

# English Language Arts Grade 6

*At-a-Glance*

*DRAFT*

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English Language Arts Grade 6 – At A Glance

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

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

## A1: Foundations of Language

### Rationale

Oral language development is an essential pillar of early literacy. Research underscores the importance of fostering a rich linguistic environment that encompasses both expressive and receptive language skills. In grade 6, students continue to practice and develop essential skills, including vocabulary, syntax, discourse, and pragmatics. Teachers play a pivotal role in creating opportunities for language-rich activities, encouraging active participation in discussions, and promoting storytelling to enhance narrative skills. Emphasis is placed on fostering a supportive and inclusive classroom atmosphere that values diverse language backgrounds and encourages language exploration. The integration of literacy-focused activities further aids in the holistic development of oral language proficiency.

### Indicators

- Select and use listening strategies by asking questions to clarify understanding and respond to others in different contexts, including cultural contexts.
- Identify and use oral and non-verbal communication strategies to understand or communicate ideas and meaning
- Use explicitly taught vocabulary, syntax, and grammar to expand on communicating ideas and information.

### Instructional Scope

#### Listening and Communicating for Comprehension

**Selecting listening strategies:** Selecting listening strategies involves choosing techniques that best support understanding in each situation. Factors such as the speaker, context, purpose, and cultural background all influence which strategies (e.g., asking questions or using visual cues) are most effective. Guiding students to make intentional choices helps them become more responsive and confident listeners.

**Active listening:** Active listening involves paying close attention to the speaker, understanding their message, and responding thoughtfully. This includes strategies for focusing attention, decoding messages, remembering information, and responding appropriately.

**Before, During, and After Listening:** Students require explicit instruction and time to practice a variety of strategies they can apply. These include setting listening goals, engaging with the message actively,

and reflecting on and evaluating the information received.

**Cultural Awareness in Listening Comprehension:** Recognize and value the various ways that students use to express themselves are influenced by their cultural backgrounds. This involves becoming familiar with the cultural contexts and language dialects of students to enhance comprehension of verbal and non-verbal communication.

**Authentic oral communication:** Authentic communication involves simulated or real-world listening and speaking opportunities that are relevant and meaningful to students. This includes incorporating various perspectives and voices, including those of the Mi'kmaw, Acadian, African Nova Scotian, and Gael communities, and understanding the importance of traditions in preserving cultural heritage.

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

**Audience Awareness:** Effective oral communication involves adjusting communication strategies based on the audience and context. Students can practice speaking in front of different audiences as they learn to interact in various contexts.

### Oral and Non-Verbal Communication Strategies

**Identify and Use Non-Verbal Cues:** Non-verbal communication has a significant impact on the interpretation and communication of spoken language. Recognizing and interpreting facial expressions and body language, such as gestures, posture, and movement, can enhance the meaning of spoken words. While eye contact can show attention and interest, it's important that students are familiar with how it varies across cultures.

**Culturally Responsive Communication:** Formal and informal contexts for listening and speaking foster literacy skills and understanding across different cultures.

**Messages and Information:** Understanding or contributing to the meaning of messages (themes, lessons, central ideas) or information (specific facts, details, data) provides opportunities for students to consider how they can use oral and non-verbal information to support their understanding. Students can begin to use context clues, such as using the surrounding words, sentences, and situation to infer the meaning of unfamiliar words or statements.

### Vocabulary, Word Choice, Syntax, and Grammar in Oral Communication

**Vocabulary Development:** Students develop their vocabulary, including subject-specific words, definitions, usage and context, through a combination of explicit instruction and contextual learning as part of speaking and listening experiences. Learning about morphology supports students' abilities to understand and generate new words. Talking about new vocabulary allows students to choose words that best fit their intended meaning. Including new words that are culturally relevant to students ensures that their identities and means of expression are valued and shared.

**Syntax:** Students can practice composing simple, compound and complex sentences orally. Understanding the role of intonation, pauses, and emphasis in spoken language reinforces students' understanding of punctuation and mechanics in spoken and written texts. Exploring varied sentence structures in oral communication helps students to communicate clearly and engage their audience.

**Grammar:** Talking about the parts of speech in oral language (nouns, verbs, etc.) supports students' understanding of how to use them correctly in spoken sentences. Students can explore the use of adjectives and adverbs to add detail to spoken sentences.

**Oral Traditions and Storytelling:** Incorporate storytelling activities that reflect the oral traditions of many cultures to encourage students to listen and share. This helps to foster communal learning and appreciation for the different ways stories are shared.

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

### A2: Foundations of Language

#### Rationale

Integration of phonics knowledge, orthographic knowledge, and vocabulary are essential for reading and writing success. Explicit vocabulary instruction enhances comprehension and word usage in reading and writing. Additionally, reading fluency, which involves reading text accurately with growing automaticity and proper expression, is crucial for developing comprehensive literacy proficiency. These combined skills ensure students can decode and encode words effectively, comprehend text deeply, and read smoothly to achieve overall literacy success.

#### Indicators

- Use phonics and orthographic knowledge to fluently read, spell, and pronounce multisyllabic words.
- Use morphological knowledge to understand, read and spell words with increasing independence.
- Recognize and use vocabulary developed through implicit learning, explicit instruction, and word awareness.
- Read texts fluently with accuracy, pacing, and expression to support comprehension.

#### Instructional Scope

##### Word Level Reading and Spelling: Using Phonics Knowledge

**Phonics Knowledge:** Using consolidated phonics knowledge helps students break down and read multisyllabic words accurately by recognizing and blending phonemes. Encourage students to apply their understanding of common syllable patterns and rules to decode and spell longer words encountered in various texts.

##### Word Level Reading and Spelling: Using Orthographic Knowledge

**Orthographic Knowledge:** The recognition and application of conventional spelling patterns in English, including the knowledge of how letters combine to represent sounds and the use of specific letter patterns and sequences, support students in developing strong decoding and encoding abilities.

**Accuracy in Decoding and Encoding:** Using orthographic knowledge allows students to read and spell words more accurately by recognizing and applying these spelling patterns with automaticity.

##### Vocabulary Development

**New Vocabulary:** Vocabulary development lays the foundation for language development and reading comprehension. By understanding new words and their meanings and applying them in various contexts, students can clearly express their ideas and comprehend the texts they read.

**Commonly Used Words:** The ability to understand and accurately use words frequently encountered in spoken and written communication, especially those relevant to students' lived experiences and learning environments, allows children to understand and participate in conversations and learning experiences.

## Learners will **apply** understanding of foundational language knowledge and skill when reading and writing. (cont.)

**Subject-Specific Words:** Learning vocabulary that is specific to the subject being explored helps students to comprehend and engage with content-specific texts and discussions, enhancing their understanding.

### **Developing Morphological Knowledge:**

Understanding prefixes, suffixes, and root words helps students decode and infer the meanings of new words they encounter in texts. Breaking down unfamiliar words into their component parts and manipulating word parts, such as adding or removing prefixes and suffixes, enhances students' ability to apply this knowledge in various reading and writing contexts.

### **Reading Fluency: Accuracy, Rate, and Prosody**

**Fluent Reading:** The ability to read fluently is critical as it enables students to focus less on decoding individual words and more on comprehending the text. This shift is essential and often considered the bridge for building robust reading comprehension skills.

**Accuracy:** Accurate decoding is foundational for effective reading fluency. It involves ensuring that students can correctly identify and pronounce each word. This accuracy is essential because it forms the basis for all other aspects of reading fluency, supporting the development of more advanced literacy skills.

**Automaticity:** Automaticity in reading refers to the ability to recognize words quickly and effortlessly. Developing automaticity allows students to read without having to pause and decode each word consciously, which frees up cognitive resources to focus on comprehending the text.

**Pacing:** Controlled pacing in reading is important. It helps students maintain a rhythm that supports understanding without rushing or slowing down excessively. Pacing that aligns with the learner's current proficiency level ensures that reading remains both fluent and comprehensible.

**Expression and Intonation:** Reading with expression involves teaching students how to interpret and use signals in the text, such as punctuation and syntax. Reading aloud with intonation, pitch, and volume not only enhances the emotional and semantic interpretation of the text but also improves oral reading skills. Students practice these techniques to engage more deeply with both the narrative and informational texts.

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

## A3: Foundations of Language

### Rationale

Knowledge of syntax and print concepts is essential for the development of reading and writing skills. When students can apply this knowledge, it enhances both accuracy and fluency. By developing these foundational skills, students gain the tools needed for interpreting and creating text meaningfully. Research shows that there is a strong reciprocal relationship between oral language, reading, and writing. Proficiency in oral language contributes to better reading comprehension and writing abilities. As students begin to read and write more, their oral language skills also improve, creating a process of continuous growth.

### Indicators

- Use different sentence types to communicate clearly, including complex sentences to show relationships between ideas.
- Recognize how different parts of speech work in sentences to communicate clearly, support reading comprehension and writing.
- Use capitalization and a variety of punctuation correctly, to communicate clearly.

### Instructional Scope

#### Syntax and Sentence Structure

**Sentence Structure:** Understanding the structure of sentences, such as identifying the subject and predicate provides students with the foundation to create both simple and compound-complex sentences. As they apply this knowledge, they develop the ability to write with greater variety and clarity, strengthening their overall communication skills.

**Compound sentence:** Students write compound sentences by joining two related simple sentences with a coordinating conjunction such as *and*, *but*, or *so*. This allows them to express more complex ideas and show relationships between thoughts in their writing.

**Compound-Complex Sentence:** A compound-complex sentence combines two or more independent clauses with at least one dependent clause. It shows how ideas are related by joining them with conjunctions such as *because*, or *although*. Writers use compound-complex sentences to add variety and show more precise relationships between their thoughts.

**Complex Sentence:** A complex sentence includes one independent clause and at least one dependent clause. It uses conjunctions such as *because*, *although*, or *when* to show how ideas are connected. Writers use complex sentences to explain relationships between ideas and add depth to their writing.

**Syntax:** Understanding syntax helps students to appreciate how different parts of a sentence fit together to make meaning. Arranging words and phrases into sentences helps students develop writing skills.

**Written Composition:** Students can practice writing sentences in a variety of ways. Using sentence starters, writing prompts, and sentence frames support their understanding of sentence structure.

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

### Grammar

**Parts of Speech:** Identifying the basic parts of speech (e.g., nouns, verbs, conjunctions) and their roles in sentence construction helps students understand how to comprehend and compose grammatically correct sentences.

**Supporting Reading and Writing:** Identifying parts of speech in oral language helps students understand how words function in sentences, which aids in decoding and comprehending texts. This understanding enables them to compose grammatically correct and varied sentences in writing.

### Capitalization and Punctuation

**Rules of Capitalization:** Knowing the rules of capitalization is important because it helps readers understand the beginning of new sentences and recognize proper nouns. This knowledge clarifies meaning and supports accurate comprehension of text. When applied to writing, it enhances the readability of text, aiding in effective communication.

**End Punctuation:** Knowing different kinds of end punctuation supports readers in identifying the end of a sentence, and it helps to convey the intended tone and meaning of a sentence. Proper use of periods, question marks, and exclamation points guides students in understanding statements, questions, and expressions of emotion or emphasis that support comprehension and communication.

**Quotation Marks:** Understanding the use of quotation marks helps students accurately punctuate dialogue and quoted text. Teach students to identify and use quotation marks to indicate when someone is speaking or when text is taken directly from another source. This practice enhances their ability to structure written conversations clearly and attribute sources properly.

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

## B1: Comprehension

### Rationale

Understanding text forms and organizational structures is essential for comprehending a wide range of texts that reflect diverse perspectives. By identifying narrative, opinion/argumentative and informational texts, recognizing their organizational structures, and interpreting the role of visual elements, students enhance their ability to decode and comprehend a variety of texts. Recognizing elements of style in text equips students with the skills to appreciate author's choices and understand deeper meanings. This knowledge lays the foundations for critical reading skills, enabling students to engage meaningfully with various literary forms and cultural narratives.

### Indicators

- Use knowledge of different text forms and organizational structures to support comprehension.
- Examine organizational structures and text features and apply this knowledge to support reading comprehension.
- Examine the relationship between visual elements, visual design and text, describe how they communicate meaning.
- Describe elements of style and explain how each element helps create meaning of various text forms and genres.

### Instructional Scope

#### Text Forms

**Text Forms:** Understanding the common elements of narrative, opinion and informational text forms enhances students' comprehension. Recognizing the unique characteristics and purposes of each text form supports students' ability to identify and engage with a variety of texts.

**Narrative Texts:** Narrative texts tell a story with a clear beginning, middle, and end. They include characters, a setting, and a sequence of events that build toward a problem and resolution. Writers use descriptive details, dialogue, and strong word choices to engage the reader and bring the story to life.

**Opinion Texts:** Opinion text is a type of writing where the author shares what they think or believe about a topic. The writer gives reasons to support their opinion and often includes examples to explain why they feel that way. Opinion texts help readers understand the writer's point of view.

**Informational Texts:** Knowledge of informational texts, which are designed to explain, inform, or instruct, improves students' ability to identify and process information. Understanding features like headings, bullet points, and factual statements aids in navigating and comprehending texts such as reports, fact books, and how-to guides.

#### Text Patterns and Features

**Organizational Structures:** Exploring text patterns or organizational structures, such as sequence/chronological order, description, cause and effect, and comparison, supports students in understanding how a text is organized. This understanding enhances students' ability to comprehend texts and remember information.

**Text Features:** Text features aid in text and support comprehension. Students can examine titles, images, illustrations, and other text features to support their understanding of information and ideas.

## Learners will apply knowledge of text forms and organizational structures to comprehend texts. (cont.)

**Navigating Text:** Knowledge of organizational structures and text features helps students identify a text's main ideas and key details. It enables students to navigate the text efficiently, predict content, and understand the author's purpose and how information is presented. Recognizing text features such as headings, subheadings, and captions aids in locating information quickly and understanding importance. This knowledge enhances students' ability to synthesize and retain the information they read.

### Visual Elements of Text

**Types of Visual Elements:** Visual elements include illustrations, diagrams and charts, photographs, and other visual media. Knowing how visual elements are integrated with related texts, such as how captions explain images, improves students' ability to interpret and connect information.

**Enhancing Comprehension:** Visual elements often provide additional context or information to support a text. Understanding how these elements relate to the text helps students grasp the author's main idea and details more effectively.

**Support for Reading and Writing:** Identifying the relationship between visual elements and related texts students' reading comprehension and their ability to use visuals effectively in their writing to enhance communication.

### Elements of Style

**Engagement and Understanding:** Identifying elements of style such as word choice, sentence structure, tone, and figurative language helps students understand how authors shape meaning in a text. Each element works together to create a specific mood, emphasize ideas, or influence the reader's response. By identifying and explaining these features, students gain deeper insight into both the text and the author's purpose.

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

## B2: Comprehension

### Rationale

The ability to use comprehension strategies is essential for developing proficient readers who can navigate and understand a variety of texts. Identifying the purpose for reading texts helps students set goals and engage with the material more effectively. Making and confirming predictions using background knowledge and evidence from the text encourages active reading and critical thinking. Monitoring comprehension strategies, such as self-questioning and summarizing, allows students to assess their understanding continuously and address any misunderstandings effectively. Making connections between texts and their own experiences helps students relate new information to what they already know, fostering deeper understanding and retention. Finally, identifying the main idea in texts enables students to grasp the essential message, aiding in the synthesis and application of information. These strategies not only enhance students' reading, listening and viewing skills but also prepare them to engage with diverse perspectives and experiences, promoting empathy and critical awareness. By developing these strategies, students become confident, independent readers capable of comprehending and analyzing a wide range of texts.

### Indicators

- Use both implicitly learned and explicitly taught background knowledge to support comprehension before and during reading
- Identify and describe the purpose for reading a text and develop reading goals to support this purpose.
- Use strategies to support reading goals. Identify when comprehension has broken down and select strategies to clarify meaning.
- Make inferences using implicit and explicitly taught background knowledge and evidence from the text to support comprehension.

### Instructional Scope

#### Background Knowledge

**Background Knowledge:** To support comprehension, students need background knowledge. Background knowledge provides a framework of understanding based on prior experiences and learned information. It provides students with the context and vocabulary they need to anticipate events or concepts and make informed guesses.

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

**Purpose for Reading:** Knowing why they are reading, whether to learn something new, follow instructions, or enjoy a story, helps students to apply appropriate comprehension strategies and improves their understanding of text. Identifying and describing a purpose fosters an intentional approach to reading that supports the development of critical thinking, improves retention, and makes reading a more enjoyable experience for students. Over time, it enhances students' ability to select texts that match their interests or information needs.

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

### Strategies to Support Comprehension

**Reading goals and Monitoring Comprehension:** To support reading goals, students use strategies such as questioning, rereading, and clarifying vocabulary to deepen understanding and make meaning from texts. When comprehension breaks down, students are taught to monitor their thinking and select appropriate strategies to restore meaning such as going back to reread, asking questions, or using morphology to figure out unknown words. These metacognitive skills help students become more independent, engaged, and strategic readers.

**Reading Strategies:** Recognizing when comprehension has broken down is an important part of becoming an active and independent reader. When students notice confusion or gaps in understanding, they can use strategies to clarify meaning. These skills help students stay engaged and make sense of what they read and encourages students to revisit the text to clarify their understanding, reinforce new information, and provide deeper engagement as they monitor their comprehension.

**Metacognitive Awareness:** Being able to identify the reading comprehension strategies that support students in comprehending various texts enhances their metacognitive awareness. When students can recognize the specific strategies they employ during reading, they develop the ability to recognize when they are using effective strategies and when adjustments are needed, and to refine their reading strategies over time.

**Identifying Details:** Identifying key details helps students understand how the author builds and explains the central message. These details provide evidence and examples that clarify and reinforce the main idea.

### Making Inferences

**Building Background Knowledge:** When students are introduced to topics, new vocabulary, and concepts before reading, it provides understanding that students can draw from to infer. Accessing background knowledge allows students to use their existing knowledge to fill in gaps between what is explicitly stated and what can be understood implicitly.

**Making Inferences:** Learning to use clues from the text, along with their own knowledge and experiences, allows students to go beyond the text to understand deeper messages that are not explicitly stated. Students begin to read between the lines to understand deeper meaning. Inferences help students think beyond the surface and make sense of characters, events, or ideas.

**Using Evidence from Text:** Text evidence is when students find proof in a text, story or article to support their thinking. It can be words, actions, or details that help explain or justify an answer or idea. When readers make a claim or an inference, they use evidence from the text to show how they know it's true.

**Combining Evidence:** Students can begin to combine textual and visual evidence with their background knowledge and experiences to make informed inferences. Over time, drawing inferences fosters critical thinking and deeper comprehension.

**Identifying Implied Information:** When students have opportunities to talk about the text, they can explain their thinking about what they believe the author implies and use evidence from the text or their own knowledge to support their thinking.

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

### B3: Comprehension

#### Rationale

Developing critical thinking skills in students enables them to engage deeply with texts, analyzing and evaluating how different perspectives and topics are presented across various genres. Research underscores the importance of students not only understanding texts at a surface level but also questioning and critiquing the viewpoints and ideas presented. By applying critical thinking, students begin to learn to consider different perspectives in relation to their own. Additionally, critical thinking enables students to make connections across different texts and real-life situations. These skills prepare students to eventually navigate complex texts and information in their everyday lives.

#### Indicators

- Recognize literary devices and rhetorical techniques in texts and describe how they contribute to the meaning.
- Identify the point of view in texts.
- Analyse how the author's use of literary elements in various texts influences a reader's understanding and interpretation of the text.

#### Instructional Scope

##### Literary Devices

**Literary Devices:** Recognizing literary devices such as similes, metaphors, and repetition helps students understand how authors create meaning, mood, and emphasis in a text. These devices are intentional choices that shape how readers interpret characters, events, and ideas. By identifying and discussing them, students deepen their comprehension and appreciation of the author's craft.

**Rhetorical techniques** are strategies that authors use to persuade, emphasize key points, or engage the reader. These techniques help make writing more effective and convincing. Rhetorical techniques, such as metaphor, or questions, are used to persuade or highlight key points. Students begin to recognize these techniques in texts and begin to understand how they influence the readers.

##### Point of View

**Point of View:** Identifying the point of view in a text helps students understand who is telling the story and how that perspective shapes the information or events presented. Whether it's first-person, third-person, or another viewpoint, the narrator's position influences what details are shared and how readers interpret the text. Recognizing point of view supports deeper comprehension.

##### Analysis and Response

**Textual Elements:** Identifying textual evidence that reveals the narrator's point of view, such as the narrator's thoughts, feelings, and descriptions, helps students begin to understand how the narrator's perspective shapes the narrative.

**Visual Elements:** Recognizing the role of visual elements, such as illustrations, diagrams, and charts, in providing additional context and clues is essential. Visuals can support and enhance textual information, guiding students to infer meanings and themes that contribute to their comprehension of a text.

## Learners will analyse a variety of texts that represent individuals with diverse identities, perspectives, cultures and experiences. (cont.)

**Analysing:** Analysing how an author uses literary elements such as setting, character, plot, and theme helps students understand how these choices shape a reader's experience and interpretation. These elements work together to develop meaning,

guide emotions, and highlight important ideas. By examining them closely, students can better understand the author's purpose and the deeper messages within a text.

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

## C1: Composition

### Rationale

Pre-writing is a foundational stage of the writing process that is essential for developing writers who can effectively convey their ideas in various contexts. By developing pre-writing skills and strategies for various texts, students can communicate their messages effectively to various audiences. By engaging in activities that integrate these skills, students learn to articulate thoughts clearly and creatively, adapt their message to suit specific purposes, and understand others' communications. Research reflects that effective pre-writing activities lead to more coherent and well-structured texts. Pre-writing also fosters motivation and engagement by allowing students to explore and refine their ideas before drafting.

### Indicators

- Identify strengths and areas for growth for and develop relevant writing goals.
- Describe the topic, audience, and purpose for writing.
- Use explicitly taught strategies to generate and document ideas or topics for writing.
- Use explicitly taught strategies to organize writing

### Instructional Scope

#### Setting Personal Writing Goals

**Pre writing:** Pre-writing helps students plan, gather and organize their ideas before they start writing. This can include brainstorming, drawing, or talking about their topic, students can think about what they want to say and how to say it.

**Writing Goals:** Identifying strengths and areas for growth allows students to reflect on their writing and set meaningful, personalized goals. By recognizing what they do well and where they need improvement such as organization, sentence variety, or word choice students can focus their efforts and track progress over time. This reflective practice supports confidence, independence, and ongoing development as writers.

#### Purpose and Audience

**Purpose and Audience:** Writers consider who they are writing for and why. Understanding audience and purpose influences text structure (organization, text type selection) and writing craft (tone, voice, and word choice).

**Identifying Topics:** Identifying the topic is the first step in the pre-writing process. It involves selecting a subject that will guide the content and direction of the writing. As students become more familiar with identifying topics for their writing, they can begin to consider the purpose of their writing, what they want to communicate to their audience.

**Identifying the Audience:** Understanding the audience is essential for effective writing. Students can consider who their intended readers are and develop the content to meet the needs of their audience.

**Identifying the Purpose:** Thinking about the topic and the why of their writing can help students to better understand their purpose for writing. A writer's purpose could be to tell a story, to explain something, or to persuade their audience of an idea. When students are clear on their purpose, it helps to ensure that their writing is focused and effective, and guides their word choice, tone, and writing structure.

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

**Relevance and Interest:** Students can begin to understand the importance of choosing topics that are relevant and interesting to their audience. This connection helps to ensure that the writing process is engaging and meaningful.

### Developing Ideas or Content

**Explicitly Taught Strategies:** Using explicitly taught strategies such as brainstorming or using graphic organizers helps students generate and document ideas. These strategies support students in organizing their thinking, exploring topics, and building confidence as they begin the writing process.

**Generating Ideas:** Exploring different ways to generate ideas fosters creativity and supports students in developing their own unique voices. By practicing different strategies, students learn to express their thoughts and ideas. Through strategies like group discussions, prompts, and read-alouds, students can develop their ideas. Using brainstorming techniques, drawing inspiration from text and experiences, and responding to prompting questions all support students in learning to generate a wide range of ideas for writing.

### Organizing Content

**Organizational Structure:** Students continue to learn to outline, sequence events, and/or use graphic organizers to plan text structure. By exploring how authors use different ways to organize texts, students learn to organize their own thoughts and ideas as they develop their own writing.

### Develop Strategies for Organizing Writing:

Organizing their writing helps students understand that organization means putting their ideas in a clear and logical order so that their message is easy to follow. Students can begin to use discussion, outlines, or graphic organizers to begin organizing their ideas and information.

**Apply Strategies to Organize Writing:** Using explicitly taught strategies such as outlining, using sentence or paragraph frames, helps students organize their writing clearly and effectively. These strategies support logical sequencing of ideas, development of main points, and coherence across sentences and paragraphs. With consistent use, students learn to structure their writing to match purpose and audience.

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

### C2: Composition

#### Rationale

By learning to structure their ideas coherently, use appropriate conventions, and engage in revising and editing their work, students build literacy skills that are essential for clear and effective writing. Opportunities for writing authentic texts provide opportunities for students to share their lived experiences, ideas, feelings, and knowledge across a range of genres. Emphasizing the exploration of different text forms, such as narratives, informational texts, and simple poems, supports their understanding of how writing can be adapted for various purposes and audiences. This practice enhances their writing abilities and fosters a love for storytelling and communication.

#### Indicators

- Write fluently by hand and develop word processing skills to support writing.
- Draft texts using knowledge of audience, purpose, topic, and conventions
- Reflect on personal writing goals and use revision strategies to improve content, clarity, and style
- Make edits to drafts to improve accuracy, check for errors, and explore the use of a word processor.

#### Instructional Scope

##### Printing, Handwriting and Word Processing

###### Handwriting

Students continue to write fluently, using correct letter formation and spacing. Fluency at this level frees up cognitive energy to focus on the content of their writing and the writing process.

**Word Processing Skills:** Developing word processing skills supports students in all stages of the writing process from drafting to revising and publishing. Skills such as typing, formatting, using spell check, and organizing text digitally help students write more efficiently and present their ideas clearly.

**Authentic Writing:** Engaging in authentic writing, writing that is meaningful and relevant to students' own lives and experiences provides opportunities for students to compose texts that reflect their identities, cultures, communities, and families. Authentic writing encourages students to express themselves in ways that are true to their unique voices, interests, and perspectives.

##### Producing Drafts

**Writer's Craft:** Grade 6 focuses on helping students develop their voice as writers through writing tasks. Students explore various forms of writing such as narratives, opinion/argument, and informational pieces while continuing to learn to use descriptive language, strong word choice, and sentence variety. Emphasis is placed on planning, revising, and editing to strengthen clarity, organization, and overall impact.

###### Text Form

Students learn that different types of writing such as narratives, informational texts, and opinion pieces have unique features and purposes. Recognizing these forms helps them choose the right structure, style, and language to match their audience and intent. Understanding text forms supports organization and effective communication in their own writing.

## Learners will apply knowledge and understanding of text forms to write a variety of texts. (cont.)

### Drafting with Purpose

Students draft with a clear text form and purpose in mind, shaping their ideas to match audience and intent. They apply knowledge of structure to organize information and communicate meaning effectively. This focus supports thoughtful word choice, sentence variety, and overall clarity in their writing.

**Drafting Texts:** Having an awareness of audience, purpose, topic, and conventions helps students write with clarity and intention. Understanding who they are writing for and why guides their word choice, tone, and organization. Applying knowledge of writing conventions such as grammar, punctuation, and structure supports effective communication and strengthens their message.

**Personal Voice:** When writers express their personal voice, their writing sounds like them. It provides opportunities for students to write about their own thoughts, feelings, and interests in their texts. When students choose topics that they are passionate about or interested in, it supports them in expressing their unique perspectives and experiences. Students can draw from their own lives, experiences, opinions, and ideas to express their voices.

**Dialogue and Expression:** Students can explore mentor texts to see how authors use dialogue to express how characters think and feel. They can use exclamation and punctuation marks to show excitement, curiosity, and other emotions.

**Culturally Responsive Practices:** Encourage students to include authentic experiences and elements in their texts to validate their identities and enhance the richness of classroom discussions and writings.

### Revision

**Reviewing Writing:** When students review their work, and the work of their peers, they begin to learn to evaluate text critically to ensure it meets the intended purpose and audience's needs. Considering feedback is an important way for students to review their writing.

**Revision for Meaning and Craft:** Students learn that revision is more than "fixing mistakes." They revisit clarifying ideas, adding details or evidence to their writing, refine text structure (reordering paragraphs, tightening focus), and enhance syntax (combining or breaking sentences for effect). Revision also invites student to improve word choice, tone, and style to better reach an audience.

**Revision Strategies:** Adding, deleting, or rearranging words and sentences are effective ways to ensure that writing is clear, detailed, and engages the audience.

**Feedback:** Understanding and using constructive comments from others fosters a collaborative writing environment. Feedback supports students in understanding how others perceive their writing, and incorporating others' suggestions helps to ensure clear communication.

### Editing and Proofreading:

**Making Edits:** Learning to edit texts is an important part of the writing process and supports students in assessing and improving their own work. Authentic writing provides opportunities for students to consider the content, organization, and flow of their texts as well as ensuring that the writing is clear, engaging, and appropriate for the intended audience.

**Proofreading:** Students can apply their knowledge to identify and correct errors in the text including grammar and punctuation, spelling, and formatting. Proofreading makes texts easier to read and understanding the message being communicated.

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

### C3: Composition

#### Rationale

Learning to use suitable and effective media, techniques, and tools for publishing and presenting final texts across various genres supports students in developing their communication skills and creativity. As students explore different platforms and formats, their ability to tailor messages for specific audiences and purposes is enhanced. The process fosters technical proficiency, adaptability, and a deeper understanding of the impact of their work, preparing them to communicate effectively using a range of media.

#### Indicators

- Produce and Present text to audiences.
- Reflect on strengths and areas for growth throughout the writing process

#### Instructional Scope

##### Publishing and Presenting Texts

**Production:** To produce texts for an audience, students need to understand that text production involves the writing produced during the drafting and editing process, and in some cases, other elements such as titles, drawings, and pictures.

**Text Layout:** Exploring simple text layouts that encourage students to consider how to include both written text and visual elements supports them in developing engaging texts for publication

**Presentation Strategies:** Students can explore different ways to present their texts, including reading aloud and using visual aids. Opportunities to practice their presentations support students in building their confidence as they learn to communicate their messages clearly.

**Audience Awareness:** When students are given opportunities to consider the needs of their listeners, they can begin to tailor their presentations to various audiences. Growing audience awareness supports students in communicating their messages effectively and clearly.

##### Reflecting and Self Evaluation

**Final Text:** Publishing a final text is a significant step for early writers because it represents their ability to think, plan, write, and refine their work. Choosing techniques and tools for publication is an important step in the writing process that allows students to share their final texts with others and highlight their achievements.

**Strengths and Areas for Growth:** Throughout the writing process, reflecting on strengths and areas for growth helps students become more aware of their progress and in their improvements. By pausing to consider what is working well and what areas to grow, (e.g., ideas, organization, word choice or details) students develop as thoughtful, independent writers.

**Reflecting:** Students reflect on their writing journey from idea generation to final presentation by identifying what went well and what they would like to continue to develop next time. With support students begin to describe how their writing has improved and what goals they might set for next time. This reflection supports goal setting, revision, and long-term growth.

# D1: Learners will apply literacy skills to comprehend and communicate ideas in the content areas.

## D1: Content areas

### Rationale

Students are beginning to bridge the gap between literacy and learning in content-specific subjects such as science, social studies, and health education. They are not just reading and writing for language development, they are learning to use literacy as a tool for inquiry, organization, and explanation across disciplines. Students are introduced to academic vocabulary, learn to gather information from multiple sources, and are encouraged to express their understanding in multimodal ways. These foundational practices help them build critical thinking skills, organize their ideas, and communicate clearly about what they are learning.

### Indicators

- Use subject-specific vocabulary and background knowledge to support reading, writing, and communication in content area.
- Gather and use key information from texts and multiple sources to build, organize and communicate understanding.
- Use information from multiple sources to a cohesive communicate understanding of a content-area concept.
- Use writing and other communication forms to organize, refine, and express ideas for learning in different content areas.

### Instructional Scope

#### Vocabulary and Background Knowledge

**Vocabulary:** Students are introduced to Tier 3 vocabulary specific to content-area topics and are supported in using this language in reading and writing activities. Through direct instruction and purposeful integration of new terms into content area activities, students begin to use content language to refine thinking and deepen understanding.

#### Key Information

**Gather and use key information:** Students learn to gather information from a variety of accessible sources on content area topics. They organize facts to support understanding and help communicate what they've learned. Teachers guide students to identify main ideas, supporting details, and meaningful content connections within learning tasks.

#### Multiple Sources

**Multiple sources:** Students begin to gather information from a variety of sources such as books, videos, and websites and are supported in combining their ideas to communicate and deepen their understanding of a concept. Instruction includes modeling synthesizing and summarizing, use of graphic organizers, and guided practice to help students integrate information.

#### Communication

**Communicating Learning:** Students use writing and other forms of communication to organize and express their thinking across different subjects. They learn to plan, draft, and revise their work to clearly communicate ideas in the content areas. Using different formats, students develop the ability to explain concepts effectively and with purpose. Students express what they've learned through informational writing, presentations, visual representations, etc. Teachers model how to structure ideas for different formats, supporting students in organizing, revising, and sharing their work.

## Skill Descriptions

**Analyse:** Gather and select appropriate information; begin to determine the appropriateness of the information; communicate findings.

**Compose:** Arrange elements in a structured and intentional way to form a cohesive whole

**Demonstrate:** Show a skill or ability clearly and effectively.

**Describe:** Provide a detailed account or explanation

**Develop:** Strengthen skills, knowledge, or understanding through building on acquired or existing abilities

**Draft:** Organize thoughts, ideas, and research into a structured format that can be revised

**Examine:** Consider something carefully in order to understand its nature

**Explore:** Consider, review, or gather information about aspects or components to gain a comprehensive understanding.

**Express:** Convey thoughts, ideas, or feelings through speech, writing, or other forms of communication

**Form:** Write letters (graphemes) correctly, including understanding the shapes, size, and orientation required for each letter.

**Gather information:** Collect facts or details from a text(s) to learn more about a topic.

**Identify:** Locate, select, or distinguish specific elements based on their unique features

**Make and confirm predictions:** Suggest what will happen next in a text based on evidence, then check if the guesses were correct by reading further

**Make connections:** Relate events or ideas in a story to personal experiences, other texts, or the world.

**Make simple edits:** Make small changes or corrections to a piece of writing to improve it.

**Name:** State specific elements

**Present:** Display or deliver information or ideas to others

**Produce:** Apply knowledge and skills to generate a final draft

**Recognize:** Identify by recalling and confirming information, distinguishing from new or unknown elements.

**Revise:** Review and alter a piece of work with the intent to improve its clarity, quality, and effectiveness

**Sort:** Categorize or group items based on shared characteristics or criteria

**Spell:** Arrange letters to form words

**Transcribe:** Use knowledge of letter sounds and word structure to convert spoken words to print

**Use:** Put knowledge or skills into action to complete a task or solve a problem