is an opportunity to connect with Strand A indicators for syntax, sentence structure, capitalization and punctuation; ensuring teachers take the opportunity to weave together indicators from all strands within the curriculum.*

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

## Look for Grade 6

- Write fluently by hand, using either manuscript or cursive, with legible handwriting and consistent letter formation.
- Develop sentences and paragraphs with appropriate punctuation, capitalization, and structure, whether handwritten or typed.
- Use word processing tools to format documents, check spelling, and make revisions.
- Switch between handwritten and typed writing depending on the task.
- Apply digital tools for collaborative writing (e.g., “I worked with my classmates online to edit and improve our group project”).
- Present work neatly, whether handwritten or typed, with proper formatting.

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## Outcome C2: Grade 6

Learners will apply knowledge and understanding of text forms to write a variety of texts.

### Indicators C2.2 Producing Drafts

Grade 3	Grade 4	Grade 5	Grade 6
Draft texts using knowledge of audience, purpose, topic, and conventions.	Draft texts using knowledge of audience, purpose, topic, and conventions.	Draft texts using knowledge of audience, purpose, topic, and conventions.	Draft texts using knowledge of audience, purpose, topic, and conventions.

### Growing Understanding

**Drafting texts** is the process of getting ideas down on paper in a coherent and organized way, with a focus on structure, content, and purpose. By Grade 6, students should be capable of drafting organized, well-structured texts that clearly convey their ideas. The goal is for students to produce a draft that communicates their thoughts logically, is coherent for the reader, and can later be refined and revised.

Before drafting, students should have engaged in goal setting, idea development, and organization to plan their writing. Drafting transforms their prewriting efforts into a more formal piece of writing that can be revisited for improvement.

Students should be able to draft texts across the three main forms: Informational/Expository, Opinion/Persuasive, and Narrative, keeping in mind their audience and purpose.

**Informational/Expository Writing:** Focus on clarity, organization, and supporting details to present information logically and clearly. Encourage students to break complex information into smaller, understandable sections, using headings, bullet points, or paragraphs for clarity.

**Opinion/Persuasive Writing:** Emphasize the importance of clearly stating an opinion and supporting it with detailed evidence. Teach students how to organize their writing into clear sections, starting with an introduction, followed by supporting paragraphs, and ending with a strong conclusion.

**Narrative Writing:** Focus on developing a clear story arc, with a beginning, middle, and end. Students should introduce characters, establish a setting, and create a plot with conflict and resolution. Encourage the use of sensory details to make the narrative more engaging.

*See appendix C2.2*

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

## Look for Grade 6

- Draft a research article that synthesizes information from multiple sources.
- Write a persuasive piece with clear arguments, strong evidence, and counterarguments.
- Create a short story with multiple characters, a well-developed plot, and thematic depth.
- Use graphic organizers like outlines or concept maps to plan complex writing.
- Organize writing into sections, ensuring that each part is logically developed and clearly connected to the main idea (e.g., “I divided my paper into sections with clear headings and subheadings to organize my ideas”).

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## Outcome C2: Grade 6

Learners will apply knowledge and understanding of text forms to write a variety of texts.

### Indicators C2.3 Revision

Grade 3	Grade 4	Grade 5	Grade 6
Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.	Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.	Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.	Reflect on personal writing goals and use revision strategies to improve content, clarity, and style.

### Growing Understanding

By Grade 6, students should be refining their ability to revise their drafts with an increasing focus on improving content, clarity, and style. Revisions at this stage should be more sophisticated, as students should be able to evaluate their writing on a deeper level and make changes that enhance not just the writing itself but also the overall impact of their message. Feedback from peers and teachers should be actively used to support revision, helping students to improve the quality of their ideas and writing.

**Content Revisions:** Students should be able to evaluate their ideas and assess whether they are fully developed and relevant to the main idea. They should revise to ensure that all details are necessary and contribute meaningfully to the overall purpose of the text. This includes improving explanations, adding relevant examples, and eliminating redundant information.

- Example for informational writing: When revising an article on climate change, students may need to ensure that the facts presented are supported by data or examples that clarify and strengthen the argument.
- Example for persuasive writing: In revising an essay on why school uniforms should be mandatory, students should add strong examples or statistics to make their points more convincing.

**Clarity Revisions:** Students should revise for sentence clarity and organization, ensuring that their ideas are expressed clearly and logically. They should be able to restructure sentences that may be awkward or confusing, using transitions and connectors to enhance flow. Students should understand the importance of sentence variety to avoid monotony.

**Style Revisions:** In Grade 6, students should be experimenting with more vocabulary, figurative language, and varied sentence structures. They should aim for an engaging writing style, appropriate for their audience and purpose. This includes replacing repetitive words with stronger, more precise synonyms and using language to create a specific tone.

Example: Students might replace vague adjectives like “good” with more specific descriptors like “exceptional” or “outstanding,” or they may use figurative language, such as metaphors or similes, to create more vivid imagery.

**Self-reflection:** Teach students to ask questions such as, “Is my argument strong and well-supported?” or “Do I need to add more details or clarify any points?”

**Peer feedback:** Encourage peer feedback that focuses on both the content and style of the writing, such as, “What is the most compelling part of my argument?” or “Can you identify a section where the writing could flow more smoothly?”

#### Provide Constructive, Specific Feedback:

When offering feedback, focus on both strengths and areas for improvement. For example, praise strong ideas or good use of evidence, and offer specific guidance on where the student can revise for clarity or enhance the style. Be sure to highlight areas where students have demonstrated progress and suggest ways to make their writing even stronger.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for Grade 6

- Revise to deepen the analysis or argument, ensuring each point is well-supported.
- Revise for clarity by improving transitions and reducing redundancy.
- Use feedback to enhance the sophistication of writing, incorporating advanced vocabulary.
- Refine sentence structure to achieve variety, clarity, and impact.

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## Outcome C2: Grade 6

Learners will apply knowledge and understanding of text forms to write a variety of texts.

### Indicators C2.5 Editing and Proofreading

Grade 3	Grade 4	Grade 5	Grade 6
Make edits to draft texts to improve accuracy and proofread to make corrections.	Make edits to drafts to improve accuracy, check for errors, and explore the use of a word processor.	Make edits to drafts to improve accuracy, check for errors, and explore the use of a word processor.	Make edits to drafts to improve accuracy, check for errors, and explore the use of a word processor.

### Growing Understanding

By Grade 6, students should have developed a strong foundation in the editing and proofreading process. They should be able to revise their drafts with a focus on accuracy, clarity, and style, as well as independently using word processors to make these improvements.

**Proofreading for Errors:** At this stage, students should be able to proofread for more complex errors, such as sentence fragments, run-on sentences, and inconsistent verb tenses. They should also be comfortable with more complex punctuation (e.g., semicolons, colons) and spelling rules. Students should be familiar with revising sentences for clarity and conciseness.

**Use of a Word Processor:** Word processors should now be an essential tool for students in Grade 6. They should be proficient in using advanced word processing tools to correct spelling and grammar, format text, and organize their drafts. This includes features like find-and-replace, track changes, and commenting for peer and teacher feedback. Students should also be encouraged to use online thesauruses or built-in dictionaries to refine their word choices.

**Self-Editing and Peer Feedback:** Students should have refined their self-editing skills by now and be able to independently revise their drafts for content, clarity, and style. Additionally, peer feedback becomes more sophisticated, with students giving and receiving more constructive comments to enhance the quality of their writing.

**Model Advanced Editing and Proofreading:** Show students how to use advanced editing tools within word processors to improve the quality of their writing. Emphasize how these tools can help them streamline the editing process but also encourage them to develop their critical eye when reviewing their drafts.

**Teach More Advanced Proofreading Skills:** Teach students to identify more complex errors, such as run-on sentences, sentence fragments, and incorrect punctuation. Discuss the importance of sentence clarity and conciseness.

**Use Peer Feedback Effectively:** Encourage students to give constructive feedback to their peers by focusing on content, structure, and clarity. Guide students in giving specific, actionable feedback, such as “Consider adding a sentence that explains this point in more detail” or “You might want to clarify this idea by changing the wording.”

**Encourage Reflection on Revision:** After editing and proofreading, ask students to reflect on how their revisions improved their writing. This encourages them to think critically about the writing process and helps them develop as independent writers.

**Introduce Online Tools for Writing Improvement:** Provide students with tools that can help them improve their writing, such as online thesauruses and grammar checkers. Teach them to use these tools effectively while maintaining the integrity of their voice.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for Grade 6

- Check for grammar errors, such as inconsistent verb tenses and subject-verb agreement.
- Proofread for punctuation errors, including more complex punctuation like semicolons and colons.
- Use word processing tools to identify and correct spelling and grammar errors.
- Use advanced word processor tools, such as find-and-replace, track changes, or commenting to assist in revisions (e.g., "I used the comment feature to ask my peer for feedback on my introduction").
- Incorporate peer feedback by revising content for greater clarity or adding more specific details.

# Overview of Publishing, Presenting and Reflecting

## Outcome C3

### Grade Six Teacher Guide

In today's digital age, the ability to adeptly use a variety of media and tools for communication is critical. Outcome C3 is designed to ensure students gain proficiency in selecting and utilizing the most suitable and effective media, techniques, and tools to publish and present their texts.

The outcome is designed to help students explore various presentation formats and publishing platforms, helping them to understand the strengths and limitations of each. By experimenting with digital tools, print media, and multimedia presentations, students develop the critical ability to choose the right medium that best matches the purpose and audience of their text. This skill is essential in a world where the effectiveness of communication can be significantly enhanced by the appropriate choice of platform, deepening audience engagement, and ensuring accessibility.

#### Key Indicators found in Outcome C3:

**Publishing and Presenting Texts:** Learners explore a range of publishing options, from traditional print to digital platforms, gaining hands-on experience in using these mediums to reach their target audiences. Students refine their presentation skills, learning how to effectively use visual and auditory media to enhance the impact of their spoken or displayed texts.

**Reflecting and Self Evaluation:** An integral part of the learning process, students engage in reflective practices to assess their choices and the effectiveness of their communication strategies. This reflection helps them understand their development as communicators and identifies areas for further growth.

The aim is to equip every student with the skills to critically assess and utilize a variety of communication strategies and technological resources. This inclusive approach provides all students with the skills needed to succeed in both academic and real-world settings. Students learn to refine their work by considering feedback and applying their knowledge of text structures and audience engagement, enhancing their ability to produce polished and impactful final pieces.

## Outcome C3: Grade 6

Learners will use suitable and effective media, techniques, and tools to publish and present final texts in a range of forms.

### Indicators C3.1 Publishing and Presenting

Grade 3	Grade 4	Grade 5	Grade 6
Produce and Present text to audiences.	Produce and Present text to audiences.	Produce and Present text to audiences.	Produce and Present text to audiences.

### Growing Understanding

By Grade 6, students should be able to produce and present texts that are organized, and clear. Students should have mastered the fundamentals of producing drafts and now focus on refining their content to make it sophisticated and engaging for their intended audience. They should also have developed effective presentation skills, using both verbal and non-verbal communication techniques to engage their audience.

**Producing Text:** Students should focus on finalizing drafts that are well-developed, cohesive, and carefully structured. They should be able to select and arrange their ideas effectively, ensuring that they are clear and fully supported by evidence. By Grade 6, students should be capable of producing complex written work, including research papers, reports, and argumentative essays.

**Presenting to an Audience:** In Grade 6, students should be skilled in presenting their work to a variety of audiences. They should focus on confidence and engagement in their delivery, adjusting their tone and style depending on the audience. The delivery should be polished, with students paying attention to non-verbal communication like posture, gestures, and eye contact, as well as verbal communication like tone, pace, and clarity.

**Use of Media and Technology:** Grade 6 students should be proficient in using advanced digital tools for presentation. This includes using tools like Google Slides or PowerPoint to create visually appealing and effective presentations. Students should also be comfortable using multimedia elements like videos, audio clips, and interactive elements to enhance their message and engage the audience.

**Audience Awareness:** By this stage, students should be capable of tailoring their presentations specifically to the audience. Whether they are presenting to peers, teachers, or a wider community, they should adjust the level of detail, language, and tone to meet the audience's needs.

**Model Effective Presentations:** Provide examples of strong presentations, focusing on how to organize content clearly, how to use engaging language, and how to use non-verbal communication effectively. Model how to introduce a topic, explain key points, and conclude a presentation.

**Digital Tools:** By Grade 6, students should be proficient with tools such as but not limited to, Google Slides, PowerPoint. Teach them to use multimedia such as images, audio clips, and videos to make their presentations more engaging and interactive.

**Refining Delivery:** Teach students how to adjust their delivery based on their audience. Discuss the importance of speaking confidently, maintaining eye contact, and using gestures to emphasize points. Encourage students to vary their tone and pace to keep the audience engaged.

**Provide Constructive Feedback:** After presentations, provide specific feedback on how students can improve their engagement, clarity, and structure. Focus on both the content (what they said) and the delivery (how they said it).

**Encourage Reflection:** After completing a presentation, encourage students to reflect on what went well and what could be improved. This helps them identify areas of growth and develop as communicators.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for Grade 6

- Produce final drafts that are clear, detailed, and appropriate for the audience, showing careful organization of ideas.
- Present to an audience, demonstrating engagement through tone, volume, gestures, and eye contact.
- Use digital tools (e.g., Google Slides, Canva, PowerPoint) to create a polished and visually appealing presentation.
- Incorporate multimedia elements like videos, audio clips, or interactive features to enhance the presentation.
- Adjust content and delivery based on the audience, ensuring appropriate language and tone (e.g., "I spoke more formally during my presentation to the teacher, and kept it more conversational when presenting to my classmates").
- Present with a clear structure: introduction, body, and conclusion
- Engage the audience by asking questions, encouraging discussion, or using thought-provoking statements.

## Outcome C3: Grade 6

Learners will use suitable and effective media, techniques, and tools to publish and present final texts in a range of forms.

### Indicators C3.2 Reflecting and Self Evaluation

Grade 3	Grade 4	Grade 5	Grade 6
Reflect on strengths and areas for growth throughout the writing process.	Reflect on strengths and areas for growth throughout the writing process	Reflect on strengths and areas for growth throughout the writing process	Reflect on strengths and areas for growth throughout the writing process

### Growing Understanding

By Grade 6, students should develop the ability to reflect critically on their writing, with a focus on both strengths and areas for growth. This reflection should occur throughout the entire writing process from the initial draft to the final product and should be based on the clarity, coherence, organization, and overall effectiveness of their writing. The goal is for students to develop as independent writers who can evaluate and improve their work systematically.

**Strengths and Areas for Growth:** In Grade 6, students should be able to identify specific strengths in their writing, such as clear thesis statements, well-structured arguments, or strong vocabulary choices. They should also recognize growth areas, such as weak transitions, vague arguments, or lack of supporting details, and reflect on how to improve these elements. This reflection process should become more self-directed as students move forward in their writing journey.

**Self-Assessment and Feedback:** Students should be able to use tools like writing rubrics, checklists, and peer feedback to assess their drafts critically. In Grade 6, students should be capable of identifying patterns in their writing over time, such as consistently strong openings or areas where they struggle and use this information to guide future writing.

**Model Reflection:** Continuously model the reflection process by reviewing student writing together. Show them how to identify strengths and weaknesses in their own drafts, and how to apply this reflection to make specific revisions.

**Use Writing Rubrics and Checklists:** Provide students with detailed writing rubrics and checklists so they can assess their drafts and guide their revisions. Make sure students understand how to use these tools to reflect on the effectiveness of their writing.

**Ongoing Reflection Sessions:** Set aside time for students to reflect on their writing at various stages of the process. For example, after drafting the introduction, ask them to reflect on how well it introduces their topic before continuing with the body of the essay. Encourage them to adjust their approach based on their reflection.

**Peer and Teacher Feedback:** Encourage students to use peer feedback and teacher comments to further reflect on their writing. Provide specific feedback that points out both strengths and areas for improvement and ask students to actively incorporate this feedback into their revisions.

**Promote a Growth Mindset:** Reinforce that writing is a process of continuous improvement. Help students understand that every draft is an opportunity to make progress and refine their ideas. Celebrate effort and progress, not just the final product.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

## Look for Grade 6

- Identify strengths by recognizing what parts of the writing are clear, well-organized, or persuasive.
- Identify areas for growth by recognizing sections that need more development, stronger word choice, or better transitions.
- Use reflection to guide revisions by recognizing what specific changes can improve the writing, such as elaborating on a point or reordering paragraphs.
- Use self-assessment tools like rubrics or checklists to evaluate the work and see if it meets set criteria, reflecting strengths and areas to improve.
- Incorporate peer or teacher feedback by making revisions based on suggestions, focusing on enhancing clarity, argumentation, or style.
- Track growth as a writer by reflecting on improvements in writing skills, such as better organization or clearer arguments.
- Monitor and reflect on writing goals by setting specific targets for improvement, such as enhancing vocabulary or varying sentence structure (e.g., "Next time, I will focus on using more complex sentences and reducing repetition in my writing").

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**Literacy in the Content Areas**  
**Strand D**  
Grade Six Teacher Guide

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## Overview of Connecting to the Content Areas

### Outcome D1

#### Grade Six Teacher Guide

In an increasingly information-rich world, students must be equipped with the literacy skills to navigate, comprehend, and communicate ideas across content areas with purpose and clarity. Outcome D1 is designed to help learners apply essential literacy strategies across disciplines, such as building vocabulary and background knowledge, determining importance, conducting research, organizing information, synthesizing findings, and communicating effectively. The goal is for students to do this in subject areas beyond Language Arts, such as science, social studies, and health education.

This outcome recognizes that literacy extends beyond language arts. It is a foundational tool for thinking and learning across disciplines. Students are supported in building the vocabulary and content knowledge they need to access subject-specific texts and media. Through explicit instruction in strategies like identifying relevant information, evaluating sources, and organizing key ideas, learners grow as independent thinkers capable of constructing meaning from multiple sources.

Outcome D1 also emphasizes the role of communication as a tool for deepening understanding. Students learn to use writing and other formats, such as graphic organizers, oral discussions, visual representations, and digital tools, to clarify and refine their thinking as they engage with content. These practices not only support academic achievement but also help students develop critical literacy skills to evaluate and synthesize complex information as they grow.

Key Indicators found in Outcome D1:

1. **Learning and Using Vocabulary and Background Knowledge:** Students acquire and apply discipline-specific vocabulary and combine that with their background knowledge to support comprehension.
2. **Determining Importance and Research:** Learners identify relevant information aligned to purpose, use a variety of sources to engage in understanding a topic in depth.
3. **Synthesizing Information:** Students gather information from multiple sources related to a concept or topic in a content area and combine it to develop a clear, cohesive understanding.
4. **Communicating for Thinking and Learning:** Learners use writing, speaking, and visual representations to process and express their ideas within content area learning.

By integrating these literacy practices into content learning, we ensure students are not just absorbing facts, they are learning how to think critically, communicate clearly, and connect ideas across disciplines.

## Outcome D1: Grade 6

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

### Indicators D1.1 Using Vocabulary and Background Knowledge

Grade 3	Grade 4	Grade 5	Grade 6
Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.	Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.	Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.	Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

### Growing Instructional Understanding

In Grade 6, students are expected to use subject-specific vocabulary and background knowledge to engage deeply with more complex texts across health, science, and social studies. At this stage, students not only apply their growing vocabulary but also evaluate how the use of specific terms shapes their understanding of topics. They should be able to articulate and explain complex concepts, utilizing precise academic language while making connections across content areas. It is important to note that there is an opportunity to connect back to Strand A and leaning morphology when we are teaching vocabulary. While teachers will guide students with specific vocabulary, students will also deepen their understanding by engaging with content-rich texts that introduce new terms and ideas.

*Please see Appendix D1.1 for each subject-specific area- this will show the main topics covered at grade 6 and the potential vocabulary to consider during integrated literacy.*

- Use background knowledge by encouraging students to connect their personal experiences to the subject matter. Use questions like, "What does the term 'mental health' mean to you?"
- Use learning tools, such as diagrams, charts, and videos, to illustrate complex concepts and their vocabulary.
- Provide opportunities for interdisciplinary connections where students use vocabulary from one subject area to enhance understanding in another.
- Encourage vocabulary-rich discussions by facilitating debates, group discussions, or presentations where students must use subject-specific language to support their ideas.
- Incorporate morphology by breaking down vocabulary words into roots, prefixes and suffixes, helping students understand word meanings and how they can be applied across different contexts

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

## Look for Grade 6

- Use subject-specific vocabulary accurately in both oral and written explanations to demonstrate an understanding of complex ideas.
- Incorporate and define newly learned vocabulary in class discussions and written work.
- Explain key concepts using appropriate subject-specific terms, demonstrating an understanding of both the vocabulary and its context.
- Use background knowledge from previous learning and personal experiences to enhance comprehension and communication in writing and discussions.
- Use vocabulary effectively in writing or presentations, ensuring that terms are applied appropriately.
- Make connections across subjects, demonstrating the ability to apply subject-specific vocabulary from science, social studies, or health in interdisciplinary contexts.

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## Outcome D: Grade 6

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

### Indicators D1.2 Determining Importance

Grade 3	Grade 4	Grade 5	Grade 6
Gather and use key information from texts and multiple sources to build, organize and communicate understanding.	Gather and use key information from texts and multiple sources to build, organize and communicate understanding.	Gather and use key information from texts and multiple sources to build, organize and communicate understanding.	Gather and use key information from texts and multiple sources to build, organize and communicate understanding.

### Growing Understanding

In Grade 6, students are expected to work with increasingly complex texts and sources. They should be able to identify information from multiple sources and present it in a cohesive manner. This grade emphasizes critical thinking and analytical skills, requiring students to go beyond simply gathering information to evaluate and apply it in meaningful ways.

Key Concepts:

**Identifying Key Information:** Students should be able to analyze both explicit and implicit information in texts, recognizing how different elements (facts, arguments, character development, etc.) contribute to the overall understanding.

**Gathering Information from Multiple Sources:** Students will gather information from a variety of sources, including books, articles, websites, videos, and other multimedia sources. They will analyze information by comparing and contrasting how different sources present similar ideas or concepts. Students should critically evaluate the reliability and validity of their sources, ensuring that they use credible and relevant information to support their conclusions.

**Using Information to Build and Communicate**

**Understanding:** Students will use gathered information to create written work and presentations. They will structure their work logically, using appropriate writing conventions to present their findings. Students will develop well-reasoned arguments and conclusions, using evidence from multiple sources to support their ideas. They should also be able to integrate perspectives from different sources to provide a more comprehensive view of the topic.

**Culturally Responsive Teaching Considerations:** Teachers should continue to recognize and validate students' experiences, making connections between what students know and new learning. Incorporate diverse viewpoints and sources, encouraging students to explore texts from a variety of cultural, historical, and geographical perspectives

- **Model Information Gathering:** Demonstrate how to read texts critically and identify key points. Show how to gather additional information from secondary sources to expand understanding.
- **Use Graphic Organizers:** Provide graphic organizers to help students synthesize and visualize information from multiple sources.
- **Teach Source Evaluation:** Teach students how to evaluate the credibility and reliability of sources. This includes recognizing bias, identifying authoritative sources, and understanding the relevance of the information.
- **Critical Thinking:** Encourage students to compare and contrast information, asking questions such as, "What do these sources say about the topic? How do they agree or disagree? Why does this matter?"
- **Facilitate Collaborative Learning:** Allow students to work in pairs or small groups to compare information and collaborate on writing tasks. Peer discussions can help students refine their understanding and communicate their ideas more clearly.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for Grade 6

- Identify key details from a variety of texts that relate to the specific purpose for reading.
- Compare and contrast information from multiple texts to identify relevant information for a specific topic.
- Evaluate sources for relevance and credibility.
- Use graphic organizers to categorize and organize information from multiple texts.
- Select and organize relevant facts from different texts to support a research question.
- Recognize recurring themes or important details that appear across sources.
- Cross-reference details from different sources to check for accuracy.

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## Outcome D1: Grade 6

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

### Indicators D1.3 Synthesizing Information

Grade 3	Grade 4	Grade 5	Grade 6
Use information from multiple sources to communicate a cohesive understanding of a content-area concept.	Use information from multiple sources to communicate a cohesive understanding of a content-area concept.	Use information from multiple sources to communicate a cohesive understanding of a content-area concept.	Use information from multiple sources to communicate a cohesive understanding of a content-area concept.

### Growing Instructional Understanding

In Grade 6, students are expected to synthesize information from multiple sources and communicate their understanding in a clear manner. They should engage with more complex texts and develop critical thinking skills to evaluate and integrate information. This process not only involves understanding the information but also analyzing how different sources contribute to a deeper understanding of the content-area concept.

#### Summarizing vs. Synthesizing:

**Summarizing:** Summarizing involves distilling the most important points and concepts from a text, but the expectation is for more detailed summaries. Students will summarize more complex ideas and connect them to previous knowledge.

**Synthesizing:** Synthesizing goes beyond summarizing to include integrating multiple perspectives, forming conclusions, and analyzing how various sources contribute to a broader understanding. Students will be encouraged to make connections between sources and use this information to support their conclusions.

**Using Information from Multiple Sources:** In Grade 6, students are expected to work with multiple sources that may include a mix of primary and secondary sources, articles, videos, and books. They should be able to integrate this information to form a comprehensive understanding of the topic. They will also begin to evaluate the credibility of sources and recognize any bias that might be present in the sources they consult.

**Building and Communicating Understanding:** After gathering and synthesizing information, students will communicate their understanding in writing, presentations, and projects. The goal is for students to integrate information logically, supporting their conclusions and arguments with credible sources.

- **Model Synthesizing vs. Summarizing:** Show students how to summarize and synthesize information through the think-aloud process. Demonstrate how to distill key points from complex sources and integrate them to form a cohesive understanding.
- **Encourage Critical Evaluation:** Teach students how to critically evaluate sources for credibility, bias, and relevance. Encourage them to ask questions like, “Who wrote this? What is their purpose? Are there other perspectives on this topic?”
- **Use Graphic Organizers:** Provide students with advanced graphic organizers, such as T-charts for comparisons, flow charts for processes, and concept maps for showing relationships between ideas. These can help them visually organize the information they are synthesizing.
- **Incorporate Technology:** Encourage the use of technology to gather information, such as databases, research websites, or multimedia tools. Students can use digital platforms to organize and present their findings, making it easier to share and collaborate.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

### Look for Grade 6

- Distinguish between key points and supporting details, focusing on both explicit and implicit information.
- Identify main ideas in complex texts and synthesize them across multiple sources.
- Combine information from various sources to create a new understanding or broader perspective on a concept.
- Integrate information from primary and secondary sources, videos, and articles to deepen their analysis and form conclusions.
- Compare and contrast information across different sources, recognizing contradictions or variations in perspectives.
- Use graphic organizers, outlines, or notes to structure information and identify relationships between key points.
- Present synthesized information clearly and coherently in both written and oral formats.
- Use evidence from multiple sources to support their conclusions and arguments.

## Outcome D1: Grade 6

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

### Indicators D1.4 Communicating for Thinking and Learning

Grade 3	Grade 4	Grade 5	Grade 6
Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.	Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.	Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.	Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.

### Growing Understanding

In Grade 6, students continue to develop their ability to organize, refine, and express ideas related to health education, science, and social studies content. At this stage, students are expected to engage with more complex ideas and apply their writing, speaking, and visual communication skills to present their learning.

#### Writing and Communication Forms:

- **Health:** In Health, students will use writing and oral presentations to explain how various factors impact physical, emotional, mental, and social health. They will communicate their understanding of health-related topics like reproductive health, relationships, and substances.
- **Science:** In Science, students will explain scientific concepts such as energy flow, renewable and non-renewable resources, flight, and space exploration. This can be done through written reports, presentations, or visual representations.
- **Social Studies:** In Social Studies, students will write reports, engage in discussions, write how-to guides, persuasive writing and infographics

#### Expressing Ideas for Learning in Different Content Areas:

Students will use appropriate writing, speaking, and visual formats to express their understanding of complex content-area concepts. They should be able to use subject-specific vocabulary in health, science, and social studies accurately, while ensuring that their communication is clear and effective.

For example, in Social Studies 6, as students investigate how traditions and beliefs are affected by change, they can read *I Lost My Talk, Language is Our Identity*, and *Identities Lost* to look for evidence about the importance of language and culture to Mi'kmaw and other Indigenous communities.

Connecting opportunities for presenting and writing on topics related to other content areas has been shown to increase student engagement and comprehension. When students write about subjects they are learning in other disciplines, it strengthens their understanding and reinforces vocabulary and morphology from Strand A, comprehension skills from Strand B, and opportunity to try different writing forms from Strand C.

## Evidence of Learning for Indicators

The following information provides suggested "Look Fors" to guide your planning over the course of the year. These examples are meant to help you identify key evidence of student learning and development, but they are not exhaustive. Remember, learning is active and ongoing, and students will continue to develop skills and deepen their knowledge throughout the school year.

## Look for Grade 6

- Use writing (e.g., reports, essays, summaries) to communicate ideas clearly and effectively in health, science, and social studies.
- Present ideas clearly in oral presentations or group discussions, using visual aids when necessary.
- Use diagrams, charts, or models to support written and oral communication.
- Use graphic organizers (e.g., concept maps, outlines) to structure ideas logically before writing or presenting.
- Use subject-specific vocabulary in health, science, and social studies accurately in both written and oral communication.
- Present information in a clear, logical manner with appropriate use of visual aids (e.g., graphs, diagrams, or maps).

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**Appendices**  
**Strand A- D**  
Grade Six Teacher Guide

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## Outcome A2.1: Grade 6 Appendix – Spelling Patterns

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Use phonics and orthographic knowledge to fluently read, spell, and pronounce multisyllabic words.

### Spelling Pattern Reference Sheet

English has a reputation of being overly complicated. It is complex - but there is a predictable structure! This reference sheet gives an overview of some of the “tendencies” in English that explain why words are spelled the way they are. Note that this chart is not designed to be used directly with students - the purpose is to support educator knowledge.

Pattern or Tendency	Explanation	Examples and Non-Examples
Beginning c vs. k	At the beginning of a word or syllable, /k/ is usually spelled <c> if it comes before a, o, u, or a consonant. It is usually spelled <k> if it comes before an e or i.	<c> cat, cold, cut, clap <k> keep, kit
Short Vowel Ending: ck	At the end of a word or syllable, the /k/ sound is spelled <ck> when it comes right after a short vowel. If it comes after a long vowel or consonant, it tends to be spelled <k>.	<ck> brick, luck <k> pink, oak
Short Vowel Ending: FLoSS	At the end of a word or syllable, the letters f, l, s, and z are doubled when they come right after a short vowel.	<b>Examples:</b> cuff, hill, dress, buzz <b>Non-Examples:</b> last, heel
Short Vowel Ending: tch	At the end of a word or syllable, the /ch/ sound is spelled <tch> when it comes right after a short vowel. If it comes after a long vowel or consonant, it tends to be spelled <ch>.	<tch> catch, sketch <ch> bench, beach
Short Vowel Ending: dge	At the end of a word or syllable, the /j/ sound is spelled <dge> when it comes right after a short vowel. If it comes after a long vowel or consonant, it tends to be spelled <ge>.	<dge> edge, budge <ge> hinge, huge
Soft c	C tends to soften to the /s/ sound when it comes before e, i, or y.	<b>Soft c:</b> city, cent, cycle <b>Hard c:</b> cap, cot, cut
Soft g	G tends to soften to the /j/ sound when it comes before e, i, or y, though this is less regular than the soft c pattern.	<b>Soft g:</b> gem, giraffe, gym <b>Hard g:</b> gate, go, gum <b>Exceptions include</b> give, get
aw vs. au	<au> tends to be used at the beginning or in the middle of words or syllables, while <aw> tends to come at the end, or before a final l, n or k.	<au> August, launch <aw> claw, fawn, hawk, crawl
oi vs. oy	<oi> tends to be used at the beginning or in the middle of words or syllables, while <oy> tends to come at the end.	<oi> oil, boil <oy> toy, oyster
ai vs. ay	<ai> tends to be used at the beginning or in the middle of words or syllables, while <ay> tends to come at the end.	<ai> paint, aim <ay> pay, playful
ow vs. ou	<ou> tends to be used at the beginning or in the middle of words or syllables, while <ow> tends to come at the end, or before a final l, or n.	<ou> ouch, round <ow> how, howl, brown
IJUV	English words typically don't end with i, j, u, or v. Other spellings are often used when these sounds are at the end of a word.	<b>Examples:</b> sky, huge, blue, love

Pattern or Tendency	Explanation	Examples and Non-Examples
2 sounds of -y	At the end of a one-syllable word, a final -y is usually pronounced as a long i. At the end of a two-syllable word, it is usually pronounced as a long e.	<b>long i</b> - sky <b>long e</b> - happy
3 sounds of -ed	The suffix -ed has 3 different sounds - /id/, /d/, and /t/.	<b>/id/</b> melted <b>/d/</b> smelled <b>/t/</b> jumped
Suffix Base Changes: E-drop	When adding a suffix that starts with a vowel (ing, y, ed, er, etc.) to a base that ends with e, drop the final e.	<b>Example:</b> hope - hoping <b>Non-Example:</b> hope – hopeful
Suffix Base Changes: Y-to-I	When adding a suffix that doesn't start with i to a base that ends in y, change the final y of the base to an i.	<b>Examples:</b> baby - babies, happy - happiness <b>Non-Example:</b> carry - carrying

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## Outcome A2.2 Grade 6 Appendix – Morphology

Learners will apply understanding of foundational language knowledge and skills when reading and writing.

Use developing knowledge of the meanings of words and common morphemes to understand, read and spell words.

Morphology is best introduced using simple morphemes. As students build their understanding, teachers can gradually introduce more complex prefixes and suffixes, followed by Latin and Greek roots. Throughout this progression, it is important to reinforce previously taught morphemes through ongoing instruction and corrective feedback. For example, common errors such as incorrect use of possessive "'s" often go uncorrected, even into high school. Providing consistent feedback helps ensure students not only recognize morphemes but also apply them accurately in their writing.

Phase	Focus	Examples		Teaching Notes
Introduction	Compound Words and Plurals	Closed form	Sunflower Toothbrush Snowman	Teach 3 kinds of compound words- closed form, open form and hyphenated.
		Open form	Ice cream Post office	
		Hyphenated form	Mother -in-law Part-time Check-in	
		-s	Cats Dogs Books	
		-es	Buses Foxes Wishes	
		Drop y +-ies	Puppies Stories	
Building	Introduce inflectional suffixes and basic derivational prefixes	<b>Inflectional suffixes</b>		Focus on foundational affix patterns and spelling rules. – (see appendix A2.1 as well)
		-ed	Jumped Played Washed	
		-ing	Running Reading Smiling	
		-er	Faster Teacher Baker	
		-est	Fastest Smallest Kindest	
		<b>Derivational Prefixes</b>		
		Un-	Unhappy Undo Unfair	
		Re-	Replay Redo Rebuild	
		Pre-	Preview Preheat Preschool	
		Dis-	Dislike Disagree Disconnect	

Phase	Focus	Examples		Teaching Notes
		Mis-	Misplace Misbehave Misspell	
Applying	Expand to include common derivational suffixes and Latin roots	<b>Common Derivational Suffixes</b>		Help students see how affixes change meaning and support comprehension.
		-ful	hopeful	
		-less	careless	
		-ness	kindness	
		-ment	enjoyment	
		-able/-ible	readable visible	
		-tion/ -sion	creation expansion	
		-er/or	teacher actor	
		-ly	quickly	
		<b>Combining Forms</b>		
		Scrib/script	describe Script inscription	
		Port	Transport Import portable	
		ject	Project Eject injection	
		struct	Construct Structure Destruction	
vis/vid	Vision Video invisible			
dict	Predict Dictionary Contradict			
Deepening	Introduce Greet roots and complex suffix patterns	<b>Combining Forms</b>		Emphasize morphological analysis across subject areas and in multisyllabic academic vocabulary.  Have students build word webs or sort by root/suffix combination to visually understand how words are constructed and altered.
		Photo	Photography	
		Geo	Geography Geology	
		Auto	Autograph Automatic	
		Therm	Thermometer Thermal	
		Graph	Autograph Paragraph	
		Scope	Telescope Microscope	
		Meter	Centimeter Barometer	
		Phon	Telephone	

Phase	Focus	Examples	Teaching Notes
		Symphony	
	Bio	Biology Biography	
	Hydo	Hydrate Hydroelectric	

Term	Definition
<b>Inflectional suffixes</b>	<p>Inflectional morphemes are suffixes which <b>do not change the essential meaning</b> or part of speech of a word.</p> <p>They do information when added to the following types of base words:</p> <p><b>Nouns</b> – inflectional suffixes are added to form plurals (dog-dogs, baby-babies, roof rooves) or to show possession (mom-mom’s)</p> <p><b>Adjectives</b> – inflectional suffixes are added to make comparisons (big, bigger, biggest)</p> <p><b>Verbs</b> – inflectional suffixes are added to show tense (walk, walked, walking, walks)</p> <p>*** see spelling appendix for common patterns</p>
<b>Derivational Prefixes</b>	<p>Derivational prefixes are added to the beginning of a base word to <b>change its meaning</b>.</p> <p>Unlike inflectional morphemes, these prefixes often create a new word with a different meaning or function, but they do not change the word's part of speech.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• happy becomes unhappy (changing meaning)</li> <li>• cycle becomes recycled (changing the action or direction).</li> </ul>

Adapted from New South Wales Australia for further expansion see: <https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/literacy-and-numeracy/professional-learning/myplfile/morphemes-suggested-sequence.pdf>

<b>Outcome A2.3: Grade 6 Appendix – Vocabulary (Tier 2)</b>
Learners will apply understanding of foundational language knowledge and skills when reading and writing.
Identify the meaning of vocabulary through implicit learning, explicit instruction, and word awareness.

Tier 2 words are high-utility academic vocabulary found across a wide range of texts, including literature, informational materials, and subject-area content. These words differ from everyday Tier 1 vocabulary (e.g., *walk, happy*) and are more general than domain-specific Tier 3 terms (e.g., *evaporation, parliament*). Tier 2 words often appear more frequently in written language than in conversation and are essential for enhancing comprehension and supporting academic thinking across all subjects.

Tier 2 words often:

- Appear in written text more than in spoken language
- Carry meaning that enhances comprehension
- Have multiple meanings
- Can be taught through context, morphology, and explicit instruction

Some Tier 2 words may overlap with Tier 3 vocabulary depending on the context. Words such as *cycle, system, or impact* can appear in both general academic and subject-specific texts. Teachers should use professional judgment to determine when and how to reinforce these terms across disciplines. It is also important to teach multiple-meaning words explicitly, as their complexity can lead to confusion. For example, the word *right* may mean *correct, a direction, or a legal entitlement* depending on context. Addressing these nuances through direct instruction helps students build precise understanding and use language effectively in reading, writing, and discussion.

Tier 2 academic vocabulary is not meant to be taught once and left behind. These words are foundational to thinking, discussing, and writing across all subjects and grade levels. While the phases in this progression build from less to more complex use, vocabulary instruction should remain flexible and responsive. Words introduced in earlier phases, such as *describe, compare, or identify*, are continually revisited and deepened through exposure to more complex texts and tasks. Similarly, more advanced Tier 2 words, like *analyze, synthesize, or evaluate*, may be introduced earlier through rich classroom discussion, read-aloud, or modeled writing, even if not yet expected in student production.

This recursive approach ensures students not only recognize and understand Tier 2 vocabulary but also learn how to apply it in increasingly sophisticated ways over time. The goal is to support academic thinking by weaving this language into all parts of instruction, reading, writing, speaking, and listening, across the curriculum.

Phase	Examples	Purpose
Foundational Use of Academic Language	Describe Compare Identify Respond Group Think Change Clear Important Problem	These words support oral and written explanations, categorization and early comprehension. They are often used when labeling, sharing ideas, and making simple observations.
Transitional Academic Language	Explain Contrast Determine Summarize Categorize Question Adapt Specific Significant	Words in this phase require learners to begin organizing ideas, supporting thinking with evidence and navigating content connections.

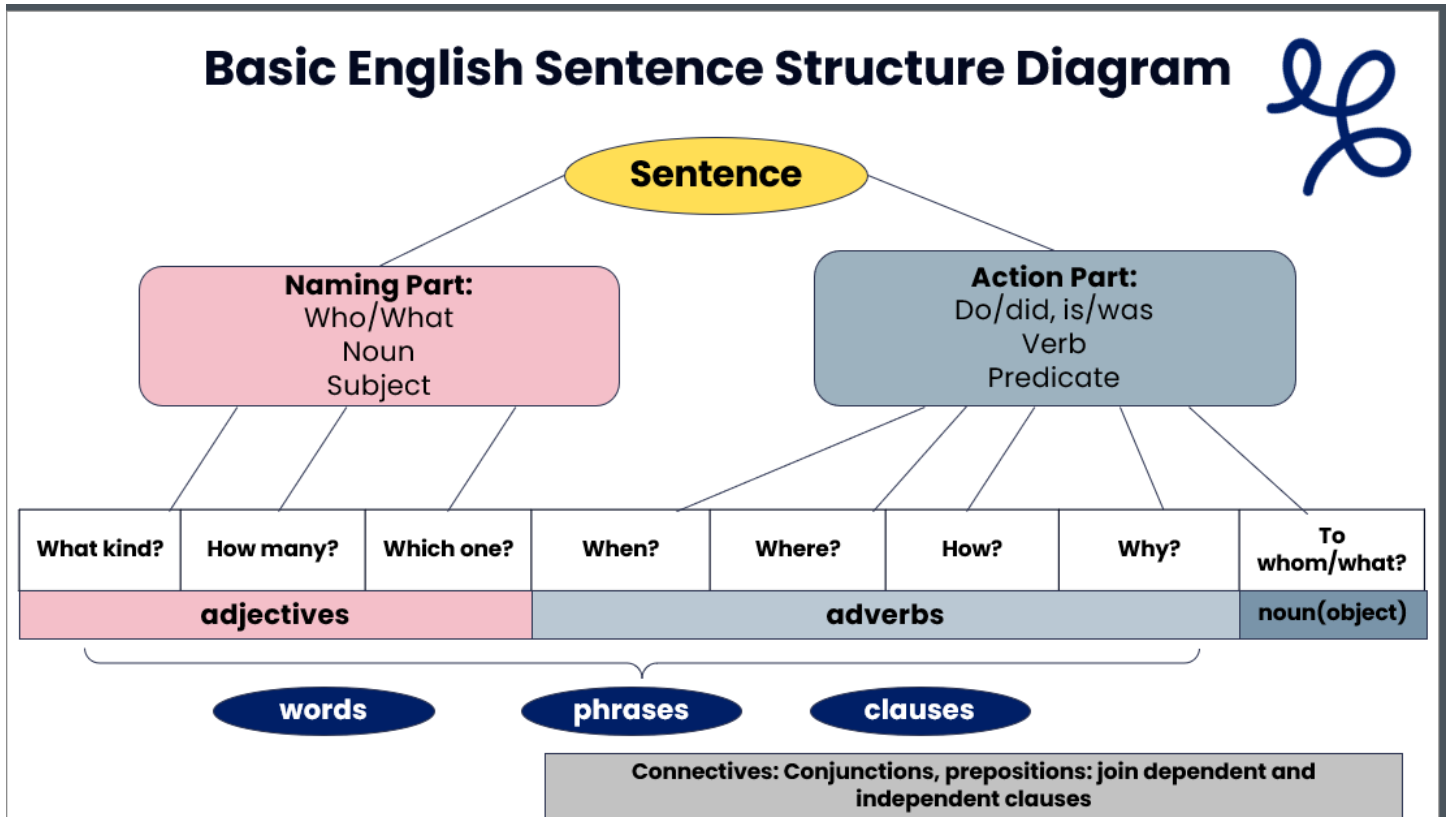
Phase	Examples	Purpose
Expanding Reasoning	Infer Interpret Evaluate Justify Generalize Classify Inquire Transform Enhance Precise Imply Relevant	Learners begin using more abstract reasoning, justifying claims, and interpreting more complex text or ideas. These words support opinion writing, critical responses and deeper comprehension.
Meta Cognition	Analyze Synthesize Elaborate Critique Organize Conclude Nuanced Dilemma	These words enable high-level thinking, such as evaluation of multiple perspectives, synthesizing sources, and engaging in critical reflection. They are used in complex discussions, essays, debates and multi-text comprehension.

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## Outcome A3.1: Grade 6 Appendix

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

Identify how parts of speech and sentence structures support reading comprehension and writing.



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## Outcome A3.2: Grade 6 Appendix – The Functions of Parts of Speech.

Learners will apply knowledge of sentence structure, grammar, capitalization, and punctuation when reading and writing.

Identify how parts of speech and sentence structures to support reading comprehension and writing.

Term	Function Role	Examples
<b>Noun</b>	Names who or what- Namer	The <b>dog</b> barked. That <b>city</b> is beautiful
<b>Adjective</b>	Expands the noun How many? What kind? Which one?	Three <b>green</b> apples. The <b>old</b> castle. That <b>first</b> book
<b>Verb</b>	Tells the action- did what? Links the subject to a word or phrase in the predicate- is what?	She <b>ran</b> to the store. He <b>is</b> tired.
<b>Adverb</b>	Expands the action/verb Where? When? How? Why?	They arrived <b>yesterday</b> (when). He moved <b>quickly</b> (how). She sits <b>there</b> (where). He left <b>because he was sick</b> (why).
<b>Preposition</b>	Signals the relationship of nouns to other nouns or verbs. (Dogs with bushy tails- (with) links dogs and tails, ran in the field- (in) link ran and field)	The cat sat <b>on</b> the mat. She walked <b>through</b> the door.
<b>Pronoun</b>	Replace and/or refers to nouns (subjective, objective, relative)	I, you, he, she, they we, it ( <b>subjective</b> ) <b>She</b> is reading a book.  Me, you him, her us, them it ( <b>objective</b> ) Give the ball to <b>him</b> .  Who, whom, which that ( <b>relative</b> ) The girl <b>who</b> one the race is my friend.
<b>Conjunctions</b>	Joins words, phrase, or clauses (coordinating or subordinating)	I wanted pizza, <b>but</b> she chose salad. ( <b>coordinating</b> ) We stayed inside <b>because</b> it rained. ( <b>subordinating</b> )
<b>Interjections</b>	Expresses emotion	<b>Wow!</b> That was amazing. <b>Oh no,</b> I forgot my book!

\*\*\*Adapted from *Syntax: Knowledge to Practice* (p.12)

## Outcome B2.1: Grade 6 Appendix – Building Reading Comprehension

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Use strategies to support reading goals. Identify when comprehension has broken down and select strategies to clarify meaning.

Before students can use metacognitive strategies effectively (see next appendix), such as rereading, questioning, or clarifying, it's important that they have access to content knowledge, vocabulary, and an understanding of text structure. These foundational elements support comprehension by giving students the mental framework to make sense of what they're reading. When these elements are not in place, students may struggle to notice when they're confused or how to resolve that confusion.

To support all learners, especially those who may not have had access to background knowledge or vocabulary, explicit instruction in Tier 2 vocabulary, morphology, and content knowledge should be embedded across instruction. Metacognitive strategies can then be introduced and practiced in tandem, helping students apply what they know while also learning how to monitor and strengthen their comprehension

<p><b>Building Background Knowledge:</b> Students need sufficient content and conceptual knowledge to make sense of what they read. Instruction should connect new information to existing schemas and build background when it's lacking, especially critical for equity and multilingual learners. <b>Why it matters:</b> Background knowledge provides a mental framework or "mental model" to support meaning-making.</p>	<p><b>Vocabulary and Morphology Instruction:</b> Explicit instruction in Tier 2 vocabulary and morphological awareness (prefixes, suffixes, roots) strengthens comprehension by expanding word knowledge and supporting students' ability to infer meanings of unfamiliar words. <b>Why it matters:</b> Vocabulary and background knowledge together form a "one-two punch" for comprehension</p>
<p><b>Summarizing:</b> Summarization teaches students to extract and organize key information, distinguish between main ideas and details, and internalize what they've read. It supports both comprehension and memory retention, especially in content-area texts.</p>	<p><b>Understanding Text Structure:</b> Teaching students to recognize common organizational patterns (e.g., cause/effect, compare/contrast, problem/solution) and signal words helps them anticipate and organize information while reading. <b>Why it matters:</b> Text structure awareness improves comprehension and memory of content-area texts.</p>
<p><b>Making Inferences:</b> Readers must often fill in gaps by using implicit information in the text and connecting it to what they know. This includes causal inferences, emotional understanding, and predictions.</p>	<p><b>Synthesizing:</b> Synthesizing goes beyond summarizing by combining ideas from multiple parts of a text—or multiple texts—to form new understanding. It requires students to track changes in thinking, identify patterns or contradictions, and construct a deeper meaning. <b>Why it matters:</b> Synthesis helps students build knowledge and develop critical thinking. It's especially important for integrating content across the curriculum.</p>

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. Routledge.

Hennessy, N. L. (2020). *The reading comprehension blueprint: Helping students make meaning from text*. Brookes Publishing

## Outcome B2.1: Grade 6 Appendix – Reading Comprehension Strategies

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Use strategies to support reading goals. Identify when comprehension has broken down and select strategies to clarify meaning.

### Comprehension Monitoring (Metacognition)

Comprehension monitoring is the ability to notice when understanding breaks down during reading and to take steps to restore meaning. This metacognitive skill empowers students to become self-aware, strategic readers.

**Why it matters:** Good readers are active readers. They don't just push through confusion—they notice it, pause, and do something about it. Teaching students how to monitor and fix comprehension breakdowns builds reading independence and deeper understanding.

<b>Rereading:</b> Going back and reading a section again, either to clarify meaning, catch missed information, or reinforce understanding.	<b>Questioning:</b> Asking questions before, during, and after reading to clarify meaning, make predictions, or check for understanding.	<b>Clarifying Vocabulary:</b> Stopping to figure out the meaning of unknown or confusing words using strategies.
<b>When to use:</b> <ul style="list-style-type: none"> <li>• When the text suddenly stops making sense.</li> <li>• After reading a confusing or complex sentence or paragraph.</li> <li>• If a key detail was missed or forgotten.</li> </ul>	<b>When to use:</b> <ul style="list-style-type: none"> <li>• When encountering an unfamiliar idea or shift in topic.</li> <li>• When confused about a character's actions or an author's point.</li> <li>• To check comprehension or anticipate what comes next.</li> </ul>	<b>When to use:</b> <ul style="list-style-type: none"> <li>• When a word is unfamiliar or causes confusion.</li> <li>• When a known word is used in an unexpected way.</li> <li>• When understanding hinges on knowing what the word means.</li> </ul>
<b>Student prompt examples:</b> <ul style="list-style-type: none"> <li>• "That didn't make sense—I'll go back and read it again."</li> <li>• "Let me try reading that more slowly."</li> <li>• "I think I missed something important in the last paragraph."</li> </ul>	<b>Student prompt examples:</b> <ul style="list-style-type: none"> <li>• "What does the author mean here?"</li> <li>• "Why did the character do that?"</li> <li>• "What might happen next?"</li> <li>• "What is the main idea of this part?"</li> </ul>	<b>Student prompt examples:</b> <ul style="list-style-type: none"> <li>• "What does that word mean here?"</li> <li>• "Can I figure it out from the sentence around it?"</li> <li>• "Does the prefix or suffix give me a clue?"</li> <li>• "Should I look it up or ask someone?"</li> </ul>
Model rereading with think-alouds: <i>"Hmm... I didn't understand that. Let me try that again, starting from here."</i>	Use reciprocal teaching or stop-and-think questioning during shared reading. Explicitly model asking both literal and inferential questions.	Teach context strategies (definition, synonym, antonym, example, restatement) and model them using real reading passages. Reinforce connections to morphology (prefix-root-suffix).

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. Routledge.

Hennessy, N. L. (2020). *The reading comprehension blueprint: Helping students make meaning from text*. Brookes Publishing

## Outcome B2.1: Grade 6 Appendix – Reading Strategies Continued

Learners will use reading, listening, and viewing strategies to comprehend a variety of texts that represent diverse perspectives, cultures and experiences.

Use strategies to support reading goals. Identify when comprehension has broken down and select strategies to clarify meaning.

Effective reading comprehension instruction is not about checking for recall, it’s about helping students make meaning, build knowledge, and transform that knowledge through thinking and writing. Research in literacy and cognitive strategy instruction shows that students comprehend more deeply when strategies are taught explicitly and purposefully within the context of rich, content-driven texts.

Reading and writing are reciprocal processes: students read to gather and organize ideas, then write to refine and express their understanding. Teaching comprehension strategies in isolation misses the opportunity to support deeper learning. True comprehension happens when students can analyze, synthesize, and communicate ideas, transforming information into understanding.

This resource is designed to guide teacher planning and instruction, not as a student handout. It supports a shift in teaching practice by providing clear guidance on how to model, scaffold, and integrate strategies within meaningful reading and writing experiences

From	To
Choosing a book only because it fits a specific strategy.	Selecting a text first based on content and purpose. (not a strategy)
Isolate strategies from meaningful content or without a clear reading purpose.	Model key strategies – repeatedly and in varied ways using a variety of text.
Re-read texts without addressing confusion or supporting vocabulary development.	Support knowledge building by integrating vocabulary and content learning
Teach one strategy a week in isolation from authentic reading.	Revisit and combine strategies flexibly over time and across subjects
Rely on fill in the blank or right/wrong questions that don’t show thinking.	Use “think aloud” to demonstrate metacognitive reflection: <ul style="list-style-type: none"> <li>• The strategy that helped me to understand this was...</li> <li>• When I was confused I did...</li> </ul> Asking this question helped me to understand...
Only independent seat work or test-like task	Use cooperative dialogue with students to practice teaching and applying strategies together
Use worksheets that emphasize recall over analysis or reflection.	Encourage meaningful note-taking that reinforces and tracks thinking
Present organizers without guiding students on how to use them for understanding.	Use graphic organizers to help students visualize relationships and structures in the text.

## Outcome B3.1 Grade 6 Appendix – Literacy and Rhetorical Devices

Learners will analyze a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences.

Identify literary and rhetorical devices and describe how they help communicate meaning.

This appendix offers guidance for the intentional and developmental teaching of literary and rhetorical devices from Grades 3 to 6. While new devices are introduced at each grade level, instruction is not limited to the year of introduction. Students are expected to continue recognizing, using, and analyzing devices learned in previous years. This cumulative approach builds a deeper understanding and supports flexible application in both reading and writing.

As students advance, they revisit familiar devices within increasingly complex texts and begin to examine their effect on meaning, audience, and purpose. Teachers are encouraged to embed previously taught devices into ongoing instruction, modeling how authors combine techniques to enhance clarity, tone, and expression. This recursive approach ensures literary devices are not treated as isolated skills but as integral tools that support comprehension, critical analysis, and composition across all text forms.

### Foundational Literary and Rhetorical Devices - Foundational to Advanced

Device	Text Type	Complexity
Alliteration	Narrative, Opinion	Foundational
Call to Action	Opinion	Foundational
Dialogue	Narrative	Foundational
Hyperbole	Narrative, Opinion	Foundational
Onomatopoeia	Narrative	Foundational
Protagonist	Narrative	Foundational
Repetition	Narrative, Opinion	Foundational
Simile	Narrative, Opinion	Foundational
Stanza	Narrative (Poetry)	Foundational
Atmosphere	Narrative	Intermediate
Characterization	Narrative	Intermediate
Conflict	Narrative	Intermediate

Device	Text Type	Complexity
Flashback	Narrative	Intermediate
Foreshadowing	Narrative	Intermediate
Imagery	Narrative, Opinion	Intermediate
Metaphor	Narrative, Opinion	Intermediate
Personification	Narrative	Intermediate
Point of View	Narrative, Opinion, Information	Intermediate
Rhetorical Question	Opinion, Information	Intermediate
Symbol	Narrative	Advanced
Theme	Narrative	Advanced
Tone	Narrative, Opinion	Advanced

## Outcome D1: Grade 6 Appendix – Content Area Outcomes

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

This appendix offers a quick-reference guide to the Grade 6 outcomes in Health, Science, and Social Studies to support meaningful integration of literacy instruction across the curriculum. By aligning reading, writing, speaking, and listening tasks with the topics already being explored in these subject areas, teachers can create authentic opportunities for students to deepen understanding, apply literacy skills in context, and build background knowledge.

The intent is not to add more content, but to leverage what is already being taught to enrich literacy instruction. When students read informational texts related to their science unit or write reflections on a health topic, they engage more deeply, see purpose in their learning, and develop both content knowledge and communication skills. Teachers are encouraged to use this appendix to spark ideas for integrating vocabulary, (see next appendix for support) text types, and writing forms into the content areas in ways that are purposeful, connected, and engaging.

### Social Studies:

- Learners will investigate the role of culture in communities, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional groups.
- Learners will analyze the impact of cross-cultural understanding, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures
- Learners will compare sustainability practices between Canada and a selected country
- Learners will analyze how traditions and beliefs related to culture in a region.
- Learners will investigate selected examples of child rights issues around the world, inclusive of Aboriginal human rights issues in Canada
- Learners will implement age-appropriate actions that demonstrate responsibility as global citizens

### Science:

- Learners will test the flow of electrical energy through various materials.
- Learners will evaluate renewable and non-renewable sources of energy.
- Learners will evaluate factors that influence flight.
- Learners will investigate components of space
- Learners will investigate innovations used in space exploration
- Learners will analyze diversity of life in nature and significant relationships within the natural world.

### Health Education:

- Learners will investigate how health behaviors impact physical, mental, emotional, social, and spiritual health
- Learners will investigate the components of mental health literacy
- Learners will investigate sexual health and reproductive health information
- Learners will analyze how safe and healthy relationships impact physical, mental, emotional, social, and spiritual health
- Learners will analyze the impacts of substances on the health and safety of children.

## Outcome D1.1: Grade 6 Appendix – Vocabulary Social Studies

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Tier 3 vocabulary refers to low-frequency, subject-specific terms that are essential for understanding academic content in disciplines such as Science, Social Studies, and Health. These words often carry precise meanings within a given subject and are typically not encountered in everyday conversation. Because students are unlikely to acquire Tier 3 vocabulary through exposure alone, these terms must be taught explicitly and purposefully within the context of content area instruction.

Teaching Tier 3 vocabulary is critical for building background knowledge and supporting comprehension. When students understand the language of a subject, they are better equipped to engage with key concepts, analyze complex ideas, and communicate their learning effectively. Developing strong academic vocabulary also supports educational equity by ensuring all students have the tools needed to access and succeed with rigorous content. This work is reinforced by Tier 2 vocabulary instruction (see Appendix A), which builds the broader academic language needed across subjects.

Some vocabulary terms may overlap between Tier 2 and Tier 3 depending on context, for example, words like *cycle*, *energy*, or *balance* may appear in everyday academic discourse or take on specialized meanings in Science or Health. Teachers should use their professional judgment to determine when to emphasize each tier. Additionally, it is important to teach multiple-meaning words explicitly, as terms like *right* (as in correct, directional, or legal entitlement) can confuse students if context is not made clear. These nuances must be addressed directly through discussion, modeling, and application in real contexts to support deeper understanding and retention.

Grade	Outcome	Theme	Vocabulary
Primary	Learners will investigate the groups to which they belong.	Groups and belonging	Group, community, member, belong, Mi'kmaq, Acadians, African Nova Scotians, Gaels
	Learners will investigate how cooperation is an important part of being a group member.	Cooperation and Collaboration	Cooperate, share, collaborate, strategy, teamwork, support, positive relationship, consensus, problem-solving
	Learners will investigate how local people, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and various cultural groups, have varied traditions, rituals, and celebrations.	Traditions and Celebrations	Tradition, celebration, ritual, culture, holiday, respect, roots, local
1	Learners will investigate the diversity of cultural groups.	Diverse cultural groups	Diversity, culture, group, community, Acadian, Mi'kmaq, African Nova Scotian, Gael, unique, traditions, similarities, differences
	Learners will implement age-appropriate actions for responsible behaviour in caring for the environment.	Environment and Responsibility	Environment, nature, responsibility, climate, Netukulimk, protection, care, recycle, natural, clean, community, action, reuse, reduce, share
	Learners will investigate the locations of Mi'kmaq communities in Nova Scotia	Mi'kmaq Communities	Mi'kmaq, community, Nova Scotia, Mi'kma'ki, location, Indigenous, First Nations Communities: Membertou, Wahmatcook, Wek'koqma'q, Eskasoni, Potlotek, Paqtnekek, Pictou Landing, Millbrook, Siekne'katik, Glooscap, Annapolis Valley, Bear River, Acadia

Grade	Outcome	Theme	Vocabulary
	Learners will analyse the difference between needs and wants.	Needs and Wants	Needs, wants, respect, choices, important
2	Learners will investigate change in a community	Change in Community	Change, community, decision, individual, group, react, respond, past, present, future, adapt
	Learners will investigate how individuals and diverse cultural groups, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, have contributed to change.	People Creating Change	Action, change, positive, community, province, contribution, leader, volunteer, role model, cultural group, Acadians, African Nova Scotians, Gaels, Mi'kmaq
	Investigate how decisions are made by consumers	Consumer Decisions	Consumer, producer, goods, services, money, need, want, cost, budget, buy, sell
	Learners will analyse ways for supporting sustainable development in local communities	Sustainable development	Sustainability, development, natural resources, protect, environment, share, future, community, issue, conservation
3	Learners will investigate the location of Nova Scotia in Atlantic Canada	Geography of Atlantic Canada	Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland and Labrador, province, ocean, Atlantic, location, region, map, symbol, landmark, scale, water body, country, Canada, map, geography
	Learners will investigate various groups including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, through their expressions of culture	Cultural Expressions	Culture, expression, language, music, art, tradition, story, identity, Acadians, African Nova Scotians, Gaels, Mi'kmaq
	Learners will implement strategies that promote positive interactions in the community	Positive Interactions	Interaction, respect, stereotype. Community, action plan, diversity, inclusive, support, help, stereotype, supportive,
	Learners will investigate the rights and responsibilities of citizens in a democracy.	Citizenship	Citizen, democracy, government, responsibility, right, freedom, digital, community, participation, involvement, leader, active citizenship
4	Learners will investigate the concept of exploration	Exploration	Explore, explorer, curiosity, discovery, innovation, problem-solving
	Learners will investigate the stories of various explorers, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.	Stories of Explorers	Exploration, explorer, challenge, innovation, motivation, significance, geography, journey, perspective, change, resilience, Acadians, African Nova Scotians, Gaels, Mi'kmaq, obstacle, accomplishment, legacy, impact, story, history
	Learners will evaluate the impacts of exploration.	Impact of Exploration	Impact, consequence, positive, negative, environment, perspective, change, attitude, natural resource, Indigenous, understanding
	Learners will investigate the relationships between humans and the physical environment.	Human-Environment Interaction	Physical environment, interaction, challenge, resource, adaptation, impact, sustainability, land use, climate, land form, Indigenous, perspective, sustainability

Grade	Outcome	Theme	Vocabulary
	Learners will investigate the physical landscape of Canada.	Regions of Canada	Region, climate, vegetation, natural resource, landform, geography, Atlantic Canada, Central Canada, Prairie Provinces, West Coast/Pacific Region, Northern Canada/the North, geographical features, Canadian Shield, Interior Plains, Western Cordillera, Innuitain Mountains, Appalachian Mountains, Great Lakes-St. Lawrence Lowlands, Hudson Bay-Arctic Lowlands, characteristics
	Learners will investigate the political landscape of Canada.	Government and Governance	Federal, government, Ottawa, election, representation, law, legislation, decision, citizenship, Band governance, provinces, territories, First Nations, political
5	Learners will investigate how we learn about the past, with a focus on Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures	Historical Inquiry	History, evidence, primary source, oral history, archaeology, interpretation, storytelling, tradition, artifact, bias, past, Elder, historian
	Learners will investigate how environment influenced the development of an ancient society.	Ancient Societies and Geography	Ancient, society, Nubia/Kush, geographic feature, river, development, natural resource, adaptation, settlement, habitable, location, lifestyle
	Learners will investigate the diverse societies of First Nations and Inuit, in what later became Canada.	First Nations and Inuit diversity	First Nations, Inuit, artifact, oral tradition, region, diversity, adaptation, clothing, tools, dwelling, community, primary source, secondary source, society
	Learners will investigate decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada.	Decision-Making in Indigenous societies	Social structure, First Nations, Inuit, decision-making, power, authority, consensus, Elder, role, rights, responsibility, oral tradition
	Learners will analyse interactions between British and French and first Nations and Inuit in what later became Atlantic Canada.	Indigenous and European Interactions	Settlement, Indigenous, French, British, Acadian, Europe, First Nations, Inuit, interaction, conflict, colony, colonial, impact, evidence, Mi'kmaq, Inuit, rivalry, evidence, consequence, Atlantic Canada, Mi'kma'ki
6	Learners will investigate the role of culture in communities, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional groups.	Culture and Community	Culture, community, Acadians, African Nova Scotians, Gaels, Mi'kmaq, generation, material and non-material, cultural expression, artifact, tradition, change, maintain, custom, language, believes, values
	Learners will analyse the impact of cross-cultural understanding, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures	Cross-Cultural Understanding	Cross-cultural, understanding, stereotype, diversity, respect, perspective, community, action, equality, inclusion, active citizenship
	Learners will compare sustainability practices	Sustainability Practices	Sustainability, practice, resource, culture, perspective, comparison, Canada, environment, difference, use, global, country/nation

Grade	Outcome	Theme	Vocabulary
	between Canada and a selected country		
	Learners will analyse how traditions and beliefs related to culture in a region.	Traditions and Change	Tradition, belief, custom, change, preservation, language, literature, oral language, values, beliefs, impact
	Learners will investigate selected examples of child rights issues around the world, inclusive of Aboriginal human rights issues in Canada	Rights of the Child	Human rights, United Nation, declaration, Aboriginal, Indigenous, child, issue, evidence, impact, rights, responsibilities, treaty
	Learners will implement age-appropriate actions that demonstrate responsibility as global citizens	Global Citizenship	Global citizen, responsibility, right, perspective, issue, action, change, community, problem-solving, plan, exercise, local, national, international

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## Outcome D1.1: Grade 6 Appendix – Vocabulary Social Studies Continued

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Effective instruction in Tier 3 vocabulary integrates morphology—the study of word parts such as bases, prefixes, and suffixes. By helping students break down and analyze unfamiliar words into meaningful components (e.g., electrostatic = electro- [electricity] + static [not moving]), teachers equip learners with strategies to infer word meanings, decode complex texts, and strengthen spelling and writing skills. Morphological instruction not only improves vocabulary retention but also empowers students to become independent word learners across disciplines.

In the following appendix, sample Tier 3 vocabulary is provided by subject area for Grade 3, along with suggestions for using morphological awareness to support understanding and application. These examples provide practical starting points for integrated, literacy-rich instruction across the content areas.

Vocabulary Word	Word Sum	Definition
Culture	culture	The beliefs, customs, and way of life of a group.
Community	commun + ity	A group of people living or working together.
Acadians	Proper Noun + plural	Descendants of early French settlers in Atlantic Canada.
African Nova Scotians	Proper noun + plural	Descendants of African peoples in Nova Scotia.
Gaels	Proper noun + plural	People of Scottish or Irish Gaelic ancestry.
Mi'kmaq	Proper noun	Indigenous people of the Atlantic Canada region.
Generation	Generat(e) + ion	A group of people born around the same time.
Material and non-material	material / non-material	Physical things vs. ideas, beliefs, or customs.
Cultural expression	culture + al + expression	The ways people show their beliefs or identity.
Artifact	arti + fact	An object made or used by people in the past.
Tradition	tradit + ion	A custom or belief passed down through generations.
Maintain	maintain	To keep something in good condition.
Custom	custom	A traditional way of doing something.
Language	lang + uage	A system of words or signs used to communicate.
Believes	believe + s	Accepts something as true.
Values	value + s	Principles or standards of behavior.
Cross-cultural	cross + culture + al	Involving two or more cultures.

Vocabulary Word	Word Sum	Definition
Understanding	understand + ing	Comprehension or ability to grasp meaning.
Stereotype	stereo + type	An oversimplified idea about a group of people.
Diversity	diverse + ity	Variety and differences among people or things.
Respect	re + spect	Consideration and regard for others.
Perspective	per + spect + ive	A point of view or way of seeing something.
Action	act + ion	The process of doing something to achieve a result.
Active citizenship	active + citizen + ship	Being engaged in the community and society.
Sustainability	sustain + ability	The ability to maintain or support something over time.
Resource	re + source	A supply of something useful like water, materials, or information.
Comparison	compare + ison	The act of looking at similarities and differences.
Canada	Proper noun	The country of Canada.
Environment	environ + ment	The surroundings or conditions in which people or animals live.
Difference	differ + ence	A way in which things are not the same.
Global	glob + al	Relating to the whole world.
Country/Nation	country / nation	A nation with its own government and territory.
Belief	belief	An idea accepted as true.
Preservation	Preserv(e) + ation	The act of keeping something safe or unchanged.
Literature	literat + ure	Written works such as books, stories, or poems.
Oral language	oral + language	Spoken words used for communication.
Impact	im + pact	An effect or influence on something.
Human rights	human + rights	The basic freedoms and protections for all people.
United Nation	Proper noun	An international organization working for peace and cooperation.
Declaration	Declar(e) + ation	A formal statement or announcement.
Aboriginal	aborigin + al	Relating to the first people of an area.
Indigenous	indigen + ous	The first people to live in a region.
Issue	issue	A topic or problem that needs attention.
Evidence	evid + ence	Facts or information showing something is true.

Vocabulary Word	Word Sum	Definition
Rights	right + s	Freedoms or protections people have.
Responsibilities	respons + ibility + ies	Duties or things people are expected to do.
Treaty	treat + y	A formal agreement between groups or nations.
Global citizen	global + citizen	A person who acts with responsibility for the world community.
Responsibility	re + spons + ibility	A duty to take care of something or someone.
Right	right	A freedom or protection people have.
Problem-solving	problem + solving	Finding solutions to challenges or difficulties.
Plan	plan	A detailed proposal for doing something.
Exercise	exerc + ise	An activity to improve health or ability.
Local	loc + al	Relating to a nearby area.
National	nation + al	Relating to the whole country.
International	inter + nation + al	Involving more than one country.

## Outcome D1: Grade 6 Appendix –Vocabulary Science

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Tier 3 vocabulary refers to low-frequency, subject-specific terms that are essential for understanding academic content in disciplines such as Science, Social Studies, and Health. These words often carry precise meanings within a given subject and are typically not encountered in everyday conversation. Because students are unlikely to acquire Tier 3 vocabulary through exposure alone, these terms must be taught explicitly and purposefully within the context of content area instruction.

Teaching Tier 3 vocabulary is critical for building background knowledge and supporting comprehension. When students understand the language of a subject, they are better equipped to engage with key concepts, analyze complex ideas, and communicate their learning effectively. Developing strong academic vocabulary also supports educational equity by ensuring all students have the tools needed to access and succeed with rigorous content. This work is reinforced by Tier 2 vocabulary instruction (see Appendix A), which builds the broader academic language needed across subjects.

Some vocabulary terms may overlap between Tier 2 and Tier 3 depending on context, for example, words like *cycle*, *energy*, or *balance* may appear in everyday academic discourse or take on specialized meanings in Science or Health. Teachers should use their professional judgment to determine when to emphasize each tier. Additionally, it is important to teach multiple-meaning words explicitly, as terms like *right* (as in correct, directional, or legal entitlement) can confuse students if context is not made clear. These nuances must be addressed directly through discussion, modeling, and application in real contexts to support deeper understanding and retention.

Grade	Outcome	Theme	Vocabulary
3	Learners will analyze soil in the environment.	Earth and Space Science	Environment, soil, soil characteristics, soil components, organism, interconnectiveness, absorb, properties, texture, particle size, erosion, deposition, topsoil, compost, decay, decomposer, sediment, clay, silt, sand, gravel, humus
	Learners will investigate plants in the environment.	Life Science	Plants, seed, root, stem, leaves, flower, trunk, bark, sunlight, energy, seedling, producers, nutrients, oxygen, carbon dioxide, photosynthesis, pollinate, pollinators, pollen, nectar, germination, sprouting, buds forming, flowering, pollination, fruit/seed growth, measurement, temperature, plant growth
	Learners will investigate invisible forces.	Physical Science	Magnet, magnetic field, magnetized, force, electrostatic force, magnetic force, charge, positive charge, negative charge, electricity, static electricity, attraction, repulsion, iron nails,
	Learners will construct a structure in response to a design challenge.	Physical Science	Structure, design, foundation, load, stability, balance, support, blueprint, construction, variable, design cycle, building, function
4	Learners will investigate a variety of local natural habitats.	Life Science	Habitat, population, community, ecosystem, living, non-living, relationship, behavioural adaptation, survival, endangered, extinction, biodiversity

Grade	Outcome	Theme	Vocabulary
	Learners will analyze interconnectedness of and within local habitats, inclusive of a Mi'kmaw perspective.	Life Science	Interconnective, feeding relationships, producer, consumer, decomposer, predator, prey, food web, food chain, non-living, living, carnivore, herbivore, omnivore, scavenger
	Learners will investigate properties of light.	Physical Science	Natural light, artificial light, white light, properties of light, absorption, transmission, reflection, refraction, opaque, transparent, translucent, dispersion, electromagnetic, prism, shadow
	Learners will investigate how light is used.	Physical Science	Optics, optical devices
	Learners will investigate sound in the environment.	Physical Science	Amplify, absorption, acoustics, decibel, noise pollution, echo, volume
	Learners will test how properties of sound change.	Physical Science	Properties of sound, vibration, pitch, frequency, sound wave, hertz, amplitude
	Learners will analyse rocks, minerals, and fossils in the local environment.	Earth and Space Science	Rocks, minerals, fossils, magma, texture, luster, sediment, hardness
	Learners will investigate how the Earth's surface changes over time.	Earth and Space Science	Erosion, deposition, weathering, rock cycle, sedimentary rock, igneous rock, metamorphic rock, geology, geologist
<b>5</b>	Learners will investigate weather.	Earth and Space Science	Weather, climate, water cycle, seasons, atmosphere, hydrosphere, temperature, wind speed, precipitation, cloud formation, weather instruments
	Learners will investigate how weather impacts daily life.	Earth and Space Science	Weather events, weather preparedness, design structures, sea walls
	Learners will construct effective simple and compound machines.	Physical Science	Motion, force, friction, machine, levers, pulleys, screws, wheel and axle, wedge, inclined plane, fulcrum, load,
	Learners will analyse how the body functions to meet its needs.	Life Science	Organs, organ system, digestive system, circulatory system, respiratory system, excretory system, skeletal system, muscular system, nervous system, immunity, vital signs, growth, development, reproduce, infection
	Learners will test how physical and chemical changes affect the properties of matter.	Physical Science	Matter, substances, mixtures, chemical properties, physical properties, chemical change, physical change, mass, dissolve, solid, liquid, gas
<b>6</b>	Learners will test the flow of electrical energy through various materials.	Physical Science	Electricity, conduct, conduction, insulation, conductors, insulators, conductivity, static charge, static electricity, circuits, parallel circuit, series circuit, circuit drawing, switch, electric current,

Grade	Outcome	Theme	Vocabulary
			magnetic field, magnetism, electromagnets, electric generators
	Learners will evaluate renewable and non-renewable sources of energy.	Physical Science	Renewable, non-renewable, energy consumption, energy conservation
	Learners will evaluate factors that influence flight.	Physical Science	Prototype, floating, flying, drag, lift, thrust, propulsion,
	Learners will investigate components of space	Earth and Space Science	Constellations, solar system, universe, moon, tides, eclipse, seasonal cycles, moonrise, moonset, moon phases, revolution, rotation
	Learners will investigate innovations used in space exploration	Earth and Space Science	Space exploration, invention, telescope, satellites, astronaut
	Learners will analyse diversity of life in nature and significant relationships within the natural world.	Life Science	Characteristics, classification, ecosystem, diversity, adaptation, taxonomy, single-celled, multicellular, vertebrates, invertebrates, micro-organisms, phyla, ecological relationships, symbiosis, competition, predation

### Writing Examples for grades 4-6

**Science 4:** Cause and effect diagrams, food web diagrams, flow charts, graphic organizer

For example, students can use cause and effect diagrams to illustrate the effect of human impacts on habitats and use food web diagrams to show the interconnectivity within habitats.

**Science 5:** research report, compare and contrast diagrams

For example, students can research and write a weather report and compare and contrast the structure and function of different body systems using diagrams.

**Science 6:** Infographic, research report, how-to guides

For example, students can make a hypothesis and test the flow of electricity through different circuits creating an infographic, and write report on sources of renewable energy

## Outcome D1: Grade 6 Appendix – Vocabulary Science Continued

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Effective instruction in Tier 3 vocabulary integrates morphology—the study of word parts such as bases, prefixes, and suffixes. By helping students break down and analyze unfamiliar words into meaningful components (e.g., electrostatic = electro- [electricity] + static [not moving]), teachers equip learners with strategies to infer word meanings, decode complex texts, and strengthen spelling and writing skills. Morphological instruction not only improves vocabulary retention but also empowers students to become independent word learners across disciplines.

In the following appendix, sample Tier 3 vocabulary is provided by subject area for Grade 6, along with suggestions for using morphological awareness to support understanding and application. These examples provide practical starting points for integrated, literacy-rich instruction across the content areas.

Vocabulary Word	Word Sum	Definition
Electricity	electric + ity	The flow of electric charge or energy.
Conduct	conduct	To allow energy or heat to pass through.
Conduction	conduct + ion	The transfer of heat or electricity through a substance.
Insulation	Insulat(e) + ion	A material that prevents the transfer of heat or electricity.
Conductors	conduct + or + s	Materials that allow energy to pass through.
Insulators	Insulat(e) + or + s	Materials that prevent energy from passing through.
Conductivity	conduct + ivity	The ability to allow heat or electricity to pass through.
Static charge	static + charge	An electrical charge that stays in one place.
Static electricity	static + electricity	A build-up of electric charge on a surface.
Circuits	circuit + s	Paths for electricity to flow.
Parallel circuit	parallel + circuit	A circuit with multiple paths for electricity to flow.
Series circuit	series + circuit	A circuit with only one path for electricity to flow.
Circuit drawing	circuit + drawing	A diagram that shows how a circuit is built.
Switch	switch	A device that opens or closes a circuit.
Electric current	electric + current	The continuous flow of electric charge.
Magnetic field	magnet + ic + field	The area around a magnet where magnetic forces act.
Magnetism	magnet + ism	The force of attraction or repulsion by magnets.

Vocabulary Word	Word Sum	Definition
Electromagnets	electro + magnet + s	Magnets created by electric current.
Electric generators	electric + generator + s	Machines that produce electricity.
Renewable	re + new + able	Resources that can be replaced naturally.
Non-renewable	non + re + new + able	Resources that cannot be replaced once used.
Energy consumption	energy + consumption	The use of energy.
Energy conservation	energy + conservation	Saving or reducing the use of energy.
Prototype	proto + type	A first or test version of a product.
Floating	float + ing	Staying on the surface of a liquid.
Flying	fly + ing	Moving through the air.
Drag	drag	The resistance force that slows down movement.
Lift	lift	The upward force that helps objects fly.
Thrust	thrust	A force that moves an object forward.
Propulsion	Prop(e)l + sion	The action of driving something forward.
Constellations	constell + ation + s	Groups of stars forming patterns in the sky.
Solar system	solar + system	The Sun and everything that orbits it.
Universe	universe	All space, time, matter, and energy.
Tides	tide + s	The rise and fall of ocean levels.
Eclipse	eclipse	When one space object blocks another from view.
Seasonal cycles	season + al + cycles	Patterns of change in nature during seasons.
Moonrise	moon + rise	The time when the Moon appears above the horizon.
Moonset	moon + set	The time when the Moon disappears below the horizon.
Moon phases	moon + phases	The changing appearance of the Moon from Earth.
Revolution	Revolv(e) + u + tion	The movement of an object around another object.
Rotation	rotate + ion	The spinning of an object around its axis.
Space exploration	space + explor(e)+ ation	The study of space beyond Earth.
Invention	invent + ion	A new device or method created by people.
Telescope	tele + scope	A tool to make distant objects appear closer.
Satellites	satellite + s	Objects in space that orbit planets.
Astronaut	astro + naut	A person trained to travel into space.
Characteristics	character + istic + s	Features or qualities of something.

Vocabulary Word	Word Sum	Definition
Classification	class + ification	Sorting things into groups based on traits.
Ecosystem	eco + system	A community of living and non-living things interacting.
Diversity	diverse + ity	A variety of different types of things or living beings.
Adaptation	adapt + ation	A change that helps a species survive.
Taxonomy	tax + onomy	The science of classifying living things.
Single-celled	single + cell + ed	Made of only one cell.
Multicellular	multi + cellular	Made of many cells.
Vertebrates	vertebr + ate + s	Animals with a backbone.
Invertebrates	in + vertebr + ate + s	Animals without a backbone.
Micro-organisms	micro + organism + s	Tiny living things only seen with a microscope.
Phyla	phyla	Large groups used to classify living things.
Ecological relationships	ecology + relationships	Connections between living things in an ecosystem.
Symbiosis	sym + biosis	A close relationship between two different species.
Competition	Compet(e) + ition	When living things fight for resources.
Predation	Predate(e) + ion	When one animal hunts and eats another.

## Outcome D1: Grade 6 Appendix –Vocabulary Health Education

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Tier 3 vocabulary refers to low-frequency, subject-specific terms that are essential for understanding academic content in disciplines such as Science, Social Studies, and Health. These words often carry precise meanings within a given subject and are typically not encountered in everyday conversation. Because students are unlikely to acquire Tier 3 vocabulary through exposure alone, these terms must be taught explicitly and purposefully within the context of content area instruction.

Teaching Tier 3 vocabulary is critical for building background knowledge and supporting comprehension. When students understand the language of a subject, they are better equipped to engage with key concepts, analyze complex ideas, and communicate their learning effectively. Developing strong academic vocabulary also supports educational equity by ensuring all students have the tools needed to access and succeed with rigorous content. This work is reinforced by Tier 2 vocabulary instruction (see Appendix A), which builds the broader academic language needed across subjects.

Some vocabulary terms may overlap between Tier 2 and Tier 3 depending on context, for example, words like *cycle*, *energy*, or *balance* may appear in everyday academic discourse or take on specialized meanings in Science or Health. Teachers should use their professional judgment to determine when to emphasize each tier. Additionally, it is important to teach multiple-meaning words explicitly, as terms like *right* (as in correct, directional, or legal entitlement) can confuse students if context is not made clear. These nuances must be addressed directly through discussion, modeling, and application in real contexts to support deeper understanding and retention.

Grade	Outcome	Theme	Vocabulary
3	Learners will develop skills that foster emotional literacy.	Emotional Literacy	Emotions, Brain, Persevere, Regulate, Practice, Nervous System, Comfortable, Uncomfortable, Anxious, Uncertain, Embarrassed, Disappointment, Respectful, Disrespectful, Verbal, Non-verbal, Express, Conflict, Violent, Violence
	Learners will explore ways healthy relationships are nurtured.	Healthy Relationships	Boundary, Boundaries, Refuse, Bodies, Conflict, Apology, Repair, Relationship, Identity, Stereotype, Discrimination
	Learners will identify safe and effective strategies for personal safety and injury prevention.	Personal Safety and Injury Prevention	Risk, Scenario, Alcohol, Tobacco, Drug, Emergency, Emergencies, Instinct, Unsafe, Personal, Information, Online
	Learners will explore habits that contribute to a healthy mind, heart, body, and spirit.	Healthy Habits	Movement, Stretch, Immune, Virus, viruses, Hydrate, hydrated, Rest, Growth, Change
4	Learners will investigate how health behaviours impact physical, mental,	Health Behaviours	Dimensions, Recommendations, Diet, Physically Active, Transportation, Respect, Responsibility, Reciprocity, Relationships

Grade	Outcome	Theme	Vocabulary
	emotional, social, and spiritual health		Outdoors, Spiritual, Technology, Internet, Communication, Communicable, Disease, Transmission, Myths
	Learners will investigate the components of mental health literacy	Mental Health Literacy	Brain, Function, Calm, Stress, Response, Leisure, Mental Health, Greif, Empathy, Circumstances
	Learners will investigate sexual health and reproductive health information	Comprehensive Sexual Health Education	Puberty, Self-worth, Self-respect, Body Image, Terminology, Internal, External, Reproduction, Cultural, Perspectives, Reliable, Hygiene, Gender, discrimination, Identity, Stereotypes, Biases
	Learners will analyze how safe and healthy relationships impact physical, mental, emotional, social, and spiritual health	Safe and Healthy Relationships	Relationship, Interrelated, Interdependent, Traits, Characteristics, Friendship, Boundaries, Establish, instincts, Grooming, Luring, Appropriate, Dimensions
	Learners will analyze the impacts of substances on the health and safety of children	Substance Misuse Prevention	Marketing, Tactic, Persuasive, Advertising, Consumption, Messaging, Verify, Substance, Problematic.
5	Learners will investigate how health behaviours impact physical, mental, emotional, social, and spiritual health	Health Behaviours	Systems, Communities, oral Health, Physical Activity, Motivate, Digital, Engagement, Influences, Encounter, Viral, Bacterial, Contributions, Impact, Injury, Communicable, Disease, Transmission
	Learners will investigate the components of mental health literacy	Mental Health Literacy	Brain, Function, Trauma, Stress, Anxiety, Adapt, Emotional Cues, Empathize, Coping, Strategies, Grieving, Resilience, Help-seeking, Support, Services
	Learners will investigate sexual health and reproductive health information	Comprehensive Sexual Health Education	Puberty, Reproduction, Process, Menstrual, Menstruation, Ejaculation, Fertilization, Conception, Pregnancy, Body Image, Gender, Sexuality, Representation, Media, Advocate, Reliable, Unreliable, Relevant, Discrimination, Stereotypes, Biases
	Learners will analyze how safe and healthy relationships impact physical, mental, emotional, social, and spiritual health	Safe and Healthy Relationships	Societal, Cultural, Religious, Femininity, Masculinity, Empowerment, Gener-based Violence, Equality, Inequality, Limit, Intervene, bystander, direct, indirect, boundary, luring, grooming, witness.
	Learners will analyze the impacts of substances on the health and safety of children	Substance Misuse Prevention	Marketing, tactic, persuasive, advertising, over-consumption, caffeine, impaired, prescription, non-prescription, medicine, substance, problematic

Grade	Outcome	Theme	Vocabulary
6	Learners will investigate how health behaviours impact physical, mental, emotional, social, and spiritual health	Health Behaviours	Food sovereignty, diverse, identity, engagement, technology, attention, vaccine, beverage, prevent, communicable,
	Learners will investigate the components of mental health literacy	Mental Health Literacy	Prefrontal cortex, vaping, mental illness, stigma, resilience, failure, ceremony, rituals, treatment, overcome
	Learners will investigate sexual health and reproductive health information	Comprehensive Sexual Health Education	Sexual health, sexuality, sexually transmitted infections, blood-Bourne illness, reproductive, human rights, puberty
	Learners will analyze how safe and healthy relationships impact physical, mental, emotional, social, and spiritual health	Safe and Healthy Relationships	Equitable, romantic, coercion, controlling, microaggression, consent, non-consent, assertiveness, boundaries, victimization, luring, cyberbullying, bystander, intervene,
	Learners will analyze the impacts of substances on the health and safety of children	Substance Misuse Prevention	Advertisements, normalize, traditional, tobacco, cannabis, vape products, healing

## Outcome D1: Grade 6 Appendix – Vocabulary Health Continued

Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.

Effective instruction in Tier 3 vocabulary integrates morphology—the study of word parts such as bases, prefixes, and suffixes. By helping students break down and analyze unfamiliar words into meaningful components (e.g., electrostatic = electro- [electricity] + static [not moving]), teachers equip learners with strategies to infer word meanings, decode complex texts, and strengthen spelling and writing skills. Morphological instruction not only improves vocabulary retention but also empowers students to become independent word learners across disciplines.

In the following appendix, sample Tier 3 vocabulary is provided by subject area for Grade 6, along with suggestions for using morphological awareness to support understanding and application. These examples provide practical starting points for integrated, literacy-rich instruction across the content areas.

Vocabulary Word	Word Sum	Definition
Food sovereignty	food sovereignty	The right to healthy and culturally appropriate food produced through sustainable methods.
Diverse	diverse	Showing variety or differences.
Identity	ident + ity	Who someone is, including characteristics and beliefs.
Engagement	engage + ment	Active participation or involvement.
Technology	techno + logy	Tools, machines, or methods used to solve problems.
Attention	attend + tion	Focus or concentration on something.
Vaccine	vaccin + e	A substance that protects the body from disease.
Beverage	bever + age	A drink, such as water or juice.
Prevent	pre + vent	To stop something from happening.
Communicable	Communicat(e) + able	Able to be spread from one person to another.
Prefrontal cortex	pre + front + al + cortex	The part of the brain responsible for decision-making and self-control.
Vaping	vape + ing	The act of inhaling vapor from an electronic cigarette or device.
Mental illness	mental + illness	A condition that affects a person's thoughts, feelings, or behavior.
Stigma	stigma	Negative labels or judgments placed on people.
Resilience	resil + ience	The ability to recover from difficulties.
Failure	fail + ure	The lack of success in doing something.

Vocabulary Word	Word Sum	Definition
Ceremony	ceremon + y	A formal event or ritual marking a special occasion.
Rituals	ritual + s	Traditional actions or ceremonies done regularly.
Treatment	treat + ment	Medical care or methods to help someone heal.
Overcome	over + come	To successfully deal with or defeat a challenge.
Sexual health	sexual health	Well-being related to sexual development and relationships.
Sexuality	sexual + ity	How people experience attraction or express gender identity.
Sexually transmitted infections	Sexual + ly + transmit + ed + infections	Diseases spread through sexual contact.
Blood-Bourne illness	blood + borne + illness	Diseases carried and spread through blood.
Reproductive	re + product + ive	Relating to creating offspring or reproduction.
Human rights	human + rights	Basic freedoms and protections for all people.
Puberty	puber + ty	The stage when a child's body matures into adulthood.
Equitable	equity + able	Fair and inclusive for all people.
Romantic	romance + tic	Relating to love or close emotional connections.
Coercion	coerce + ion	Pressuring someone to do something against their will.
Controlling	control + ing	Exercising power over someone or something.
Microaggression	micro + aggression	Small, often unintentional, acts of discrimination or disrespect.
Consent	consent	Permission given freely and clearly.
Non-consent	non + consent	The absence of clear, willing permission.
Assertiveness	assert + ive + ness	Confidently expressing needs or opinions.
Boundaries	bound + ary + ies	Limits that protect personal space and well-being.
Victimization	victim + ize + ation	The act of causing someone to be harmed or exploited.
Luring	lure + ing	Attracting someone, often in a deceptive way.
Cyberbullying	cyber + bullying	Bullying that takes place online or through technology.
Bystander	by + stand + er	A person who witnesses a situation but is not directly involved.
Intervene	inter + vene	To step in and take action to help.

Vocabulary Word	Word Sum	Definition
Advertisements	Advertis(e) + ment + s	Messages promoting products, ideas, or services.
Normalize	normal + ize	To make something seem normal or acceptable.
Traditional	tradition + al	Based on long-established customs or beliefs.
Tobacco	tobacco	A plant whose leaves are used for smoking or chewing.
Cannabis	cannabis	A plant used for medical or recreational purposes.
Vape products	vape + products	Devices or substances used for vaping.
Healing	heal + ing	The process of becoming healthy again.

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