

**Illustrative Examples**  
**for**  
**English Language Arts**

**Kindergarten to Grade 9**

**January 2000**

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**Illustrative Examples**  
for  
**English Language Arts**

**Grade 6**

**January 2000**

## **PREFACE**

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Grade 6 are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

## **ACKNOWLEDGEMENT**

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

## GRADE 6

### General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



### 1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
<p><b>Express ideas and develop understanding</b></p> <ul style="list-style-type: none"><li>• use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests</li><li>• read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts</li><li>• engage in exploratory communication to share personal responses and develop own interpretations</li></ul>	<ul style="list-style-type: none"><li>• After reading <i>No Coins, Please</i>, students choose other novels of Gordon Korman to read.</li><li>• After doing a report on outer space, a student develops an interest in black holes and goes to the library or uses the Internet to find out more about them.</li><li>• As an introduction to a unit entitled Sky Science, students make a web of what they know about stars, moons and planets. Over the next week, they watch a videocassette on the solar system, read a science magazine on astronomy, look in an electronic encyclopedia for asteroids and constellations, and search a space agency web page. The students revise and expand their web to add or change information, and they discuss these changes with other students.</li><li>• To decide on a specific topic for a report on life in China today, a student searches the Internet and an electronic encyclopedia. The student says, “I’ll research education in China, because I know a bit about it from our text and there’s lots of information on these sites.”</li><li>• Students look at a picture of a crime scene and, in their science response journals, write what they think has happened. They share their responses with a partner.</li><li>• After reading <i>The Trouble with Tuck</i>, students share what they think of Helen’s efforts to keep her dog, discuss similar experiences with family pets and suggest what they might do in like circumstances.</li><li>• After students read <i>Josepha: A Prairie Boy’s Story</i>, they share ideas about the story and illustrations through a class or school chat line and invite other students’ responses.</li></ul>

## GRADE 6

### General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



### 1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples	
<p><b>Experiment with language and forms</b></p> <ul style="list-style-type: none"><li>experiment with a variety of forms of oral, print and other media texts to discover those best suited for exploring, organizing and sharing ideas, information and experiences</li></ul>	<ul style="list-style-type: none"><li>After reading a book of their own choice, students choose an effective way to share the book.<ul style="list-style-type: none"><li>Student 1 makes a soap sculpture of the main character.</li><li>Student 2 creates a mobile, illustrating five major events.</li><li>Student 3 writes a letter to a friend, describing opinions and feelings about the book and whether or not the friend should read the book.</li><li>Student 4 makes a poster, advertising the book as if it is a movie.</li></ul></li></ul>	
<p><b>Express preferences</b></p> <ul style="list-style-type: none"><li>assess a variety of oral, print and other media texts, and discuss preferences for particular forms</li></ul>		<ul style="list-style-type: none"><li>In groups of four, students meet biweekly for a book talk. They share their opinions about what they have been reading at school or home; e.g., picture books, magazines, novels, information books.</li><li>Students read the book and view the movie of <i>The Black Stallion</i>. They make a Venn diagram to show the similarities and differences between the book and movie. They discuss which version they prefer, and explain why they think the director of the movie made changes to the book.</li></ul>
<p><b>Set goals</b></p> <ul style="list-style-type: none"><li>assess personal language use, and revise personal goals to enhance language learning and use</li></ul>		<ul style="list-style-type: none"><li>Students ask questions about mystery stories they have written to set new writing goals; e.g.:<ul style="list-style-type: none"><li>Does my mystery story have suspense, believable clues and a twist to the ending?</li><li>Is my story written in a logical order?</li><li>Did I organize my paragraphs and dialogue effectively?</li></ul></li><li>Students use the notes in their reading logs to help them choose new books to read.</li></ul>

## GRADE 6

### General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



### 1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples					
<p><b>Consider others' ideas</b></p> <ul style="list-style-type: none"> <li>select from others' ideas and observations to expand personal understanding</li> </ul> <p><b>Combine ideas</b></p> <ul style="list-style-type: none"> <li>use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding</li> </ul>	<ul style="list-style-type: none"> <li>After viewing a videocassette about automobile safety, a student says, "I knew seat belts were important, but the crash with the dummies showed me how seat belts really can save lives."</li> <li>When peer editing a story, a student says, "How did Bob (the main character in the story) get to the lake, because on the previous page of your story he was talking on the telephone at home?" The writer realizes that this has not been made clear and adds enough information to explain how Bob got to the lake.</li> </ul> <p>Students make a story frame to represent the key elements of a story they are reading. They use the story frame as a prompt for a class discussion of the story.</p> <p>Example Story Frame for <i>Yeh-Shen: A Cinderella Story from China</i>.</p> <table border="1" data-bbox="680 1188 1425 1327"> <tr> <td data-bbox="680 1188 881 1276"> <b>Setting</b> China, long ago         </td> <td data-bbox="881 1188 1141 1304"> <b>Main Characters</b> Yeh-Shen, fish, stepmother, prince         </td> <td data-bbox="1141 1188 1425 1327"> <b>Problem</b> Yeh-Shen has to keep house for her wicked stepmother.         </td> </tr> </table> <table border="1" data-bbox="680 1318 1141 1680"> <tr> <td data-bbox="680 1318 1141 1680"> <b>Important Events</b> <ol style="list-style-type: none"> <li>Yeh-Shen's mother dies.</li> <li>Stepmother mistreats Yeh-Shen; Yeh-Shen meets protective fish.</li> <li>Stepmother forces Yeh-Shen to cook fish; Yeh-Shen buries their bones.</li> <li>Bones of fish help transform Yeh-Shen into a princess for the prince's ball.</li> <li>Prince finds Yeh-Shen's golden slippers, finds Yeh-Shen, marries her.</li> </ol> </td> <td data-bbox="1141 1352 1425 1470"> <b>Solution/Ending</b> Yeh-Shen marries the prince.         </td> </tr> </table> <ul style="list-style-type: none"> <li>In a group, students create a mural for a poem selected from the anthology <i>Near the Window Tree</i>, to show the major events, characters and setting.</li> <li>Before starting on a group project to record and display the intramural volleyball scores, a student jots down ideas and observations on the ways that mathematics is used in sports.</li> </ul>	<b>Setting</b> China, long ago	<b>Main Characters</b> Yeh-Shen, fish, stepmother, prince	<b>Problem</b> Yeh-Shen has to keep house for her wicked stepmother.	<b>Important Events</b> <ol style="list-style-type: none"> <li>Yeh-Shen's mother dies.</li> <li>Stepmother mistreats Yeh-Shen; Yeh-Shen meets protective fish.</li> <li>Stepmother forces Yeh-Shen to cook fish; Yeh-Shen buries their bones.</li> <li>Bones of fish help transform Yeh-Shen into a princess for the prince's ball.</li> <li>Prince finds Yeh-Shen's golden slippers, finds Yeh-Shen, marries her.</li> </ol>	<b>Solution/Ending</b> Yeh-Shen marries the prince.
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## GRADE 6

### General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



### 1.2 Clarify and Extend (continued)

Specific Outcomes	Illustrative Examples
<p><b>Extend understanding</b></p> <ul style="list-style-type: none"><li>• evaluate the usefulness of new ideas, techniques and texts in terms of present understanding</li></ul>	<ul style="list-style-type: none"><li>• In solving the <i>Problem of the Week</i>, one student uses base-10 blocks and another student uses a calculator. Both students explain how they solved the problem. Another class member says, “I really like the base-10 blocks for solving problems, because I can see what is happening. Next time I’m going to try that.”</li><li>• After viewing a news clip or reading a newspaper or magazine article about a current issue in China, a student compares the new information to what has been learned in class.</li></ul>



## GRADE 6

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples						
<p><b>Use prior knowledge</b></p> <ul style="list-style-type: none"> <li>combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information</li> <li>apply knowledge of organizational structures of oral, print and other media texts to assist with constructing and confirming meaning</li> </ul> <p><b>Use comprehension strategies</b></p> <ul style="list-style-type: none"> <li>identify, and explain in own words, the interrelationship of the main ideas and supporting details</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>Students talk about examples of human frailties, such as vanity, greed and jealousy, and after reading several Greek myths, write about how the myths portray these frailties.</li> <li>Before reading <i>On the Shuttle: Eight Days in Space</i>, students complete the first two columns of a KWL chart on the topic of space travel. After reading, students complete the third column to show the new ideas and information that they have learned.</li> </ul> <p style="text-align: center;">Topic: Space Travel</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 33%;">What I Know</th> <th style="width: 33%;">What I Want to Learn</th> <th style="width: 33%;">What I Learned</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Students read a chart to find information about the different responsibilities of the federal, provincial and municipal levels of government.</li> <li>Before reading <i>Dragon in the Clouds</i>, students look at a map of British Columbia and Alberta and discuss the differences in the physical features of the provinces.</li> <li>A student uses the icons in <i>Get Set for the Net</i> to find more information about modems and bridges.</li> <li>During a research project about the planet Mars, a group of students decides that Mars could be a place for humans to live. To support their ideas, the students use information from the article <i>Mars Isn't a Bad Place ... Why Don't We Renovate It?</i></li> <li>A student states that the Ancient Greeks had strong beliefs. To support this statement, the student adds information about myths, legends, the gods and goddesses, and oracles.</li> </ul>	What I Know	What I Want to Learn	What I Learned			
What I Know	What I Want to Learn	What I Learned					

## GRADE 6

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Use comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• preview the content and structure of subject area texts, and use this information to set a purpose, rate and strategy for reading</li> <li>• use definitions provided in context to identify the meanings of unfamiliar words</li> <li>• monitor understanding by evaluating new ideas and information in relation to known ideas and information</li> </ul> <p><b>Use textual cues</b></p> <ul style="list-style-type: none"> <li>• use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and information</li> <li>• identify and use the structural elements of texts, such as magazines, newspapers, newscasts and news features, to access and comprehend ideas and information</li> </ul> <p><b>Use phonics and structural analysis</b></p> <ul style="list-style-type: none"> <li>• use the meanings of prefixes and suffixes to predict the meanings of unfamiliar words in context</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>• To find information in a textbook about Chinese inventions that have been shared with other countries, students skim the headings, decide which sections are relevant and then read for information.</li> <li>• After reading the sentences, “The aspen parkland contains deciduous trees. In the winter, their stark skeletons stand in contrast to the rich green of the evergreen trees.” a student is able to explain what deciduous means.</li> <li>• After designing and building gliders, students write in their science journals about what worked and what did not work in their designs and about the ways they improved the designs of their gliders to make them fly better.</li> <li>• When reading a class novel, students use a dictionary to look up the meanings of unfamiliar words.</li> <li>• Students use a class graph, showing how many students in each grade wear bicycle helmets, to answer questions, such as: <ul style="list-style-type: none"> <li>– In which grades do most students wear helmets?</li> <li>– Does helmet use increase or decrease as students get older?</li> </ul> </li> <li>• Students use the headlines and sidebar summaries of newspaper and magazine articles to decide if the articles are of interest or relevance.</li> <li>• Students access a web page on the Internet and explain how its layout and design help them to understand its content and to find more information.</li> <li>• Students use their knowledge of the meanings of prefixes, such as dis- (not or opposite), in- (not), im- (not), and suffixes, such as -ment (state of), -ous (full of), -ness (being), to predict the meanings of words found in their reading, such as dishonest, incomplete, impossible, disagreement, humorous, happiness.</li> </ul>

## GRADE 6

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Use phonics and structural analysis</b></p> <ul style="list-style-type: none"><li>integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words in texts of increasing length and complexity</li></ul> <p><b>Use references</b></p> <ul style="list-style-type: none"><li>choose the most appropriate reference to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts</li></ul>	<ul style="list-style-type: none"><li>Students brainstorm strategies to read and understand the meaning of the word <i>incomprehensible</i> in the sentence, “The book was too hard, because so many words were incomprehensible to the students.” Student 1: I look at the parts of the word to see if they give me clues to the meaning. Student 2: I skip the word and read on to get a sense of what it may mean from the whole sentence, and then I reread the sentence. Student 3: I break the word into syllables and sound it out. Student 4: Sometimes new words look like other words I already know.</li><li>If unsure about the right choice of word, a student uses a dictionary to check the meanings of the words suggested by a spell checker in a word processing program.</li><li>When writing a response journal entry about <i>The Root Cellar</i>, a student wonders how to spell the main character’s name and checks in the first chapter of the novel.</li><li>When students encounter unfamiliar words in a subject area text, they use the glossary or a dictionary to confirm meanings.</li></ul>

## GRADE 6

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
<p><b>Experience various text</b></p> <ul style="list-style-type: none"> <li>experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances</li> <li>explain own point of view about oral, print and other media texts</li> <li>make connections between own life and characters and ideas in oral, print and other media texts</li> <li>discuss common topics or themes in a variety of oral, print and other media texts</li> <li>discuss the author's, illustrator's, storyteller's or filmmaker's intention or purpose</li> </ul>	<ul style="list-style-type: none"> <li>After reading a variety of Greek myths, groups of students dramatize individual myths to present to the class or to other grades.</li> <li>Students explore the idea of space travel through factual accounts, biographies, textbooks, science fiction novels, videocassettes.</li> <li>Students listen to an oral reading of the poem <i>Sphinx</i>, and they create a sketch of the image communicated by the poem's words.</li> <li>After listening to an oral presentation about a current event of local interest, a student states an opinion and supports it with ideas or evidence, such as an article or letter to the editor from the local paper.</li> <li>Students create a pamphlet or brochure to recommend a particular book or author. They give specific reasons for their recommendation with supporting examples from the book.</li> <li>Students choose to read a book with a main character who has similar interests, hobbies and experiences to their own. In a response journal, they compare the character's experiences to their own.</li> <li>After reading <i>Where the Red Fern Grows</i>, a student does a presentation on how his family trained their dog.</li> <li>Students discuss if they would have the courage to meet a challenge such as the cross-Canada run by Terry Fox.</li> <li>After listening to a novel, such as <i>Hatchet</i> or <i>Gold-Fever Trail: A Klondike Adventure</i>, students write about whether or not they would like to live as one of the characters or in the setting of the novel.</li> <li>In response journals, students write about examples of overcoming difficulties encountered in novels, stories, films, television shows, poetry and in their own lives.</li> <li>After reading the poems <i>When I Grow Up</i> and <i>Yesterday</i>, a group of students discusses what these poems say about growing up and then creates a group poem on the topic.</li> <li>After reading <i>Where Do We Go from Here?</i>, students discuss how the illustrator assists understanding by providing essential information in a graphic form and using colour, realistic pictures, captions, arrows and numbering.</li> <li>In a book report, a student writes, "I think Gordon Korman writes books because he wants to make us laugh, and I think this because ..."</li> </ul>

## GRADE 6

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples									
<p><b>Construct meaning from texts</b></p> <ul style="list-style-type: none"> <li>observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community</li> <li>summarize oral, print or other media texts, indicating the connections among events, characters and settings</li> <li>identify or infer reasons for a character's actions or feelings</li> <li>make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts</li> <li>comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text</li> </ul>	<ul style="list-style-type: none"> <li>A student chooses to write a character profile of Nikki from <i>Dragon in the Clouds</i>. The student describes how and why Nikki's attitude toward her cousin changes and how Nikki is like someone she knows.</li> <li>After reading <i>The Man Who Planted Trees</i>, or viewing the videocassette, students discuss perseverance and living out a dream. In groups, they make charts comparing the man from the story to other people, such as Mother Teresa, Rick Hansen and Wayne Gretzky.</li> <li>While reading <i>Finders Keepers</i>, students discuss how meeting Joshua and finding the arrowhead leads Danny into some adventures that help him learn new things and develop confidence in himself.</li> <li>Students use webs, story maps, drawings, models, jot notes and diagrams to summarize videocassette stories.</li> <li>Students describe why Helen, in <i>The Trouble with Tuck</i>, does not disclose to the counsellor at the school for companion dogs that the family member requiring assistance is a dog, not a person.</li> <li>After listening to a news story about a pedestrian being injured when running across the street, a student states that he is going to be more careful about only crossing the street at marked crosswalks.</li> <li>Working with a partner, students use a chart to describe the characteristics and actions of a character in a novel. They also record why they think the characteristics and actions are believable or not. Character Name: Mr. I. M. Greedy Guts Novel: <i>Jacob Two-Two's First Spy Case</i></li> </ul> <table border="1" data-bbox="695 1640 1414 1829"> <thead> <tr> <th></th> <th>Believable Why?</th> <th>Not Believable Why?</th> </tr> </thead> <tbody> <tr> <td>Characteristics</td> <td></td> <td></td> </tr> <tr> <td>Actions</td> <td></td> <td></td> </tr> </tbody> </table>		Believable Why?	Not Believable Why?	Characteristics			Actions		
	Believable Why?	Not Believable Why?								
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Actions										

## GRADE 6

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p><b>Appreciate the artistry of texts</b></p> <ul style="list-style-type: none"><li>• explain how metaphor, personification and synecdoche are used to create mood and mental images</li><li>• experiment with sentence patterns, imagery and exaggeration to create mood and mental images</li><li>• discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts</li></ul>	<ul style="list-style-type: none"><li>• Students create a single-frame cartoon that literally expresses an example of synecdoche, such as “All hands on deck!” or “a foot in the door.”</li><li>• After reading and discussing examples of metaphors, students make posters with captions in which the seasons are personified; e.g.:<ul style="list-style-type: none"><li>– Jack Frost wrapped his gnarled fingers around the tree.</li><li>– Spring came skipping, scattering her flowers over the dark, brown earth.</li></ul></li><li>• Students experiment with different kinds of poetry to choose a form most suited to the ideas and mood they want to convey; e.g., haiku, limericks, cinquains, jingles, free verse.</li><li>• Using a computer draw program, students illustrate and play with text features to represent words visually; e.g.: <b>F A T</b> thin</li><li>• Students write their own shape poems and combine text and visuals to create mood.</li><li>• After reading the picture book <i>Ghost Train</i>, students describe how the paintings create a sense of mystery and adventure and depict emotions, such as loss, anxiety and love.</li><li>• Students choose a character or the setting, action or mood of a story, novel or illustration and identify how the author or artist uses details to develop that aspect of the text.</li></ul>

## GRADE 6

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Illustrative Examples
<p><b>Understand forms and genres</b></p> <ul style="list-style-type: none"> <li>identify key characteristics of a variety of forms or genres of oral, print and other media texts</li> <li>discuss the differences between print and other media versions of the same text</li> </ul>	<ul style="list-style-type: none"> <li>After reading several limericks, students identify features that distinguish limericks from other poems: five lines, set rhythm, set rhyming pattern—aabba, humour, varying line lengths.</li> <li>After reading mystery novels, students create a class web that describes the characteristics of this genre.</li> </ul> <div data-bbox="683 831 1357 1136" data-label="Diagram"> <pre> graph TD     MN(mystery novels) --- C1(crime needs to be solved)     MN --- C2(clues left)     MN --- C3(also called whodunit)     MN --- C4(only main character solves crime)     MN --- C5(solution is at end)     MN --- C6(red herring/misleading clues)     </pre> </div> <ul style="list-style-type: none"> <li>Students compare books they have read with movie, television, audiocassette or CDROM versions of the same story. They discuss the similarities and differences and tell which they like better; e.g., <i>The Polar Express</i> as a book, audiocassette or videocassette; <i>Harriet, the Spy</i> as a book or movie.</li> <li>Students read newspaper articles, watch news on television and listen to radio news to notice similarities and differences in the length of a story, emphasis, graphic presentation and details; e.g., more detail and occasional links to other sections in newspaper articles, more visuals and less detail on television news, more interviews on radio news.</li> <li>Students compare the way information about daily life in China is presented in a textbook with the way it is presented on an Internet site; e.g., dated/current, linear/nonlinear, static/changing.</li> </ul>

## GRADE 6

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples				
<p><b>Understand techniques and elements</b></p> <ul style="list-style-type: none"> <li>discuss the connections among plot, setting and characters in oral, print and other media texts</li> <li>identify first and third person narration, and discuss preferences with reference to familiar texts</li> <li>explore techniques, such as visual imagery, sound, flashback and voice inflection, in oral, print and other media texts</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>Students read a chapter of a novel and make a T-chart to give examples of how a character's actions affect the plot.</li> </ul> <div style="text-align: center; margin: 10px 0;"> <table style="border-collapse: collapse; margin: auto;"> <tr> <td style="border-right: 1px solid black; border-bottom: 1px solid black; padding: 5px;">Character's actions</td> <td style="border-bottom: 1px solid black; padding: 5px;">Effect on plot</td> </tr> <tr> <td style="border-right: 1px solid black; height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table> </div> <ul style="list-style-type: none"> <li>After reading <i>Island of the Blue Dolphins</i>, students discuss how the setting helps develop the plot; e.g., "The island is in the middle of the ocean, separating the main character from the rest of the world. She is lonely and seeks companionship with the leader of the wild dogs."</li> <li>After listening to the teacher reread a chapter of <i>Where the Red Fern Grows</i>, changing the narrator from the first to the third person, students discuss if the change affects their feelings or perceptions about Billy.</li> <li>After reading <i>My Grandma</i>, a student writes in a response journal: "I like the way the author talks about her grandma as if she is speaking directly to me. It makes the story more real. I feel like I know them both."</li> <li>Students watch a videocassette or television show and listen for how the music changes to show changes in mood or to signal scene changes; they discuss how the music adds meaning to the videocassette or television show.</li> <li>Students listen to books on tape as they follow the text in their own books. They comment on how the voice and music are used to reflect the intent of the story and how the tape matches their own interpretations of the text.</li> <li>Students write stories using multimedia software programs and choose effects that are appropriate for the mood and tone of their stories.</li> </ul>	Character's actions	Effect on plot		
Character's actions	Effect on plot				



## GRADE 6

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Understand techniques and elements</b></p> <ul style="list-style-type: none"><li>identify strategies that presenters use in media texts to influence audiences</li></ul> <p><b>Experiment with language</b></p> <ul style="list-style-type: none"><li>alter words, forms and sentence patterns to create new versions of texts for a variety of purposes; explain how imagery and figurative language, such as personification and alliteration, clarify and enhance meaning</li></ul>	<ul style="list-style-type: none"><li>Students bring in magazines and look at advertisements to identify ways that companies try to convince people to buy their products. Students make a chart or poster showing common themes; e.g., use of colour, choice of words, appeal to an age group.</li><li>Students identify ways presenters in media texts influence their audiences; e.g., kinds of questions asked, choice of experts, presenter's point of view.</li><li>Students experiment with different strategies to create an effective television or radio message.</li></ul> <ul style="list-style-type: none"><li>Students find examples of alliteration from newspaper headlines and create their own headlines, using alliteration.</li><li>Students read <i>I Want to Be</i> and describe how such phrases as “about the size of the thought of a bud” or “not so old that Mars and Jupiter and the redwoods seem young” add to the sense of being small or old.</li><li>A student looks at the sentence, “The wind was cold.” and experiments with descriptive words to enhance the effect of the statement; e.g.:<ul style="list-style-type: none"><li>The north wind howled mournfully and bent the branches of the trees.</li></ul></li></ul>

## GRADE 6

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.4 Create Original Text

Specific Outcomes	Illustrative Examples
<p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>choose life themes encountered in reading, listening and viewing activities and in own experiences for creating oral, print and other media texts</li> </ul> <p><b>Elaborate on the expression of ideas</b></p> <ul style="list-style-type: none"> <li>use literary devices, such as imagery and figurative language, to create particular effects</li> </ul> <p><b>Structure texts</b></p> <ul style="list-style-type: none"> <li>determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts</li> <li>express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Students read <i>Days of Terror</i> and have a class discussion about discrimination and the changes experienced when moving to a new land.</li> <li>Students create collages to represent themes, such as friendship, happiness, cultural heritage and courage.</li> <li>Students develop a personal portfolio to represent a theme in their lives. They include relevant objects or pictures and list reasons for including them.</li> </ul> <p>A student uses foreshadowing to begin a tall tale; e.g., “When I walked into my classroom, little did I know what a day I would have ...”</p> <ul style="list-style-type: none"> <li>Students use hyperbole—exaggeration; e.g., a fish story, an excuse for not having completed homework, being baby-sat by an older sibling, to entertain the reader and create humour.</li> </ul> <p>After reading <i>The River that Went to the Sky</i>, a group of students creates a thumbnail sketch plan of a picture book it plans to write for a younger audience. The students identify ways to make their picture book interesting and appealing; e.g., large print, simple vocabulary, short sentences, colourful illustrations.</p> <ul style="list-style-type: none"> <li>A student decides that developing a timeline that summarizes significant events in his life would be a helpful way to present an autobiography.</li> </ul> <div style="text-align: center;"> <p><u>My Life</u></p> <p>1987    1989    1991    1992    1993</p> <p>birth    moved to    entered play    broke    Grade 1                    Pincher    school; made    arm on                    Creek    new friends    playground</p> </div> <ul style="list-style-type: none"> <li>Students write a serious paragraph and a humorous poem on the same topic; e.g., school lunches, homework, parents, friends, sports. They discuss the kinds of audiences that would appreciate each selection and why.</li> <li>A group of students creates and performs a rap song based on a myth or legend, such as Daedalus and Icarus. The students read the myth and perform the rap song to the rest of the class and then discuss which performance was more engaging.</li> </ul>

## GRADE 6

### General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.1 Plan and Focus

Specific Outcomes	Illustrative Examples						
<p><b>Focus attention</b></p> <ul style="list-style-type: none"> <li>distinguish among facts, supported inferences and opinions</li> <li>use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation</li> </ul> <p><b>Determine information needs</b></p> <ul style="list-style-type: none"> <li>decide on and select the information needed to support a point of view</li> </ul>	<ul style="list-style-type: none"> <li>After reading letters to the editor on curfews, students chart facts, inferences and opinions; e.g.:           <table border="1" data-bbox="690 722 1466 942"> <thead> <tr> <th>Facts</th> <th>Inferences</th> <th>Opinions</th> </tr> </thead> <tbody> <tr> <td>A curfew by-law will be discussed by the municipal council.</td> <td>A curfew would work in our town, because in other towns with a curfew young people are not out late in the streets.</td> <td>I think we need a curfew to keep young people at home late at night.</td> </tr> </tbody> </table> </li> <li>Students identify key words or phrases that are used to denote fact or opinion; e.g., <i>I think, I believe, it seems to be, the report says, from the statistics.</i></li> <li>When starting a group research project, students brainstorm ideas for investigation and then categorize related ideas in a graphic organizer, such as a web, outline, W5 and H—who, what, where, when, why and how—chart, Venn diagram, PMI (plus–minus–interesting) chart, flow chart.</li> <li>When preparing for a book talk or writing a book review, students refer to a set of class-developed criteria to assist with selecting information to support their recommendations; e.g.:           <ul style="list-style-type: none"> <li>– readability</li> <li>– interest</li> <li>– humour</li> <li>– connections to real life</li> <li>– likeable characters</li> <li>– type of story—genre.</li> </ul> </li> <li>A group of students preparing a presentation on elections adopt the point of view that voting in elections should be mandatory. They decide to do a survey of adult voters, interview elected representatives, and collect information from the newspaper and elections office on participation rates for voting in elections.</li> </ul>	Facts	Inferences	Opinions	A curfew by-law will be discussed by the municipal council.	A curfew would work in our town, because in other towns with a curfew young people are not out late in the streets.	I think we need a curfew to keep young people at home late at night.
Facts	Inferences	Opinions					
A curfew by-law will be discussed by the municipal council.	A curfew would work in our town, because in other towns with a curfew young people are not out late in the streets.	I think we need a curfew to keep young people at home late at night.					

## GRADE 6

### General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.1 Plan and Focus (continued)

Specific Outcomes	Illustrative Examples		
<p><b>Plan to gather information</b></p> <ul style="list-style-type: none"> <li>develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation</li> </ul>	<ul style="list-style-type: none"> <li>Students construct a plan for a presentation on a particular author and revise it as necessary as the project proceeds. <table border="0" data-bbox="1127 722 1442 781"> <tr> <td style="text-align: center;">Expected Completion</td> <td style="text-align: center;">Date Completed</td> </tr> </table> <ol style="list-style-type: none"> <li>Choose author Get books by author</li> <li>Read _____ (1<sup>st</sup> title) Read _____ (2<sup>nd</sup> title)</li> <li>Summarize books</li> <li>Critique books</li> <li>Research and write author's biography</li> <li>Prepare for presentation</li> <li>Give presentation</li> </ol> </li> <li>Students develop a personal research plan for a topic, such as Human Actions: Do They Enhance or Threaten the Existence of Forests? The plan includes: the topic, the students' position on the topic, a list of key words that begin a focus for research, a list of possible resources for finding information, timelines indicating target dates for completing steps in the research and the project due date.</li> </ul>	Expected Completion	Date Completed
Expected Completion	Date Completed		

## GRADE 6

### General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.2 Select and Process

Specific Outcomes	Illustrative Examples
<p><b>Use a variety of sources</b></p> <ul style="list-style-type: none"> <li>locate information to answer research questions using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs and the Internet</li> </ul> <p><b>Access information</b></p> <ul style="list-style-type: none"> <li>use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information</li> <li>skim, scan and read closely to gather information</li> </ul> <p><b>Evaluate sources</b></p> <ul style="list-style-type: none"> <li>evaluate the congruency between gathered information and research purpose and focus, using pre-established criteria</li> </ul>	<ul style="list-style-type: none"> <li>For a report on lifestyles, students interview seniors or elders to collect a personal story and look at information, such as photographs, personal memorabilia or old newspapers.</li> <li>Students find information from the school and community library, local veterinarian, or Ask an Expert site on the Internet, about a topic of personal interest, such as “When do fish sleep?” or “Why do certain breeds of dogs shed their hair and others don’t?”</li> </ul> <ul style="list-style-type: none"> <li>Students use a search engine to find the web page of a specific author on the Internet.</li> <li>After writing a descriptive paragraph, students underline words that could be more specific to the subject or more interesting to the reader and use a thesaurus to make other word choices.</li> </ul> <ul style="list-style-type: none"> <li>In researching stars and constellations, students gather books and magazines from the library. They scan the tables of contents, indices, titles, subtitles, pictures, graphs and charts to choose specific books for further investigation.</li> </ul> <ul style="list-style-type: none"> <li>A group of students develops questions to guide its research project on transportation in China.             <ul style="list-style-type: none"> <li>What kinds of transportation are used in China?</li> <li>What are the differences between transportation in rural areas and in cities in China?</li> <li>How is transportation different in China than in Canada?</li> </ul>             Students record information from a variety of sources, by making jot notes. They evaluate their jot notes to see if the information gathered answers their questions or if they need to find more information.           </li> <li>Students establish criteria for choosing research sources, such as:             <ul style="list-style-type: none"> <li>sources are current</li> <li>sources are Canadian, where possible</li> <li>sources are credible.</li> </ul> </li> </ul>

## GRADE 6

### General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples
<p><b>Organize information</b></p> <ul style="list-style-type: none"><li>organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence</li><li>organize and develop ideas and information into oral, print or other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions</li></ul> <p><b>Record information</b></p> <ul style="list-style-type: none"><li>make notes on a topic, combining information from more than one source; use reference sources appropriately</li></ul> <p>(continued)</p>	<ul style="list-style-type: none"><li>Students draw a Venn diagram to compare their personalities with that of Nora in <i>The Sky is Falling</i>.</li><li>A student sorts information gathered on a Canadian author into categories, such as:<ul style="list-style-type: none"><li>books written</li><li>why the person became an author</li><li>author's childhood</li><li>people important to the author</li><li>awards won</li><li>author's interests.</li></ul></li><li>When preparing an oral presentation for younger students on how to develop good study habits, students decide to start with a humorous skit about a student surrounded by piles of homework. They plan to include different aspects of the topic, such as the use of an agenda, tips for homework and how to prepare for tests. The students decide to end the presentation with a "Ten Best ..." list of ideas.</li><li>To study how geography affected the establishment of cities in Ancient Greece, students use textbooks on Ancient Greece, computer programs, fiction, the Internet and other sources. They record key ideas in point form and, in their bibliography, reference the sources used.</li></ul>

**GRADE 6**

**General Outcome 3**

Students will listen, speak, read, write, view and represent to manage ideas and information.



**3.3 Organize, Record and Evaluate** (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Record information</b></p> <ul style="list-style-type: none"> <li>use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning</li> </ul> <p>quote information from oral, print and other media sources</p> <p><b>Evaluate information</b></p> <ul style="list-style-type: none"> <li>evaluate the appropriateness of information for a particular audience and purpose</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>In analyzing a story, students use a web to jot down story elements and the relationships among them.           <div style="text-align: center;"> <pre>           graph TD             Problem[<u>Problem</u> Josh sprains his ankle at the end of the day on a wet rock] --- Center(( ))             Setting[<u>Setting</u> by a river in Alberta] --- Center             MainCharacters[<u>Main Characters</u> - old man named Josh Webber (Grandpa) - his grandson, Kirk - boy's dog named Blue] --- Center             KeyEvents[<u>Key Events</u> - Kirk tries to help Grandpa walk, can't support him - Kirk cuts saplings and makes a toboggan; he makes a rope out of a blanket] --- Center             Solution[<u>Solution</u> Kirk puts the rope around Blue who drags Grandpa on the toboggan to the road] --- Center             EvalSol[<u>Evaluation of Solution</u> - Did the solution work? - How well did it work? - What would I have done?] --- Center           </pre> </div> </li> <li>Students use an outline to gather and organize information on the use of alcohol and its effects. They think of questions to use in their outline.           <ul style="list-style-type: none"> <li>Why do people drink alcohol?</li> <li>What are the short-term effects of alcohol?</li> <li>What are some of the long-term effects of alcohol abuse?</li> <li>What community problems are related to alcohol abuse?</li> </ul> </li> <li>In a class discussion on early flight, a student says, "I watched a program on the Wright brothers, and it said that they owned a bicycle shop and lived in Kitty Hawk, North Carolina."</li> <li>While doing a research project on space exploration, a student includes a direct quotation from astronaut Alan Shepard.</li> <li>A student goes to the library and chooses a picture book on sharks to share with a Grade 1 reading buddy. The student says, "I chose this book because there are lots of colourful pictures showing the different kinds of sharks, and it will be easy for my Grade 1 buddy to read it with me."</li> </ul>

## GRADE 6

### General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.3 *Organize, Record and Evaluate* (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Evaluate information</b></p> <ul style="list-style-type: none"><li>recognize gaps in gathered information, and suggest additional information needed for a particular audience and purpose</li></ul>	<ul style="list-style-type: none"><li>When peer editing a partner’s report on trees, a student notices that the report has two pages on coniferous trees and only one short paragraph on deciduous trees and says, “Why don’t you go back to the electronic encyclopedia and look up deciduous trees. There’s lots more information there. That’s where I found the most information.”</li><li>Students use a class list of questions for providing feedback during peer writing conferences.</li><li>Students review group notes recorded on the white board, delete repeated facts and identify areas where more information is needed to prepare a presentation on a typical day for a Canadian and a Chinese student.</li></ul>



## GRADE 6

### General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.4 Share and Review

Specific Outcomes	Illustrative Examples
<p><b>Share ideas and information</b></p> <ul style="list-style-type: none"> <li>communicate ideas and information in a variety of oral, print and other media texts, such as multiparagraph reports, question and answer formats and graphs</li> <li>select appropriate visuals, print and/or other media to inform and engage the audience</li> </ul> <p><b>Review research process</b></p> <ul style="list-style-type: none"> <li>establish goals for enhancing research skills</li> </ul>	<ul style="list-style-type: none"> <li>The class makes a double bar graph to show boys' and girls' choices for the favourite novel read during the year.</li> <li>A student interviews another student at the beginning of the year and introduces that student to the rest of the class.</li> <li>As a class, students write an article for the school newsletter about a recent field trip or special activity. They include photographs and drawings.</li> <li>A student brings in candy worms to begin a book talk on <i>How to Eat Fried Worms</i>.</li> <li>Students locate and choose visuals from various web sites to enhance a multimedia presentation.</li> <li>For the school literature fair, students present a book talk and a diorama on a novel such as <i>Island of the Blue Dolphins</i>.</li> <li>After listening to another student describe information found on the Internet, a student decides to use the Internet to find information for a project on the history of spacecraft. The student uses a search engine and bookmarks web sites dealing with spaceships. The student then goes back to those sites to look for information that answers the research questions.</li> <li>Students complete goal-setting statements or self-evaluation rubrics, while working on a research project; e.g.:            Today I _____            What went well? Why? _____            What did not go well? Why? _____            Tomorrow I will _____</li> </ul>



## GRADE 6

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



#### 4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
<p><b>Appraise own and others' work</b></p> <ul style="list-style-type: none"> <li>• work collaboratively to revise and enhance oral, print and other media texts</li> <li>• ask for and evaluate the usefulness of feedback and assistance from peers</li> </ul> <p><b>Revise and edit</b></p> <ul style="list-style-type: none"> <li>• revise to provide focus, expand relevant ideas and eliminate unnecessary information</li> <li>• edit for appropriate verb tense and for correct pronoun references</li> <li>• use paragraph structures in expository and narrative texts</li> </ul>	<ul style="list-style-type: none"> <li>• Two students have developed the first draft of a picture book, with the written text and quick sketches. They work together to revise their first draft. Student 1: When I read this out loud, I noticed most of our sentences start the same way. Student 2: Let's try to find more interesting sentence beginnings and make our illustrations more colourful.</li> <li>• A student jots down some questions to ask during an editing conference about his work; e.g.: <ul style="list-style-type: none"> <li>– Do I describe my main character enough?</li> <li>– Do I have enough action in my story?</li> </ul> After the conference, the student decides to add more detail on the main character but not to add more action because the plot would get too complicated.</li> <li>• After students complete a first draft piece of writing, they revise their work by answering questions, such as: <ul style="list-style-type: none"> <li>– Do I have enough information?</li> <li>– Can I add more description?</li> <li>– What parts need to be taken out?</li> <li>– Are any parts of my writing confusing?</li> <li>– Is everything in the proper order?</li> </ul> </li> <li>• When revising a story, a student edits for correct verb tense; e.g., went or goes, to make sure it is clear when the action occurs.</li> <li>• When revising a story, a student looks for and corrects improper pronoun references, such as: "You and me went to the store." or "The ideas he had were so silly it couldn't be put into practice."</li> <li>• Students use organizers in their notes, such as headings, to assist in writing their ideas into paragraphs that have a clear focus and supporting details.</li> <li>• Students read a story displayed on overhead transparencies and discuss how it could be divided into paragraphs to assist reader comprehension.</li> </ul>

## GRADE 6

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



#### 4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
<p><b>Enhance legibility</b></p> <ul style="list-style-type: none"> <li>• write legibly and at a pace appropriate to context and purpose</li> <li>• experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts</li> </ul> <p><b>Expand knowledge of language</b></p> <ul style="list-style-type: none"> <li>• show the relationships among key words associated with topics of study, using a variety of strategies such as thought webs, outlines and lists</li> </ul> <p>(continued)</p>	<p><b>Illustrative Examples</b></p> <ul style="list-style-type: none"> <li>• While viewing a videocassette about exploring the solar system, students quickly jot down important points about each of the nine planets.</li> <li>• A student writes a rough draft of a poem, revises it and recopies it to share with others.</li> <li>• Students write a list of materials, food and money required for a field trip, so that parents and the teacher can read the information.</li> <li>• Working in groups, students create brochures that present their school to new students. They use colour, line, shape, font styles and appropriate space to develop a layout that effectively presents their message.</li> <li>• Students use a computer software program to create a pamphlet that advertises an author's visit to their school. They include a photograph of the author and a brief biography with a list of books written. They also give the date, time and location of the author's visit.</li> <li>• The class brainstorms a list of words relating to heroes. Students arrange the words into categories to create webs; e.g.:</li> </ul> <pre> graph TD     heroes((heroes)) --- literature((literature))     heroes --- real_life((real life))     literature --- myths((myths))     literature --- stories((stories))     literature --- movie_characters((movie characters))     comics((comics)) --- literature     real_life --- sports((sports))     real_life --- movie_actors((movie actors))     real_life --- war((war))     real_life --- religion((religion))     </pre> <p>(continued)</p>

## GRADE 6

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



#### 4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Expand knowledge of language</b></p> <ul style="list-style-type: none"><li>choose words that capture a particular aspect of meaning and that are appropriate for context, audience and purpose</li></ul> <p><b>Enhance artistry</b></p> <ul style="list-style-type: none"><li>experiment with several options, such as sentence structures, figurative language and multimedia effects, to choose the most appropriate way of communicating ideas or information</li></ul>	<p>(continued)</p> <ul style="list-style-type: none"><li>To better remember the parts of an airplane, a student sketches the airplane and labels each part; e.g., propeller, fuselage, wings, tail, ailerons, horizontal stabilizer, elevators.</li><li>While watching a videocassette about Terry Fox, students develop a list of words and phrases for the topic of heroism; e.g., heroic, adventurous, risk taker, dedicated, strong-willed, unselfish, focused, problem solver.</li><li>When writing a haiku, a student carefully chooses words that create a strong visual image and that have the appropriate number of syllables.</li><li>To enhance the message of a collage, students add letters and words cut from magazines.</li><li>A student uses a thesaurus to select another word for <i>angry</i> that more closely describes the feelings that a character in his story is experiencing. He experiments with four choices—<i>frustrated</i>, <i>thwarted</i>, <i>enraged</i>, <i>annoyed</i>—and decides that <i>frustrated</i> is the best choice.</li></ul> <ul style="list-style-type: none"><li>Students think of three different ways of introducing a presentation; e.g.:<ul style="list-style-type: none"><li>start with humorous anecdotes</li><li>start with personal experience</li><li>start with the main points of the presentation on an overhead transparency.</li></ul>Students write a rough draft of each one and decide which will be effective and interesting for the audience.</li></ul>

## GRADE 6

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



### 4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples						
<p><b>Attend to grammar and usage</b></p> <ul style="list-style-type: none"> <li>identify the use of coordinate and subordinate conjunctions to express ideas</li> <li>use complex sentence structures and a variety of sentence types in own writing</li> <li>identify comparative and superlative forms of adjectives, and use in own writing</li> <li>identify past, present and future verb tenses, and use throughout a piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>Students identify coordinate and subordinate conjunctions, such as <i>before</i>, <i>because</i> and <i>but</i>, in sentences such as:           <ul style="list-style-type: none"> <li>Before she could go and visit her friends, she had to do her chores.</li> <li>My friend is a good figure skater, because she has been taking lessons since she was 3 years old.</li> <li>He finished shovelling the snow off the sidewalk, but he did not finish the path to the house.</li> </ul> </li> <li>After writing a letter, a student notices that most of the sentences start with <i>I</i>, so the student combines some sentences, adding such words as <i>then</i>, <i>after</i> and <i>so</i>.</li> <li>Students brainstorm lists of words to help them write a comparative poem.           <table border="1" data-bbox="738 1157 1133 1283"> <thead> <tr> <th>fast</th> <th>faster</th> <th>fastest</th> </tr> </thead> <tbody> <tr> <td>Joe</td> <td>dog bike</td> <td>jet rocket race car</td> </tr> </tbody> </table> <p><u>Fast, Faster, Fastest</u>            Joe can run fast.            His dog can run faster.            But a rocket is the fastest.</p> </li> <li>Students find good examples of superlatives in advertisements or sports stories, discuss their effectiveness and then use them in their own work.</li> <li>In a story with flashback sequences, a student checks to make sure that the verbs are in the past tense.</li> <li>When writing a story with narration and dialogue, a student uses the past tense for narration and the present tense for dialogue.</li> </ul>	fast	faster	fastest	Joe	dog bike	jet rocket race car
fast	faster	fastest					
Joe	dog bike	jet rocket race car					

## GRADE 6

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



### 4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
<p><b>Attend to spelling</b></p> <ul style="list-style-type: none"> <li>• use a variety of resources and strategies to determine and learn the correct spelling of common exceptions to conventional spelling patterns</li> <li>• explain the importance of correct spellings for effective communication</li> <li>• edit for and correct commonly misspelled words in own writing, using spelling generalizations and the meaning and function of words in context</li> </ul> <p><b>Attend to capitalization and punctuation</b></p> <ul style="list-style-type: none"> <li>• use colons before lists, to separate hours and minutes, and after formal salutations in own writing</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>• Students study and remember the spelling of common words that are not phonically regular or follow typical spelling patterns; e.g., <i>guide</i>, <i>would</i>, <i>occasion</i>, <i>weird</i>, <i>look</i>, <i>does</i>.</li> <li>• Students refer to a dictionary or electronic speller to check the spellings of words they cannot spell correctly by using a sounding out strategy.</li> <li>• Students brainstorm reasons why incorrect spelling is inappropriate; e.g., creates a bad impression, is misleading, interferes with the message, is sloppy.</li> <li>• Students use the context and meaning of their writing to proofread for the correct usage of apostrophes, such as <i>Erin’s</i>, <i>children’s</i>, <i>it’s</i> (<i>it is</i>), and the correct spelling of homonyms, such as <i>their</i>, <i>they’re</i>, <i>there</i> and <i>to</i>, <i>too</i>, <i>two</i>.</li> <li>• When replacing <i>could not</i> with <i>couldn’t</i> in dialogue, a student remembers to replace the vowel in the second word with an apostrophe.</li> <li>• Students may use a colon after the greeting in a business letter; e.g., <i>Dear Mr. Henry:</i></li> <li>• In a story, a student writes, “John, please get these things at the grocery store: apples, shaving cream, milk, eggs, jam and dog food.”</li> <li>• When writing a diary entry about the day’s events, a student writes, “At 3:30 p.m. school finished and we went over to the park to play soccer.”</li> </ul>

## GRADE 6

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



#### 4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Attend to capitalization and punctuation</b></p> <ul style="list-style-type: none"><li>• identify parentheses and colons when reading, and use them to assist comprehension</li><li>• identify ellipses that show words are omitted or sentences are incomplete when reading, and use them to assist comprehension</li></ul>	<ul style="list-style-type: none"><li>• When reading <i>China, Our Pacific Neighbour</i>, students identify parentheses and understand that they are used to add extra information; e.g., Chen Zhongxing (grandmother Chen’s son), guangdonghua (Cantonese).</li><li>• When reading about the solar system, students recognize that the colon in the sentence signals that the list of the planets follows “... planets of the solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto.”</li><li>• In their reading, students recognize uses of ellipses; e.g.:<ul style="list-style-type: none"><li>– to indicate where words have been deleted: “The author says, ‘I lived in a small town ... until I was 16.’ ”</li><li>– to indicate dramatic pauses in speech, thoughts or action: “I ... just don’t know. But wait ... the back door might be open.”</li></ul></li></ul>



## GRADE 6

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



### 4.3 Present and Share

Specific Outcomes	Illustrative Examples
<p><b>Present information</b></p> <ul style="list-style-type: none"> <li>use various styles and forms of presentations, depending on content, audience and purpose</li> </ul> <p><b>Enhance presentation</b></p> <ul style="list-style-type: none"> <li>emphasize key ideas and information to enhance audience understanding and enjoyment</li> </ul> <p><b>Use effective oral and visual communication</b></p> <ul style="list-style-type: none"> <li>demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication</li> </ul>	<ul style="list-style-type: none"> <li>In a presentation on flight for the school science fair, students write short biographies of famous aviators; e.g., Orville and Wilbur Wright, Amelia Earhart, Clennell “Punch” Dickins, Wilfrid “Wop” May, Max Ward. The students create posters showing the airplanes these aviators used and make maps showing their routes.</li> <li>After reading a novel, two students role play their favourite scene for the class.</li> <li>Students present a speech to the class as though they were running an election for:               <ul style="list-style-type: none"> <li>the class representative</li> <li>the principal for the day</li> <li>a councillor or mayor.</li> </ul> </li> <li>A student explains to a Grade 2 buddy how to draw a butterfly or construct a boat, and assists the buddy with the project.</li> </ul> <ul style="list-style-type: none"> <li>To highlight the main points of a presentation, students use such strategies as humour/cartoons; repetition of main point; logical order; examples; stories; and presentation tools, such as the overhead projector, charts, paper and whiteboard.</li> <li>Students create and rehearse a sound script of <i>The Flute Player</i>. When they come to the lines “Down the main road passed big yellow buses, cars, pony-drawn tongas” they realize they need to add background sounds of traffic.</li> </ul> <ul style="list-style-type: none"> <li>During readers’ theatre, students use different tones of voice for different characters and to reflect mood in the story <i>The Magic Paintbrush</i>.</li> <li>Students make diagrams with captions to show how an airplane stays in the sky. When explaining a diagram, a student gives the audience time to look at the diagram before proceeding with the explanation.</li> </ul>

## GRADE 6

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



### 4.3 Present and Share (continued)

Specific Outcomes	Illustrative Examples
<p><b>Demonstrate attentive listening and viewing</b></p> <ul style="list-style-type: none"><li>• identify the tone, mood and emotion conveyed in oral and visual presentations</li><li>• respond to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments</li></ul>	<ul style="list-style-type: none"><li>• Students look at illustrations or watch a film or videocassette, and describe the mood and emotions depicted in them.</li><li>• When preparing to make an oral presentation of a story, such as <i>All the Places to Love</i>, or a poem, such as <i>The Elders are Watching</i>, students choose to vary the tone and speed of their speaking to convey the mood.</li><li>• Students respond appropriately to the mood of a readers' theatre presentation and provide positive feedback, such as: "I liked your play because ..."</li><li>• A student says of another student's artwork, "The colours make me feel calm. The mood is peaceful."</li></ul>

## GRADE 6

### General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



### 5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
<p><b>Appreciate diversity</b></p> <ul style="list-style-type: none"><li>compare personal challenges and situations encountered in daily life with those experienced by people or characters in other times, places and cultures as portrayed in oral, print and other media texts</li><li>share and discuss ideas and experiences that contribute to different responses to oral, print and other media texts</li></ul>	<ul style="list-style-type: none"><li>Students read such books as <i>Fly Away Home</i>, <i>The Orphan Boy</i> or <i>The Dragon's Pearl</i> and identify the challenges faced by the main characters. They make comparisons with their own lives.</li><li>Students discuss how personal experiences contribute to the understanding of novels; e.g., playing sports, owning a pet, living in another province, losing a family member.</li><li>When students disagree about whether or not they liked a book or movie, they explore the reasons for their differences.</li></ul>
<p><b>Relate texts to culture</b></p> <ul style="list-style-type: none"><li>identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas</li></ul>	<ul style="list-style-type: none"><li>After reading <i>A Little Tiger in the Chinese Night: An Autobiography in Art</i>, students write about similar family traditions.</li><li>Students compare versions of the same fairy tale from different cultures; e.g., <i>Cinderella</i>, <i>The Rough-Face Girl</i> (aboriginal story), <i>Yeh-Shen: A Cinderella Story from China</i>.</li><li>Students identify differences in the ways the themes of courage and family are represented in <i>Zlata's Diary: A Child's Life in Sarajevo</i> and <i>I Dream of Peace</i>.</li></ul>
<p><b>Celebrate accomplishments and events</b></p> <ul style="list-style-type: none"><li>use appropriate language to participate in public events, occasions or traditions</li></ul>	<ul style="list-style-type: none"><li>Students explain, to parents and visitors, their science projects at a Science Fair.</li><li>Students prepare questions to ask a class visitor; e.g., mayor, councillor, sports figure, business person, scientist, artist.</li><li>A student prepares a talk to introduce a guest speaker at the Grade 6 graduation.</li></ul>

## GRADE 6

### General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



### 5.1 *Respect Others and Strengthen Community* (continued)

Specific Outcomes	Illustrative Examples
<p><b>Use language to show respect</b></p> <ul style="list-style-type: none"><li>• demonstrate respect by choosing appropriate language and tone in oral, print and other media texts</li></ul>	<ul style="list-style-type: none"><li>• Students prepare thoughtful and relevant questions to ask presenters at a mock legislature session or class meeting.</li><li>• Students write a formal letter to their parents inviting them to attend an event, such as a celebration of learning or student-led conference.</li></ul>

## GRADE 6

### General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



### 5.2 Work Within a Group

Specific Outcomes	Illustrative Examples
<p><b>Cooperate with others</b></p> <ul style="list-style-type: none"><li>assume a variety of roles, and share responsibilities as a group member</li><li>identify and participate in situations and projects in which group work enhances learning and results</li></ul>	<ul style="list-style-type: none"><li>Using the chapter on the creation of a classroom newspaper from <i>Me and the Terrible Two</i> as a model, students assume the roles of editor, illustrator and writer and collaborate to write news articles.</li><li>While making a paper plane, a student has difficulty getting the wings symmetrical and seeks out another student to help.</li><li>After reading a story, students develop their own character webs on the main character, compare their individual webs with one other student and create a third web combining the best of their work.</li><li>When starting a research project, a group of students discusses preferences for assigning tasks. Student 1: I want to learn more about the Internet, so I'd like to work with someone who has used it before. Student 2: I'd like to do a radio documentary, so I'm going to work more on making up interview questions and finding people to interview.</li></ul>
<p><b>Work in groups</b></p> <ul style="list-style-type: none"><li>contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations</li><li>address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative</li></ul>	<ul style="list-style-type: none"><li>Students discuss possible topics to research on Greece. Student 1: Our neighbours took a trip to Greece, so tourism would be good. Student 2: Whenever we study a new country, we study the customs, so let's put that down. Student 3: I know there are a lot of ruins remaining from Ancient Greece, so we should find out about the history. Student 4: I wonder what foods they eat. We could find out about that.</li><li>A group of students discusses and assigns roles to make a brochure; e.g., graphics, locating information, writing, layout. As the students put the brochure together, they find they have too much print information and decide if they should make the brochure bigger, use smaller print, summarize the information with key points or use a visual.</li></ul>

**GRADE 6**

**General Outcome 5**

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



**5.2 Work Within a Group** (continued)

Specific Outcomes	Illustrative Examples												
<p><b>Evaluate group process</b></p> <ul style="list-style-type: none"> <li>assess own contributions to group process, and set personal goals for working effectively with others</li> </ul>	<ul style="list-style-type: none"> <li>After working in a group, individual students complete a self-assessment, such as:           <table border="1" data-bbox="706 787 1263 1060" style="margin-left: 40px;"> <thead> <tr> <th style="text-align: left;">How I Contributed to Our Group</th> <th style="text-align: center;">Me</th> </tr> </thead> <tbody> <tr> <td>1. I listened respectfully to others.</td> <td style="text-align: center;">3</td> </tr> <tr> <td>2. I participated by sharing ideas.</td> <td style="text-align: center;">3</td> </tr> <tr> <td>3. I made sure that good ideas were written down.</td> <td style="text-align: center;">2</td> </tr> <tr> <td>4. I helped with revisions.</td> <td style="text-align: center;">3</td> </tr> <tr> <td>5. I encouraged others to share their ideas.</td> <td style="text-align: center;">4</td> </tr> </tbody> </table> <p style="margin-left: 40px;">Scale:            1    2    3    4    5            Seldom                      Often</p> </li> <li>Students reflect on their own work and set goals for a future project.           <ul style="list-style-type: none"> <li>Next time I will start on my tasks sooner, instead of leaving them until the last minute. We nearly didn't get our project finished on time.</li> <li>Next time I'm going to get motivated more by choosing a task that I can work on with others.</li> <li>Next time I'm going to recommend that we limit our research to two or three sections and do them in depth.</li> <li>Next time I'm going to choose a topic for which there is more information available to research.</li> </ul> </li> </ul>	How I Contributed to Our Group	Me	1. I listened respectfully to others.	3	2. I participated by sharing ideas.	3	3. I made sure that good ideas were written down.	2	4. I helped with revisions.	3	5. I encouraged others to share their ideas.	4
How I Contributed to Our Group	Me												
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## Grade 6 References

### Illustrative Examples

**Please note:**

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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