



English Language Arts Grade 6

Comprehend and Respond

OUTCOMES		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
CR6.2 I can choose and use appropriate strategies to make meaning. <i>The strategies listed explicitly in the shaded column are to be emphasized in Grade 6 and used in conjunction with other strategies outlined in the curriculum.</i>	Before, esp. Decide what I already know and need to know about a topic.	<ul style="list-style-type: none"> I can preview texts and activate my prior knowledge, with help. I use a few “before” reading strategies with help to make meaning. 	<ul style="list-style-type: none"> I can preview text and activate my prior knowledge by considering what is known. I use a few “before” reading strategies to make meaning. 	<ul style="list-style-type: none"> I can preview text and activate my prior knowledge by considering what is known and needs to be known. I use a variety of “before” reading strategies to make meaning. 	<ul style="list-style-type: none"> I can preview text and build on prior knowledge by setting a purpose and anticipating what the text will be about. I choose from a wide variety of “before” reading strategies according to my purpose for reading to construct meaning.
	During, esp. make connections to my life.	<ul style="list-style-type: none"> I can make simple, relevant connections to my own life, other texts, and contemporary issues and problems, with help. I can relate some of my background knowledge to text, with help. 	<ul style="list-style-type: none"> I can make simple, relevant connections to my own life experiences, other texts, and contemporary issues and problems. I can relate my background knowledge/experiences to text. 	<ul style="list-style-type: none"> I can make specific connections to my own life experiences, other texts, and contemporary issues and problems. I can effectively relate my background knowledge/experiences to specific elements of the text. 	<ul style="list-style-type: none"> I can use the connections I make to support more complex thinking skills (ex. inference and drawing conclusions). I can identify significant evidence from the text to support my connections.



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		<ul style="list-style-type: none"> I use a few “during” reading strategies with help to make meaning. 	<ul style="list-style-type: none"> I use a few “during” reading strategies to make meaning. 	<ul style="list-style-type: none"> I use a variety of “during” reading strategies to make meaning. 	<ul style="list-style-type: none"> I choose from a wide variety of “during” reading strategies according to my purpose for reading to construct meaning and evaluate a text.
	After, esp. draw conclusions.	<ul style="list-style-type: none"> I can identify and recall key textual information, with help. I am learning to base my thinking on evidence in the text. I use a few “after” reading strategies with help to make meaning. 	<ul style="list-style-type: none"> I can draw conclusions from key textual information with prompting in the form of questions. I can use evidence from the text to provide support on my thinking, when prompted. I use a few “after” reading strategies to make meaning. 	<ul style="list-style-type: none"> I can draw conclusions from key textual information. I provide support on my thinking using evidence from the text. I use a variety of “after” reading strategies to make meaning. 	<ul style="list-style-type: none"> I can draw conclusions from a variety of key and implied textual information. I provide support on my thinking using specific evidence from the text. I choose from a wide variety of “after” reading strategies according to my purpose for reading and responding.
Comments					



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CR6.3 I can use cues to make meaning and confirm my predictions. <i>The cues listed explicitly in the shaded column are to be emphasized in Grade 6 in conjunction with other cues outlined in the curriculum.</i>	I can explain the function and purpose of texts.	<ul style="list-style-type: none"> I can identify the purpose of texts, with help. 	<ul style="list-style-type: none"> I can explain the function and purpose of texts, with prompting. 	<ul style="list-style-type: none"> I can explain the intended function and purpose of texts. 	<ul style="list-style-type: none"> I can purposefully use the function and purpose of texts to evaluate its effectiveness.
	I can explain how form/genre and sequence of ideas shape understanding.	<ul style="list-style-type: none"> I can use basic elements of a text form to construct meaning, with help. I can identify the sequence of ideas in a text, with help. 	<ul style="list-style-type: none"> I can use basic elements of a text form to construct meaning. I can identify the sequence of ideas in a text. 	<ul style="list-style-type: none"> I can explain how elements of a text form help me construct meaning. I can explain how the sequence of ideas shapes understanding in a text. 	<ul style="list-style-type: none"> I can compare how the elements of text form help me construct meaning in different genres. I can compare the sequence of ideas in different texts, and explain how the sequence shapes the message.
	I can recognize word order and emphasis on particular words.	<ul style="list-style-type: none"> I can identify the proper word order in sentences, with help. 	<ul style="list-style-type: none"> I can identify proper word order in sentences. 	<ul style="list-style-type: none"> I understand and can use word order in sentences to create meaning. 	<ul style="list-style-type: none"> I can purposefully use and recognize word order and emphasize words to create meaning.
	I can pick out the key words that give meaning.	<ul style="list-style-type: none"> I can identify the meaning of words, and, with help, tell which one might be the most important. 	<ul style="list-style-type: none"> With prompting, I can identify key words. 	<ul style="list-style-type: none"> I can identify key words in a text that capture the purpose and meaning of the text. 	<ul style="list-style-type: none"> I can explain how the key words in a text can capture the purpose and function of the text.



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	I recognize patterns linking sound and symbol.	<ul style="list-style-type: none"> I can identify the spelling patterns in words, with help. I can recognize some irregular word patterns, with help. 	<ul style="list-style-type: none"> I can identify the spelling patterns in words, esp. word families. I can recognize some irregular word patterns. 	<ul style="list-style-type: none"> I recognize that many words follow regular spelling patterns which correspond to certain sounds. I recognize that most irregular word patterns have at least some regular elements. 	<ul style="list-style-type: none"> I can recognize and use my knowledge of regular and irregular spelling patterns to construct meaning. I can evaluate the author's use of those words.
	I understand non-verbal cues, esp. body language, facial expressions and gestures.	<ul style="list-style-type: none"> I can identify non-verbal cues, with help. 	<ul style="list-style-type: none"> I can recognize simple non-verbal cues. 	<ul style="list-style-type: none"> I can recognize non-verbal cues, and understand their meaning /purpose. 	<ul style="list-style-type: none"> I can recognize and evaluate the effectiveness of non-verbal cues.
Comments					
CR6.4 I can understand a variety of visual and multimedia texts,	I can understand visual and multimedia texts, esp. line graphs.	<ul style="list-style-type: none"> I can identify features in visual text with help. 	<ul style="list-style-type: none"> I can draw simple conclusions from key features in visual text. 	<ul style="list-style-type: none"> I can draw explicit conclusions from key features in visual text. 	<ul style="list-style-type: none"> I can draw implicit conclusions from a variety of visual texts, including multimedia.



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and respond to them.		<ul style="list-style-type: none"> I can pull information from a line graph, with help. 	<ul style="list-style-type: none"> I can pull some pieces of information from a line graph. 	<ul style="list-style-type: none"> I can draw conclusions based on line graphs in a text. 	<ul style="list-style-type: none"> I can connect the information in a line graph to the message of the text.
	I can respond to visual and multimedia texts.	<ul style="list-style-type: none"> I can respond to visual text and use limited textual information to provide support on my thinking, with help. 	<ul style="list-style-type: none"> I can respond to visual text and use basic textual information to provide support on my thinking. 	<ul style="list-style-type: none"> I can respond to visual text and provide support on my thinking using specific evidence from the text. 	<ul style="list-style-type: none"> I can respond to and analyze visual text and provide detailed support on my thinking using evidence from the text and personal experience.
Comments					
CR6.5 I can understand oral information, I can respond to it, and I can analyze it.	I can understand oral information.	<ul style="list-style-type: none"> I can listen to and understand some oral information and ideas, with help. 	<ul style="list-style-type: none"> I can listen to and understand most oral information and ideas. 	<ul style="list-style-type: none"> I can listen to and understand oral information and ideas. 	<ul style="list-style-type: none"> I can listen to and understand oral information and ideas and make personal connections to the text.
	I can analyze oral information and respond to it.	<ul style="list-style-type: none"> I can respond to oral text and use limited textual information to provide support on my thinking, with help. 	<ul style="list-style-type: none"> I can respond to oral text and use basic textual information to provide support on my thinking. 	<ul style="list-style-type: none"> I can respond to oral information and ideas and provide support on my thinking using evidence from the text. 	<ul style="list-style-type: none"> I provide detailed support on my thinking using evidence from the text and personal experience.
Comments					



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CR6.6 I read , understand and interpret a variety of grade-appropriate texts about different cultures, including First Nations and Metis texts. CR6.7 I read independently and understand a variety of informational texts. CR6.8 I can read grade 6 appropriate level texts with fluency.	<ul style="list-style-type: none"> I am working on reading Grade 6 level texts about different cultures, with consistent help. I can offer a personal response, and provide support with some reference to the text if I have help. 	<ul style="list-style-type: none"> With prompting, I can read Grade 6 level texts about different cultures. I can support a personal response with some reference to the text. 	<ul style="list-style-type: none"> I can independently read Grade 6 level texts about different cultures. I can support a personal and critical response with some reference to the text. 	<ul style="list-style-type: none"> I can read beyond Grade 6 level texts about different cultures. I can support a detailed personal and critical response with many references to the text.
	<ul style="list-style-type: none"> I can read and understand some informational texts with help. 	<ul style="list-style-type: none"> I can read and understand some informational texts. 	<ul style="list-style-type: none"> I can read and understand a variety of informational texts. 	<ul style="list-style-type: none"> I can read and understand a variety of more complex informational texts.
	<ul style="list-style-type: none"> I need help to read and understand Grade 6 appropriate texts fluently and with expression. 	<ul style="list-style-type: none"> I can read and understand Grade 6 appropriate texts with some fluency and expression. 	<ul style="list-style-type: none"> I can read and understand Grade 6 appropriate texts with fluency and expression. 	<ul style="list-style-type: none"> I can read Grade 6 appropriate texts with exceptional fluency and expression.
Comments				