

Correlation – The Ontario Language Curriculum to Scholastic *Moving Up with Literacy Place*, Grade 6

Overall Expectations	<i>Scholastic Moving Up with Literacy Place, Grade 6</i>
Oral Communication	
By the end of grade 6, students will:	
1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;	<p><u>Program and Planning Guide</u> pages 33–38, 44, 45, 51, 56, 59, 63 – 67, 73, 75, 77 – 80, 82, 83, 125, 126, 131</p> <p>All Guided Reading texts All Strategy Units All Book Clubs</p>
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;	<p><u>Program and Planning Guide</u> pages 33–38, 44, 45, 59, 61 - 63, 77, 81, 91, 117, 122, 123, 125, 126, 131, 184 - 192</p> <p><u>Literacy Support Guide</u> pages 44 – 54</p> <p>All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units</p>
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.	<p><u>Program and Planning Guide</u> pages 125, 126</p> <p><u>Literacy Support Guide</u> pages 44 – 54</p> <p><u>Guided Reading:</u> World News page 4 Making Money Minting and Printing page 4 Illustrious page 4</p> <p><u>Strategy Units:</u> From Page to Stage pages 27, 55 Hero of Another World pages 22, 23, 64 Mission Space: pages 24, 53 When Disaster Strikes pages 23, 24, 48</p>

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Specific Expectations	<i>Scholastic Moving Up with Literacy Place</i> , Grade 6
<p>1. Listening to Understand By the end of Grade 6, students will:</p>	
<p>Purpose 1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks (e.g., to identify the perspective in an oral presentation; to identify the strategies and devices used to enhance the impact of a speech; to describe stated and implied ideas in the lyrics of a song)</p>	<p><u>Program and Planning Guide</u> pages 33–38, 44, 45, 51, 65, 66</p> <p>All Guided Reading texts</p> <p>All Strategy Units</p> <p>All Book Clubs</p>
<p>Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups (e.g., ask questions to deepen understanding and make connections to the ideas of others; summarize or paraphrase information and ideas to focus or clarify understanding; use vocal prompts in dialogues or conversations to express empathy, interest, and personal regard: That's really interesting. You must have been excited.)</p>	<p><u>Program and Planning Guide</u> pages 59, 64, 80, 83, 125, 126, 131</p> <p>All Guided Reading texts</p> <p>All Strategy Units</p> <p>All Book Clubs</p>

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<p>Comprehension Strategies 1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex oral texts (e.g., use self-questioning to monitor understanding; visualize different elements of an oral text; use note-taking strategies to record important ideas, key words, questions, and predictions)</p>	<p><u>Program and Planning Guide</u> pages 67, 75, 77</p> <p>All Strategy Units</p> <p>All Book Clubs</p>
<p>Demonstrating Understanding 1.4 demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways (e.g., summarize and explain information and ideas from an oral text, citing important details; ask questions to confirm inferences and value judgments during discussions after listening)</p>	<p><u>Program and Planning Guide</u> pages 67, 73, 77</p> <p><u>Strategy Units:</u> Analyzing pages 13 – 18 Inferring pages 14 - 24 Making Connections pages 14 - 20 Predicting pages 14 – 26 Self-Monitoring pages 16 - 28 Sequencing pages 14 - 25 Synthesizing pages 13 – 16, 20 - 24</p> <p><u>Book Club Units:</u> From Page to Stage pages 12, 13, 15 – 23 Hero of Another World pages 9 – 18, 19 – 21 Mission: Space pages 8 – 11, 16 – 23 When Disaster Strikes pages 10, 12 - 21</p>

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<p>Making Inferences/Interpreting Texts 1.5 interpret oral texts by using stated and implied ideas from the texts Teacher prompts: "What messages did you get from the speaker's tone of voice/body language/facial expressions?" "How does paying attention to a speaker's body language help you interpret what is being said?"</p>	<p><u>Program and Planning Guide</u> pages 59, 64, 79</p> <p><u>Strategy Units:</u> Analyzing pages 15, 18 Evaluating page 14 Inferring pages 14 – 17, 19 - 24 Making Connections pages 17 -19 Predicting pages 23, 25 Self-Monitoring pages 21, 25 Sequencing pages 17, 19, 22, 23 Synthesizing pages 13, 14, 20, 21, 23, 24</p> <p><u>Book Club Units:</u> From Page to Stage pages 17 - 22 Hero of Another World pages 9 – 13, 17 - 19 Mission: Space pages 9, 11, 17 When Disaster Strikes pages 10, 11, 13 – 15, 17 - 20</p>
<p>Extending Understanding 1.6 extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (e.g., use dialogue or drama to explore similarities and differences between ideas in oral texts and their own ideas)</p>	<p><u>Program and Planning Guide</u> pages 59, 63, 66, 79, 82</p> <p><u>Strategy Units:</u> Analyzing pages 13, 14 Evaluating pages 13, 19 Inferring page 19 Making Connections pages 14 -20 Predicting pages 14 – 16, 18, 19, 25, 26 Self-Monitoring pages 17, 21, 22 – 24, 27 Sequencing pages 14, 16 – 18, 20 – 22, 24, 25 Synthesizing pages 17, 20, 23, 24</p> <p><u>Book Club Units:</u> From Page to Stage page 18 Hero of Another World page 11 When Disaster Strikes pages 10 - 15, 17 - 20</p>

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<p>Analysing Texts 1.7 analyse oral texts in order to evaluate how well they communicate ideas, opinions, themes, and information (e.g., compare their own response to an oral text with a partner's response, citing details from the text to support their own view; explain what makes a war veteran's Remembrance Day speech effective)</p>	<p><u>Program and Planning Guide</u> pages 59, 63, 78</p> <p><u>Strategy Units:</u> Analyzing pages 13 – 19 Evaluating pages 15, 17 Inferring pages 15 – 17, 19, 21 - 24 Predicting page 25 Self-Monitoring pages 16, 19, 21 – 27</p> <p><u>Book Club Units:</u> From Page to Stage pages 15, 17 - 20 Hero of Another World page 11 Mission: Space pages 10, 17 – 19 When Disaster Strikes pages 13, 15 – 17, 19</p>
<p>Point of View 1.8 identify the point of view presented in oral texts, determine whether they agree with the point of view, and suggest other possible perspectives (e.g., ask questions about the values that are stated and implied by the perspective taken and those that are ignored; use role play or drama to express alternative views) Teacher prompts: "Whose point of view is being explored in this text?" "Whose voice do we not hear? Is this fair?"</p>	<p><u>Program and Planning Guide</u> pages 56, 59, 64, 79</p> <p><u>Literacy Support Guide</u> pages 169, 170</p> <p><u>Strategy Units:</u> Analyzing page 13 Evaluating pages 14 , 17, 19 Inferring pages 14, 15 Making Connections pages 19, 20 Predicting pages 18 – 21, 23 – 25 Self-Monitoring pages 22, 23, 26 Sequencing page 25</p> <p><u>Book Club Units:</u> From Page to Stage pages 17 - 19 Hero of Another World page 19 Mission: Space pages 17, 19 When Disaster Strikes pages 10, 13 – 17, 19</p>

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<p>Presentation Strategies 1.9 identify a variety of presentation strategies used in oral texts and analyse their effect on the audience (e.g., the unexpected use of humour or of changes in pace) Teacher prompt: "Why do you think the speaker paused for so long at that point in the story?"</p>	<p><u>Program and Planning Guide</u> page 80</p> <p><u>Strategy Units:</u> Evaluating page 19 Making Connections pages 18, 19 Predicting pages 14, 15, 21, 22 Self-Monitoring pages 18, 19, 26, 27 Synthesizing page 13</p> <p><u>Book Club Units:</u> From Page to Stage pages 22, 27 Hero of Another World pages 18, 22, 23 Mission: Space pages 20, 21, 24 When Disaster Strikes pages 17, 18, 23</p>
<p>2. Speaking to Communicate By the end of Grade 6, students will:</p>	
<p>Purpose 2.1 identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form (e.g., to clarify thinking through dialogue; to explore different points of view through drama and role playing; to present information to a group)</p>	<p><u>Program and Planning Guide</u> pages 33–38, 61, 62, 77, 81, 91, 117, 131</p> <p>All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units</p>
<p>Interactive Strategies 2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions (e.g., acknowledge different points of view; paraphrase to clarify meaning; adjust the level of formality to suit the audience and purpose for speaking)</p>	<p><u>Program and Planning Guide</u> pages 125, 126</p> <p><u>Literacy Support Guide</u> pages 44–54</p> <p>All Guided Reading Cards</p> <p><u>Strategy Units:</u> Analyzing pages 13 - 19 Evaluating pages 13 - 19 Inferring pages 14 – 24 Making Connections pages 14 - 20 Predicting pages 14 – 25 Sequencing pages 16 - 28 Self-Monitoring pages 14 - 25 Synthesizing pages 13 - 24</p>

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<p>Interactive Strategies (continued) 2.2 demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions (e.g., acknowledge different points of view; paraphrase to clarify meaning; adjust the level of formality to suit the audience and purpose for speaking)</p>	<p><u>Book Club Units:</u> From Page to Stage pages 12 - 23 Hero of Another World pages 9 - 22 Mission: Space pages 8 – 12, 16 – 20, 22 - 24 When Disaster Strikes pages 10 - 21</p>
<p>Clarity and Coherence 2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information (e.g., present an argument in favour of one point of view on an issue, with an opening statement, sequence of points with supporting evidence, and summary/conclusion)</p>	<p><u>Program and Planning Guide</u> pages 45, 59, 63, 78, 122, 123 <u>Literacy Support Guide</u> pages 44–54 All Guided Reading Cards <u>Strategy Units:</u> Analyzing pages 13 - 19 Evaluating pages 13 - 19 Inferring pages 14 – 24 Making Connections pages 14 - 20 Predicting pages 14 – 25 Sequencing pages 16 - 28 Self-Monitoring pages 14 - 25 Synthesizing pages 13 - 24 <u>Book Club Units:</u> From Page to Stage pages 12 - 23 Hero of Another World pages 9 - 22 Mission: Space pages 8 – 12, 16 – 20, 22 - 24 When Disaster Strikes pages 10 - 21</p>

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<p>Appropriate Language 2.4 use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience (e.g., use similes, personification, and comparative adjectives and adverbs to achieve a desired effect)</p>	<p><u>Program and Planning Guide</u> pages 44, 77, 81, 184 – 192</p> <p><u>Guided Reading:</u> Fish With Attitude page 8 I Think I Like It Talking About Art page 2 The Substitute page 4 The Colours of Mexico page 4 The Wooden Loon page 4 White Out page 4 Meeting Makwa page 7 Rocket Science page 4 The Fastest Game page 4 To Tell the Truth page 4 Your Baffling Brain page 4 A Flock of Small Wings page 4 Clash of the Titans page 8 Icarus and the Fates page 8 Illustrious page 4 Cryptids Club of Canada page 4 What Ever Happened to Canada’s Arrow? page 4 Stop the Press page 8 The Great Wave page 8</p> <p><u>Strategy Units:</u> Analyzing pages 20, 29 Inferring pages 25, 37, 66 Sequencing pages 29, 30</p> <p><u>Book Club Units:</u> From Page to Stage pages 26, 27 Hero of Another World pages 22, 23 Mission: Space page 24 When Disaster Strikes pages 23, 24</p>

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<p>Non-Verbal Cues 2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning (e.g., count off on their fingers as they present each point in an argument)</p>	<p><u>Program and Planning Guide</u> page 44</p> <p><u>Guided Reading:</u> Wireless Waste page 4 The Wooden Loon page 8 Icarus and the Fates page 8 Illustrious page 4 Stop The Press! page 8</p>
<p>Visual Aids 2.7 use a variety of appropriate visual aids, (e.g., video images, maps, posters, charts, costumes) to support or enhance oral presentations (e.g., wear a costume to help portray the speaker in a monologue; create a slide show to accompany a report)</p>	<p><u>Program and Planning Guide</u> page 131</p> <p><u>Guided Reading:</u> The Substitute page 4 The Colours of Mexico page 4 The Great Wave page 8</p>

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<p>3. Reflecting on Oral Communication Skills and Strategies By the end of Grade 6, students will:</p>	
<p>Metacognition 3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills Teacher prompts: "What strategies do you use to help you understand and follow a discussion among several people?" "What strategies do you use to recall important information after listening?" "What factors do you consider when deciding whether to use an informal or a formal approach when speaking?"</p>	<p><u>Program and Planning Guide</u> pages 125, 126 <u>Literacy Support Guide</u> pages 44 – 54 <u>Guided Reading:</u> World News page 4 Making Money Minting and Printing page 4 Illustrious page 4 <u>Strategy Units:</u> From Page to Stage pages 27, 55 Hero of Another World pages 22, 23, 64 Mission Space: pages 24, 53 When Disaster Strikes pages 23, 24, 48</p>
<p>Interconnected Skills 3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills Teacher prompt: "What strategies that you use when preparing to write help you organize your ideas before speaking?"</p>	<p><u>Program and Planning Guide</u> pages 125, 126 <u>Literacy Support Guide</u> pages 44 – 54</p>

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Overall Expectations	<i>Scholastic Moving Up with Literacy Place, Grade 6</i>
Reading By the end of Grade 6, students will:	
1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;	<u>Program and Planning Guide</u> pages 59–140 <u>Literacy Support Guide</u> pages 154–182 All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;	<u>Program and Planning Guide</u> pages 61, 62, 75, 77, 80, 82 <u>Literacy Support Guide</u> pages 9, 10, 16, 22, 23, 36, 37, 40, 41, 161, 162, 169, 171, 249, 396, 406 All Guided Reading Cards <u>Strategy Units:</u> Analyzing pages 24 – 47 Evaluating pages 23, 24, 30 – 32 Inferring pages 52, 53, 63, 65 Making Connections pages 23, 39 Predicting pages 33, 44, 45 Self-Monitoring pages 56, 57 Synthesizing pages 28, 36 <u>Book Club Unit</u> Mission: Space pages 13, 23

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Reading By the end of Grade 6, students will:	
3. use knowledge of words and cueing systems to read fluently;	<p><u>Program and Planning Guide</u> pages 61, 75, 77, 78, 81, 83, 84</p> <p><u>Literacy Support Guide</u> pages 34 – 42, 200, 332 – 338, 353 – 384, 386 – 389</p> <p><u>Guided Reading:</u> Don't Whistle Up the Wind page 2 Jimmy's Parents Are Aliens page 2 Robot Museum Tour Gone Wrong page 3 World News page 2 Fish With Attitude The Shark Book pages 3, 6 I Think I Like It Talking About Art page 2 The Substitute page 2 Space Diving page 2 The Colours of Mexico page 2 The Wooden Loon page 2 To Tell the Truth page 2 Web Tools For Kids page 3 Your Baffling Brain page 2 A Flock of Small Wings page 2 The Triangle Book page 2</p> <p><u>Strategy Units:</u> Analyzing pages 30 - 32 Evaluating pages 31, 33, 36, 38, 39 Inferring pages 26, 37, 41, 42, 47, 53, 58, 66, 67, 69 – 72 Making Connections pages 24, , 26 – 29, 40 Predicting pages 33, 39, 40, 48, 50 – 52 Self-Monitoring pages 27, 38, 40 – 43, 58 Sequencing pages 28, 30, 36 – 40 Synthesizing pages 25, 27, 28, 40</p> <p><u>Book Club Units:</u> From Page to Stage pages 30 – 32, 34 – 36, 40 Hero of Another World pages 28 – 32, 38, 39 Mission: Space pages 27, 28, 30 – 33, 37 - 39 When Disaster Strikes pages 25 – 30, 34</p>

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Reading By the end of Grade 6, students will:	
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.	<p><u>Program and Planning Guide</u> page 102</p> <p><u>Literacy Support Guide</u> pages 5 – 42</p> <p><u>Guided Reading:</u> World New page 2 I Think I Like It Talking About Art page 3 Wireless Waste page 3 The Fastest Game page 5</p> <p><u>Strategy Units:</u> Analyzing pages 53, 56 Evaluating pages 32, 61, 64 Inferring pages 53, 93, 96 Making Connections pages 34, 35, 54, 55, 58 Predicting pages 71, 72, 75 Self-Monitoring pages 71, 74 Sequencing pages 60, 64 Synthesizing pages 55, 58</p> <p><u>Book Club Units:</u> From Page to Stage pages 27, 28, 55 Hero of Another World pages 22, 23, 64 Mission: Space pages 24, 53 When Disaster Strikes pages 23, 24, 48</p>

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<p>1. Reading for Meaning By the end of Grade 6, students will:</p>	
<p>Variety of Texts 1.1 read a wide variety of texts from diverse cultures, including literary texts (e.g., short stories, poetry, myths, legends, fantasies, novels, plays), graphic texts (e.g., graphic novels, advertisements, atlases, graphic organizers, charts and tables), and informational texts (e.g., biographies, textbooks, and other non-fiction materials; articles and reports; print and online editorials, various electronic texts, webquest texts)</p>	<p><u>Program and Planning Guide</u> pages 60 – 140</p> <p>All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units</p>
<p>Purpose 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., online and print sources to compare different approaches to the same topic; webquest texts for information on a historical topic; graphic organizers, charts, and tables for specific information; a novel or a nonfiction book on a favourite topic for personal enjoyment)</p>	<p><u>Program and Planning Guide</u> pages 60 – 140</p> <p><u>Literacy Support Guide</u> pages 154 - 175 All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units</p>

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<p>Comprehension Strategies 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts (e.g., activate prior knowledge on a topic through brainstorming and developing concept maps; use visualization and comparisons with images from other media to clarify details of characters, scenes, or concepts in a text; make predictions about a text based on knowledge of similar texts; reread or read on to confirm or clarify understanding)</p>	<p><u>Program and Planning Guide</u> pages 60 – 140</p> <p>All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units</p>
<p>Demonstrating Understanding 1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details (e.g., general idea and related facts in chapters, reports, tables and charts, concept maps, online and print magazine articles, editorials, brochures or pamphlets, websites; main theme and important details in short stories, poems, plays, legends)</p>	<p><u>Program and Planning Guide</u> pages 67, 73, 77</p> <p><u>Guided Reading:</u> Are You Getting the Message? page 4 Don't Whistle Up the Wind page 8 Robot Museum Tour Gone Wrong page 3 World News page 4 Fish With Attitude The Shark Book page 8 I Think I Like It Talking About Art page 4 The Substitute page 4 Victory on Ice The Stanley Cup Story page 4 Wireless Waste page 4 Making Money Minting and Printing pages 2 – 4 The Colours of Mexico page 4 The Wooden Loon page 8 White Out page 4 Charlie On Tour page 5 Meeting Makwa page 7 Rocket Science page 4 The Fastest Game pages 7, 8</p>

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<p>Demonstrating Understanding (continued) 1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details (e.g., general idea and related facts in chapters, reports, tables and charts, concept maps, online and print magazine articles, editorials, brochures or pamphlets, websites; main theme and important details in short stories, poems, plays, legends)</p>	<p>To Tell the Truth page 4 Web Tools For Kids page 3 Your Baffling Brain page 4 A Flock of Small Wings pages 4, 6, 7 Clash of the Titans pages 3 – 8 Illustrious page 4 Cryptids Club of Canada page 4 What Ever Happened to Canada’s Arrow page 4 Stop The Press! page 8 The Great Wave pages 5, 7, 8 The Triangle Book pages 3, 4</p> <p><u>Strategy Units:</u> Analyzing page 26 Evaluating pages 34 – 36 Inferring pages 24, 36, 41, 52, 57, 65 Making Connections pages 20, 40 Predicting pages 15- 23, 25, 26, 33, 34, 36, 38, 39 Self-Monitoring pages 26, 35 Sequencing pages 17, 18, 20 -23, 25, 28 Synthesizing pages 13 – 16, 21 -24, 36 – 39</p> <p><u>Book Club Units:</u> From Page to Stage pages 13, 21 Mission: Space pages 13, 17 When Disaster Strikes page 13</p>
<p>Making Inferences/Interpreting Texts 1.5 develop interpretations about texts using stated and implied ideas to support their interpretations Teacher prompt: "What is the story between the lines ... beyond the lines? What clues did the author give that led to your conclusion? Why do you think the author doesn't state these ideas directly?"</p>	<p><u>Program and Planning Guide</u> pages 59, 64, 79</p> <p><u>Guided Reading:</u> Are You Getting the Message? page 2 World News page 4 Fish With Attitude The Shark Book pages 2, 6 The Substitute page 4 Space Diving pages 2, 4 Tales of a Reluctant Camper page 3 The Colour of Mexico page 4 The Wooden Loon pages 3 – 7 White Out page 4 Charlie on Tour page 7 Meeting Makwa page 5</p>

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<p>Making Inferences/Interpreting Texts (continued) 1.5 develop interpretations about texts using stated and implied ideas to support their interpretations Teacher prompt: "What is the story between the lines ... beyond the lines? What clues did the author give that led to your conclusion? Why do you think the author doesn't state these ideas directly?"</p>	<p>To Tell the Truth pages 2 – 4 Your Baffling Brain page 4 Icarus and the Fates page 8 Illustrious pages 2, 4 What Ever Happened To Canada's Arrow? pages 3, 4 The Great Wave pages 3, 5 – 8 The Triangle Book page 4</p> <p><u>Strategy Units:</u> Analyzing pages 15, 18, 24, 30 Evaluating pages 14, 19, 21 Inferring pages 14 – 17, 19 – 24, 34 – 36, 40, 41, 45 – 47, 51, 56, 57, 62 - 66 Making Connections pages 17 -19 Predicting pages 23, 25 Self-Monitoring pages 21, 25 Sequencing pages 17, 19, 22, 23 Synthesizing pages 13, 14, 20, 21, 23, 24, 37, 38</p> <p><u>Book Club Units:</u> From Page to Stage pages 15, 17 – 22, Hero of Another World pages 9 – 13, 17 – 21, 23 Mission: Space pages 9, 11, 17, 19 When Disaster Strikes pages 10, 11, 13 – 15, 17 - 20</p>
<p>Extending Understanding 1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them Teacher prompt: "How does the author's treatment of this topic compare with treatments of the topic in other sources?"</p>	<p><u>Program and Planning Guide</u> pages 59, 63, 66, 79, 82</p> <p><u>Guided Reading:</u> Are You Getting the Message? page 2 Don't Whistle Up the Wind pages 2, 5, 7 Jimmy's Parents Are Aliens pages 2, 4 World News pages 2, 4 Fish With Attitude The Shark Book page 2 I Think I Like It Talking About Art page 2 The Substitute page 2 Victory On Ice The Stanley Cup Story pages 2 – 4 Making Money Minting and Printing pages 2, 4 Space Diving pages 2, 4 Tales of a Reluctant Camper pages 2, 5, 6, 8</p>

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<p>Extending Understanding (continued) 1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them Teacher prompt: "How does the author's treatment of this topic compare with treatments of the topic in other sources?"</p>	<p>The Colours of Mexico pages 2 – 4 The Wooden Loon pages 2, 5 Charlie on Tour pages 2, 4 Meeting Makwa page 2 Rocket Science pages 2 – 4 The Fastest Game pages 2, 5 To Tell the Truth page 2 Web Tools for Kids pages 2, 7 Your Baffling Brain pages 2, 4 A Flock of Small Wings pages 2, 6 Clash of the Titans pages 2, 7 Icarus and the Fates pages 2, 8 Illustrious pages 2 – 4 Cryptids Club of Canada pages 2, 4 What Ever Happened To Canada's Arrow? page 2 Stop The Press! pages 2, 7, 8 The Great Wave pages 2, 7, 8 The Triangle Book page 2</p> <p><u>Strategy Units:</u> Analyzing pages 13, 14, 19, 27, 29 Evaluating pages 13, 19, 23, 25, 27 Inferring page 19, 34, 40, 41, 51, 56, 62, 64 Making Connections pages 14 -20, 23 – 25, , 38, 39 Predicting pages 14 – 16, 18, 19, 25, 26, 31, 34, 35, 37, 43, 45 Self-Monitoring pages 17, 21, 22 – 24, 27, 31, 36, 38, 53, 54, 56, 58 Sequencing pages 14, 16 – 18, 20 – 22, 24, 25, 29, 33, 34 Synthesizing pages 17, 20, 23, 24, 36 - 39</p> <p><u>Book Club Units:</u> From Page to Stage page 18 Hero of Another World page 11 Mission: Space page 9 When Disaster Strikes pages 10 - 15, 17 – 20, 23</p>

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<p>Analysing Texts 1.7 analyse increasingly complex texts and explain how the different elements in them contribute to meaning (e.g., narrative: contribution of characters, setting, and plot to the theme; persuasive argument: the role of the summing-up paragraph in highlighting the most compelling points in the argument)</p>	<p><u>Program and Planning Guide</u> pages 59, 63, 78</p> <p><u>Guided Reading:</u> Are You Getting the Message? page 4 Don't Whistle Up the Wind pages 2 – 8 World News page 2 Fish With Attitude The Shark Book pages 3, 4, 6 – 8 I Think I Like It Talking About Art page 2 Space Diving pages 2 – 4 Tales of a Reluctant Camper page 8 White Out page 4 Meeting Makwa pages 2, 4, 7 Web Tools For Kids page 2 A Flock of Small Wings page 4 Analyzing page 5 Stop The Press! pages 2 – 6, 8</p> <p><u>Strategy Units:</u> Analyzing pages 13 – 19, 25 - 30 Evaluating pages 15, 17, 25 – 27, 32, 33, 36 Inferring pages 15 – 17, 19, 21 – 24, 40, 41, 45, 46, 57, 63 Making Connections pages 25, 39 Predicting pages 25, 33, 34, 36, 38, 44 - 48 Self-Monitoring pages 16, 19, 21 – 27, 34 – 37, 54 – 57</p> <p><u>Book Club Units:</u> From Page to Stage pages 12, 15, 17 – 20, 21, 22, 24 Hero of Another World page 11 Mission: Space pages 10, 17 – 19 When Disaster Strikes pages 13, 15 – 17, 19</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i> , Grade 6
<p>Responding to and Evaluating Texts</p> <p>1.8 make judgments and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views</p> <p>Teacher prompts: "What conclusions can you draw from the events or information presented in the text?" "Has the author chosen the most convincing facts to support his or her opinion?"</p>	<p><u>Program and Planning Guide</u> pages 56, 59, 64, 67, 79</p> <p><u>Guided Reading:</u></p> <p>Are You Getting the Message? pages 2 – 4 Don't Whistle Up the Wind page 5 Jimmy's Parents Are Aliens page 4 Robot Museum Tour Gone Wrong page 2 World News page 4 Fish With Attitude The Shark Book page 8 I Think I Like It Talking About Art page 4 The Substitute page 2 Victory On Ice The Stanley Cup Story pages 2, 4 Wireless Waste page 2 Space Diving pages 2, 4 Tales of a Reluctant Camper pages 5, 6 The Wooden Loon pages 7, 8 Charlie on Tour pages 4, 7 The Fastest Games pages 3 – 8 To Tell the Truth page 2 Web Tools For Kids pages 2 – 7 A Flock of Small Wings page 2 Clash of the Titans pages 2, 3 Cryptids Club of Canada pages 2 – 4 What Ever Happened To Canada's Arrow? pages 2, 4 Stop The Press! page 5 The Triangle Book pages 2, 4</p> <p><u>Strategy Units:</u></p> <p>Analyzing pages 13, 26 Evaluating pages 14, 17, 19, 23 – 25, 27, 31, 33 - 36 Inferring pages 14, 15, 21 - 24, 34, 36, 40, 46, 47, 52, 57, 62, 63 Making Connections pages 19, 20, 24, 25 Predicting pages 18 – 21, 23 – 25, 35, 38, 45, 46 Self-Monitoring pages 22, 23, 26, 34, , 38, 53, 58 Sequencing pages 25, 29, 35, 36 Synthesizing page 38</p> <p><u>Book Club Units:</u></p> <p>From Page to Stage pages 17 - 19 Hero of Another World page 19 Mission: Space pages 9, 13, 17, 19 When Disaster Strikes pages 10, 13 – 17, 19, 20</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i> , Grade 6
<p>Point of View 1.9 identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives (e.g., ask questions to identify any biases that are stated or implied in the view presented) Teacher prompts: "Who would be most likely to share this point of view? Who would not?" "How would you revise the text to appeal to a different or a wider audience?" "Why do you think stereotypes are used in certain texts?"</p>	<p><u>Program and Planning Guide</u> pages 56, 59, 64, 67, 79</p> <p><u>Guided Reading:</u> Robot Museum Tour Gone Wrong page 4 World News page 4 Wireless Waste page 4 Making Money Minting and Printing page 4 The Colours of Mexico page 4 Rocket Science page 4 The Fastest Game page 4 To Tell the Truth page 4 Web Tools For Kids page 7 Clash of the Titans page 7 Illustrious page 8 What Ever Happened To the Canadian Arrow? page 4</p> <p><u>Strategy Units:</u> Analyzing pages 13, 26 Evaluating pages 14 , 17, 19, 35, 36 Inferring pages 14, 15, 25, 47, 52, 57 Making Connections pages 19, 20 Predicting pages 18 – 21, 23 – 25, 36, 39 Self-Monitoring pages 22, 23, 26 Sequencing pages 25, 28, 29 Synthesizing pages 13 – 16, 22 – 24, 37 - 39</p> <p><u>Book Club Units:</u> From Page to Stage pages 17 - 19 Hero of Another World page 19 Mission: Space pages 17, 19 When Disaster Strikes pages 10, 13 – 17, 19</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i> , Grade 6
2. Understanding Form and Style	
By the end of Grade 6, students will:	
<p>Text Forms</p> <p>2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a myth (e.g., the use of imaginary/supernatural characters tells the reader not to interpret the story literally), graphic texts such as an advertisement (e.g., colour and layout are used to emphasize the appeal and importance of the product), and informational texts such as an editorial (e.g., the formal, logical structure of thesis, development, and summary/conclusion helps create an authoritative impression)</p>	<p><u>Program and Planning Guide</u> pages 61, 62, 77, 80</p> <p><u>Literacy Support Guide</u> pages 161, 162</p> <p><u>Guided Reading:</u> Don't Whistle Up the Wind page 2 Robot Museum Tour Gone Wrong page 2 World News page 2 Fish With Attitude The Shark Book page 2 Victory On Ice The Stanley Cup Story page 2 Space Diving page 3 The Wooden Loon page 3 Meeting Makwa page 2 The Fastest Game page 3 Web Tools For Kids pages 2, 3 A Flock of Small Winds page 2 Clash of the Titans page 3 Icarus and the Fates page 2 Cryptids Club of Canada page 2 The Triangle Book page 2</p> <p><u>Strategy Units:</u> Analyzing page 24 Evaluating pages 23, 24, 30, 31 Inferring pages 52, 53, 63, 65 Predicting pages 44, 45 Self-Monitoring page 57 Sequencing pages 28, 36</p> <p><u>Book Club Units:</u> Mission: Space pages 13, 23</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Text Patterns 2.2 identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts (e.g., order of importance in a persuasive letter or news report, a grid and coordinates in a map, columns and rows in a table, time order in a biography)</p>	<p><u>Guided Reading:</u> World News page 2 Fish With Attitude The Shark Book page 2 Victory On Ice The Stanley Cup Story page 2 Wireless Waste page 2 Making Money Minting and Printing page 2 Space Diving page 2 The Colours of Mexico page 2 Meeting Makwa page 2 The Fastest Game page 2 Web Tools For Kids page 2 A Flock of Small Wings page 2 Clash of the Titans page 2 Icarus and the Fates page 2 Cryptids Club of Canada page 2 What Ever Happened to Canada’s Arrow? page 2 The Triangle Book page 2</p> <p><u>Strategy Units:</u> Analyzing pages 24 -27 Evaluating pages 23, 24, 30, 32 Inferring pages 52, 63, 65 Making Connections pages 23, 39 Predicting pages 33, 44, 45 Self-Monitoring page 56 Sequencing page 28</p>
<p>Text Features 2.3 identify a variety of text features and explain how they help readers understand texts (e.g., indexes, headings/subheadings, captions and labels, and drop-down menus help the reader locate key words, phrases, or ideas when skimming or scanning a text before reading)</p>	<p><u>Program and Planning Guide</u> pages 65, 82</p> <p><u>Literacy Support Guide</u> pages 161, 162</p> <p><u>Guided Reading:</u> World News page 2 Fish With Attitude The Shark Book page 2 Victory On Ice The Stanley Cup Story page 2 Wireless Waste page 2 Making Money Minting and Printing page 2 Space Diving page 2 The Colours of Mexico page 2 Meeting Makwa page 2</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Text Features (continued) 2.3 identify a variety of text features and explain how they help readers understand texts (e.g., indexes, headings/subheadings, captions and labels, and drop-down menus help the reader locate key words, phrases, or ideas when skimming or scanning a text before reading)</p>	<p>The Fastest Game page 2 Web Tools For Kids page 2 A Flock of Small Wings page 2 Clash of the Titans page 2 Icarus and the Fates page 2 Cryptids Club of Canada page 2 What Ever Happened to Canada’s Arrow? page 2 The Triangle Book page 2</p> <p><u>Strategy Units:</u> Analyzing pages 24 -27 Evaluating pages 23, 24, 30, 32 Inferring pages 52, 63, 65 Making Connections pages 23, 39 Predicting pages 33, 44, 45 Self-Monitoring page 56 Sequencing pages 28</p>
<p>Elements of Style 2.4 identify various elements of style - including voice, word choice, and the use of hyperbole, strong verbs, dialogue, and complex sentences - and explain how they help communicate meaning (e.g., hyperbole provides drama and emphasis in a persuasive article; a complex sentence allows the author to combine ideas for succinctness and improved flow)</p>	<p><u>Literacy Support Guide</u> pages 9, 10, 16, 22, 23, 36, 37, 40, 41, 396, 406</p> <p><u>Guided Reading:</u> Don’t Whistle Up the Wind page 5 Jimmy’s Parents Are Aliens page 2 Wireless Waste page 2 Tales of a Reluctant Camper pages 3, 5 The Wooden Loon page 3 White Out page 2 Charlie On Tour page 2 Rocket Science page 3 Your Baffling Brain page 2 Stop The Press! page 5 The Great Wave pages 5, 6</p>

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Specific Expectations	<i>Scholastic Moving Up with Literacy Place, Grade 6</i>
3. Reading With Fluency By the end of Grade 6, students will:	
Reading Familiar Words 3.1 automatically read and understand most words in a range of reading contexts (e.g., words from oral vocabulary and grade-level texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided-, and independent-reading texts and resource materials in the curriculum subject areas)	<u>Program and Planning Guide</u> pages 77, 81, 84 <u>Literacy Support Guide</u> pages 34, 200, 353 – 371, 387 – 389 <u>Guided Reading:</u> Fish With Attitude The Shark Book page 6 Space Diving page 2 The Wooden Loon page 2 A Flock of Small Wings page 2 <u>Strategy Units:</u> Sequencing page 37 Synthesizing page 25 <u>Book Club Units:</u> From Page to Stage pages 30, 40 Hero of Another World pages 28, 39 Mission: Space pages 27, 28, 38, 39 When Disaster Strikes 29, 30, 34

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Reading Unfamiliar Words 3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:</p> <ul style="list-style-type: none"> • semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language); • syntactic (language structure) cues (e.g., word order, language patterns, punctuation); • graphophonic (phonological and graphic) cues (e.g., words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words) 	<p><u>Program and Planning Guide</u> pages 77, 81, 84</p> <p><u>Literacy Support Guide</u> pages 34 – 42, 332 – 338, 353 – 371</p> <p><u>Guided Reading:</u> Don't Whistle Up the Wind page 2 Jimmy's Parents Are Aliens page 2 Robot Museum Tour Gone Wrong page 3 World News page 2 Fish With Attitude The Shark Book page 3 I Think I Like It Talking About Art page 2 The Substitute page 2 Space Diving page 2 The Colours of Mexico page 2 The Fastest Game page 3 To Tell the Truth page 2 Web Tools For Kids page 3 Your Baffling Brain page 2 Cryptids Club of Canada page 3 The Triangle Book page 2</p> <p><u>Strategy Units:</u> Analyzing pages 31, 32 Evaluating pages 31, 33, 36, 38, 39 Inferring pages 26, 41, 58, 67, 69 – 72 Making Connections pages 24, , 27 – 29 Predicting pages 33, 39, 40, 50 – 52 Self-Monitoring pages 38, 40 – 43 Sequencing pages 28, 30, 36 – 40 Synthesizing pages 27, 28</p> <p><u>Book Club Units:</u> From Page to Stage pages 31 – 32, 34 – 36 Hero of Another World pages 29 – 32 Mission: Space pages 28, 30 – 33 When Disaster Strikes pages 26 - 30</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Reading Fluently 3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose (e.g., read a radio drama or radio editorial in role with suitable emphasis and phrasing)</p>	<p><u>Program and Planning Guide</u> pages 61, 75, 78, 81, 83</p> <p><u>Literacy Support Guide</u> pages 372 – 384</p> <p><u>Strategy Units:</u> Analyzing page 30 Inferring pages 37, 42, 47, 53, 58, 66 Making Connections pages 26, , 40 Predicting pages 39, 48 Self-Monitoring pages 27, 38, 58 Synthesizing pages 25, 40</p> <p><u>Book Club Units:</u> From Page to Stage pages 30, 40 Hero of Another World pages 28, 38 Mission: Space pages 27, 37 When Disaster Strikes pages 25, 34</p>
<p>4. Reflecting on Reading Skills and Strategies By the end of Grade 6, students will:</p>	
<p>Metacognition 4.1 identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers, or in a reader's notebook, how they can use these and other strategies to improve as readers</p>	<p><u>Program and Planning Guide</u> page 102</p> <p><u>Literacy Support Guide</u> page 16</p> <p><u>Guided Reading:</u> World New page 2 I Think I Like It Talking About Art page 3 Wireless Waste page 3 The Fastest Game page 5</p> <p><u>Strategy Units:</u> Evaluating page 32 Inferring page 53 Making Connections pages 34, 35</p> <p><u>Book Club Units:</u> From Page to Stage pages 27, 52 Hero of Another World pages 22, 23, 61 Mission: Space pages 24, 50 When Disaster Strikes pages 23, 24, 45</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Interconnected Skills 4.2 explain, in conversation with the teacher and/or peers or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (e.g., using a particular form when writing enhances understanding when reading texts of a similar form) Teacher prompt: "Think about the conventions you used when creating a class newspaper. How will that information help you when you read the community newspaper?"</p>	<p><u>Literacy Support Guide</u> pages 5 – 42</p> <p><u>Strategy Units:</u> Analyzing pages 53, 56 Evaluating pages 61, 64 Inferring pages 93, 96 Making Connections pages 54, 55, 58 Predicting pages 71, 72, 75 Self-Monitoring pages 71, 74 Sequencing pages 60, 64 Synthesizing pages 55, 58</p> <p><u>Book Club Units:</u> From Page to Stage pages 27, 28, 55 Hero of Another World pages 22, 23, 64 Mission: Space pages 24, 53 When Disaster Strikes pages 23, 24, 48</p>
Overall Expectations	
<p>Writing By the end of grade 6, students will:</p>	
<p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</p>	<p><u>Program and Planning Guide</u> pages 141 – 145, 151, 152, 154, 156, 162, 165 – 168, 175</p> <p><u>Literacy Support Guide</u> pages 17 - 30, 44 - 57, 68, 226 –243, 246 – 253, 259 – 261, 266, 281 – 283, 292, 293, 299, 300, 305 – 310, 323 – 326, 329, 410 – 420</p> <p><u>Guided Reading:</u> Are You Getting the Message page 4 World News page 4 Fish With Attitude The Shark Book page 8 I Think I Like It Talking About Art page 4 The Substitute page 4 Victory On Ice The Stanley Cup Story page 4 Wireless Waste page 4 Making Money Minting and Printing page 4 Space Diving page 4 The Colours of Mexico page 4 The Wooden Loon pages 7, 8</p>

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Overall Expectations	Scholastic <i>Moving Up with Literacy Place</i> , Grade 6
Writing	
By the end of grade 6, students will:	
<p>(continued)</p> <p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</p>	<p>White Out page 4</p> <p>Charlie on Tour pages 3, 5, 7, 8</p> <p>Meeting Makwa pages 7, 8</p> <p>Rocket Science page 4</p> <p>The Fastest Games pages 7, 8</p> <p>To Tell the Truth page 4</p> <p>Web Tools For Kids pages 7, 8</p> <p>Your Baffling Brain page 4</p> <p>A Flock of Small Wings pages 6, 7</p> <p>Clash of the Titans pages 7, 8</p> <p>Icarus and the Fates page 8</p> <p>Illustrious page 4</p> <p>Cryptids Club of Canada page 4</p> <p>What Ever Happened to Canada’s Arrow? page 4</p> <p>Stop The Press! page 7</p> <p>The Great Wave pages 7, 8</p> <p>The Triangle Book page 4</p> <p><u>Strategy Units:</u></p> <p>Analyzing pages 14, 20, 22, 39, 47, 48, 55</p> <p>Evaluating pages 21, 28, 45, 55, 56, 58, 59, 63</p> <p>Inferring pages 26, 27, 37, 38, 42, 43, 48, 59, 76, 88, 91, 95</p> <p>Making Connections pages 12, 14, 21, 34, 41, 49, 50, 53, 57</p> <p>Predicting pages 15, 28, 29, 32, 39 - 41, 46, 57, 66, 69, 74</p> <p>Self-Monitoring pages 28, 38, 47, 58, 59, 66 - 68, 73</p> <p>Sequencing pages 25, 29, 31, 45, 53, 54, 62</p> <p>Synthesizing pages 17, 33, 39, 41, 50, 53, 57</p> <p><u>Book Club Units:</u></p> <p>From Page to Stage pages 25, 31, 41</p> <p>Hero of Another World pages 7, 9 – 13, 15 – 21, 23, 41, 44, 49</p> <p>Mission: Space pages 14, 15, 23, 24, 26, 28, 38</p> <p>When Disaster Strikes pages 13 – 17, 19 – 21, 26</p>

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Overall Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p>	<p><u>Program and Planning Guide</u> pages 141, 142, 144, 145 – 147, 151, 152, 154 - 156, 165 – 168, 170, 175</p> <p><u>Literacy Support Guide</u> pages 18, 25, 26, 232, 233, 236 –306, 380, 381</p> <p><u>Guided Reading:</u> Don't Whistle Up the Wind page 7 Jimmy's Parents Are Aliens page 4 World News page 4 Fish Attitude The Shark Book page 8 I Think I Like It Talking About Art page 4 The Substitute page 4 Victory On Ice The Stanley Cup Story page 4 Wireless Waste page 4 Space Diving page 4 Tales of a Reluctant Camper page 8 The Colours of Mexico page 4 The Wooden Loon pages 7, 8 White Out page 4 Charlie on Tour pages 7, 8 Meeting Makwa page 7 The Fastest Games pages 7, 8 To Tell the Truth page 4 Your Baffling Brain page 4 A Flock of Small Wings page 8 Clash of the Titans page 7 Icarus and the Fates page 8 Illustrious page 4 What Ever Happened to Canada's Arrow? page 4 Stop The Press! page 7 The Triangle Book page 4</p> <p><u>Strategy Units:</u> Analyzing pages 39, 46 -53 Evaluating pages 21, 28, 45, 54 - 61 Inferring pages 26, 27, 37, 42, 48, 59, 70, 76, 87 -93 Making Connections pages 34, 49 - 55 Predicting pages 28, 40, 57, 65 - 72 Self-Monitoring pages 28, 47, 58, 59, 66 - 71 Sequencing pages 25, 31, 45, 53 - 60 Synthesizing pages 17, 33, 41, 49 - 55</p>

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Overall Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
(continued) 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;	<u>Book Club Units:</u> From Page to Stage page 25 Hero of Another World pages 40 - 47 Mission: Space pages 14, 15, 23, 24
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;	<u>Program and Planning Guide</u> pages 142, 147 – 149, 155 - 157, 165 – 168, 175 <u>Literacy Support Guide</u> pages 307 -371, 385 - 389, 407 – 409 <u>Guided Reading:</u> Don't Whistle Up the Wind page 8 Robot Museum Tour Gone Wrong page 3 Fish With Attitude The Shark Book page 5 Victory On Ice The Stanley Cup Story page 3 Making Money Minting and Printing page 2 Space Diving page 4 Tales of a Reluctant Camper page 8 The Wooden Loon page 2 Meeting Makwa pages 2, 7 The Fastest Game page 3 To Tell the Truth page 4 Web Tools For Kids page 5 Your Baffling Brain page 2 A Flock of Small Wings page 2 Icarus and the Fates page 8 Illustrious page 4 What Ever Happened To Canada's Arrow? page 2 Stop The Press! pages 6, 8 The Great Wave page 8 The Triangle Book page 4 <u>Strategy Units:</u> Analyzing pages 30 -35, 46 - 53 Evaluating pages 37 – 41, 54 - 61 Inferring pages 68 – 72, 87 - 93 Making Connections pages 26 – 30, 49 - 55 Predicting pages 49 – 53, 65 - 72 Self-Monitoring pages 38 – 43, 66 - 71

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>(continued) 3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p>	<p>Sequencing pages 30, 37 – 41, 53 - 60 Synthesizing pages 25 – 29, 49 - 55</p> <p><u>Book Club Units:</u> From Page to Stage pages 40, 41 Hero of Another World pages 28, 29 – 47 Mission: Space pages 27, 28 - 33 When Disaster Strikes pages 25, 26 - 30</p>
<p>4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.</p>	<p><u>Program and Planning Guide</u> pages 149, 157, 171</p> <p><u>Literacy Support Guide</u> pages 27, 30, 32, 33</p> <p><u>Guided Reading:</u> The Substitute page 4 Wireless Waste page 4 What Ever Happened To Canada’s Arrow page 4</p> <p><u>Strategy Units:</u> Analyzing page 53 Evaluating page 61 Inferring page 93 Making Connections page 55 Predicting page 72 Self-Monitoring page 71 Sequencing page 60 Synthesizing page 55</p> <p><u>Book Club Units:</u> From Page to Stage page 27 Hero of Another World pages 46, 47</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i> , Grade 6
1. Developing and Organizing Content By the end of Grade 6, students will:	
Purpose and Audience 1.1 identify the topic, purpose, and audience for a variety of writing forms (e.g., an original poem, with an invented structure or based on a model such as a haiku, about a topic of personal interest, to share with the class; a persuasive letter asking the school principal to look at a specific issue from a new point of view; a description of the procedure for constructing a three-dimensional model, to share with Grade 3 students; a script on a topic of current interest for a mock television broadcast for a general audience)	<p><u>Program and Planning Guide</u> pages 141, 142, 144, 151, 152, 154, 165 – 168</p> <p><u>Literacy Support Guide</u> pages 17 – 20, 226 -243</p> <p><u>Guided Reading:</u> Are You Getting the Message page 4 World News page 4 I Think I Like It Talking About Art page 4 The Substitute page 4 Victory On Ice The Stanley Cup Story page 4 Wireless Waste page 4 Space Diving page 4 The Colours of Mexico page 4 White Out page 4 Charlie on Tour page 7 Meeting Makwa page 7 Rocket Science page 4 The Fastest Games pages 7, 8 To Tell the Truth page 4 Web Tools For Kids page 7 Your Baffling Brain page 4 A Flock of Small Wings page 6 Clash of the Titans page 7 Icarus and the Fates page 8 Illustrious page 4 Cryptids Club of Canada page 4 What Ever Happened to Canada’s Arrow? page 4 Stop The Press! page 7 The Great Wave pages 7, 8 The Triangle Book page 4</p> <p><u>Strategy Units:</u> Analyzing pages 39, 48 Evaluating pages 21, 28, 45, 55 Inferring pages 26, 27, 37, 42, 48, 76, 88 Making Connections pages 34, 41, 49, 50 Predicting pages 28, 40, 57, 66 Self-Monitoring pages 28, 47, 58, 66, 67 Sequencing pages 25, 31, 45, 53, 54</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>(continued)</p> <p>Purpose and Audience</p> <p>1.1 identify the topic, purpose, and audience for a variety of writing forms (e.g., an original poem, with an invented structure or based on a model such as a haiku, about a topic of personal interest, to share with the class; a persuasive letter asking the school principal to look at a specific issue from a new point of view; a description of the procedure for constructing a three-dimensional model, to share with Grade 3 students; a script on a topic of current interest for a mock television broadcast for a general audience)</p>	<p>Synthesizing pages 17, 33,41, 50</p> <p><u>Book Club Units:</u> From Page to Stage page 25 Hero of Another World pages 7, 9 – 13, 15 – 21, 23, 41 Mission: Space pages 14, 15, 23, 24 When Disaster Strikes pages 13 – 17, 19 - 21</p>
<p>Developing Ideas</p> <p>1.2 generate ideas about a potential topic and identify those most appropriate for the purpose</p>	<p><u>Program and Planning Guide</u> pages 142, 144, 145</p> <p><u>Literacy Support Guide</u> pages 46 – 50, 226 -230, 246 – 248</p> <p><u>Guided Reading:</u> Are You Getting the Message page 4 Victory On Ice The Stanley Cup Story page 4 Charlie on Tour page 7 The Fastest Games pages 7, 8 To Tell the Truth page 4 Web Tools For Kids page 7 A Flock of Small Wings page 6 What Ever Happened to Canada’s Arrow? page 4 The Triangle Book page 4</p> <p><u>Strategy Units:</u> Evaluating pages 28, 56 Inferring pages 37, 38, 43, 59, 76 Making Connections page 50 Predicting page 66 Self-Monitoring page 58</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Research 1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (e.g., identify the steps required to gather information; interview people with knowledge of the topic; identify and use graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve)</p>	<p><u>Program and Planning Guide</u> pages 143 – 145, 156</p> <p><u>Literacy Support Guide</u> pages 20, 23 – 25, 68, 226 – 228, 234 – 236, 239 – 241</p> <p><u>Guided Reading:</u> Fish With Attitude The Shark Book page 8 The Substitute page 4 Making Money Minting and Printing page 4 The Colours of Mexico page 4 Meeting Makwa page 7 The Fastest Game pages 7, 8 Your Baffling Brain page 4 Clash of the Titans pages 7, 8 The Great Wave pages 7, 8</p> <p><u>Strategy Units:</u> Analyzing pages 39, 47 Evaluating page 58 Inferring pages 37, 76, 88 Making Connections pages 21, 53 Predicting page 66 Self-Monitoring pages 28, 67 Sequencing page 54 Synthesizing pages 17, 50</p> <p><u>Book Club Units:</u> Hero of Another World page 41</p>
<p>Classifying Ideas 1.4 sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas (e.g., by underlining or highlighting key words or phrases; by using a graphic organizer such as a fishbone chart, a T-chart, or an "Agree/Disagree" chart)</p>	<p><u>Program and Planning Guide</u> pages 144, 145, 156, 175</p> <p><u>Literacy Support Guide</u> pages 228, 229, 246 – 253, 410 – 420</p> <p><u>Guided Reading:</u> The Substitute page 4 Victory On Ice The Stanley Cup Story page 4 The Colours of Mexico page 4 The Wooden Loon pages 7, 8 Charlie on Tour pages 7, 8 Meeting Makwa pages 7, 8 Web Tools For Kids pages 7, 8</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>(continued)</p> <p>Classifying Ideas</p> <p>1.4 sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas (e.g., by underlining or highlighting key words or phrases; by using a graphic organizer such as a fishbone chart, a T-chart, or an "Agree/Disagree" chart)</p>	<p><u>Strategy Units:</u></p> <p>Analyzing pages 14, 22, 48, 55 Evaluating pages 59, 63 Inferring pages 91, 95 Making Connections pages 12, 14, 53, 57 Predicting pages 15, 29, 32, 39, 41, 46, 69, 74 Self-Monitoring pages 38, 68, 73 Sequencing pages 29, 54, 62 Synthesizing pages 39, 53, 57</p> <p><u>Book Club Units:</u></p> <p>From Page to Stage pages 31, 41 Hero of Another World pages 12, 44, 49 Mission: Space pages 24, 26, 28, 38 When Disaster Strikes page 26</p>
<p>Organizing Ideas</p> <p>1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies (e.g., making outlines, writing notes, filling in a ranking grid) and organizational patterns (e.g., order of importance)</p>	<p><u>Program and Planning Guide</u> pages 144, 145, 156, 175</p> <p><u>Literacy Support Guide</u> pages 246 – 248, 259 – 261, 281 – 283, 299, 300, 305 – 310, 323 – 326, 329</p> <p><u>Guided Reading:</u></p> <p>Are You Getting the Message? page 4 The Substitute page 4 Victory On Ice The Stanley Cup Story page 4 Making Money Minting and Printing page 4 Charlie on Tour pages 3, 5, 8 A Flock of Small Wings page 7</p> <p><u>Strategy Units:</u></p> <p>Analyzing page 20 Evaluating pages 21, 56 Inferring page 37 Predicting page 28 Self-Monitoring pages 47, 59 Sequencing pages 31, 45</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Review</p> <p>1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary (e.g., review information critically with a friend using a concept map, checklist, or flowchart)</p>	<p><u>Program and Planning Guide</u> pages 144, 145</p> <p><u>Literacy Support Guide</u> pages 230, 266, 292, 293</p> <p><u>Guided Reading:</u> The Colours of Mexico page 4</p> <p><u>Strategy Units:</u> Evaluating page 58 Predicting page 66 Self-Monitoring pages 28, 67</p> <p><u>Book Club Units:</u> Hero of Another World page 41</p>
<p>2. Using Knowledge of Form and Style in Writing By the end of Grade 6, students will:</p>	
<p>Form</p> <p>2.1 write longer and more complex texts using a wide range of forms (e.g., an "autobiography" in the role of a historical or contemporary person, based on research; a journalist's report on a real or imagined event for a newspaper or a television news broadcast; an explanation of the principles of flight; an argument in support of one point of view on a current global issue affecting Canadians; a made-up legend or fantasy, based on themes from their reading, to entertain younger children)</p>	<p><u>Program and Planning Guide</u> pages 141, 142, 144, 151, 154</p> <p><u>Literacy Support Guide</u> pages 238 – 243, 301</p> <p><u>Guided Reading:</u> Don't Whistle Up the Wind page 7 World News page 4 Fish Attitude The Shark Book page 8 I Think I Like It Talking About Art page 4 The Substitute page 4 Victory On Ice The Stanley Cup Story page 4 Wireless Waste page 4 Space Diving page 4 The Colours of Mexico page 4 White Out page 4 Charlie on Tour page 7 Meeting Makwa page 7 To Tell the Truth page 4 Your Baffling Brain page 4 Clash of the Titans page 7 Icarus and the Fates page 8 Illustrious page 4 What Ever Happened to Canada's Arrow? page 4 The Triangle Book page 4</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>(continued)</p> <p>Form</p> <p>2.1 write longer and more complex texts using a wide range of forms (e.g., an "autobiography" in the role of a historical or contemporary person, based on research; a journalist's report on a real or imagined event for a newspaper or a television news broadcast; an explanation of the principles of flight; an argument in support of one point of view on a current global issue affecting Canadians; a made-up legend or fantasy, based on themes from their reading, to entertain younger children)</p>	<p><u>Strategy Units:</u></p> <p>Analyzing pages 39, 46 -53 Evaluating pages 21, 28, 45, 54 - 61 Inferring pages 26, 27, 37, 42, 76, 87 -93 Making Connections pages 34, 49 - 55 Predicting pages 28, 40, 57, 65 - 72 Self-Monitoring pages 28, 47, 58, 66 - 71 Sequencing pages 25, 31, 45, 53 - 60 Synthesizing pages 17, 33, 41, 49 - 55</p> <p><u>Book Club Units:</u></p> <p>From Page to Stage page 25 Hero of Another World pages 40 - 47 Mission: Space pages 14, 15, 23, 24</p>
<p>Voice</p> <p>2.2 establish a distinctive voice in their writing appropriate to the subject and audience (e.g., use punctuation, dialogue, and vivid language to create a particular mood or tone)</p>	<p><u>Program and Planning Guide</u> pages 141, 142, 152, 154, 170</p> <p><u>Literacy Support Guide</u> pages 273, 278, 380, 381</p> <p><u>Guided Reading:</u></p> <p>Don't Whistle Up the Wind page 7 Jimmy's Parents Are Aliens page 4 To Tell the Truth page 4 What Ever Happened To Canada's Arrow? page 4</p> <p><u>Strategy Units:</u></p> <p>Evaluating page 21 Predicting page 40 Sequencing pages 31, 55 Synthesizing pages 41, 51</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Word Choice 2.3 use some vivid and/or figurative language and innovative expressions to enhance interest (e.g., strong verbs; concrete, specific nouns; unusual adjectives; unexpected word order) Teacher prompt: "Identify three language choices you have made and explain the effect they will have on a reader."</p>	<p><u>Program and Planning Guide</u> page 155</p> <p><u>Literacy Support Guide</u> pages 277, 282, 283, 297</p> <p><u>Guided Reading:</u> Jimmy’s Parents Are Aliens page 4 The Wooden Loon pages 7, 8 Illustrious page 4</p> <p><u>Strategy Units:</u> Inferring page 89 Making Connections page 52 Predicting page 70 Sequencing page 58 Synthesizing pages 52, 54</p> <p><u>Book Club Unit:</u> Hero of Another World page 42</p>
<p>Sentence Fluency 2.4 create complex sentences by combining phrases, clauses, and/or simple sentences (e.g., combine several simple sentences - "Nora left the house. She was heading for the market. She didn't want to be late." - to create a complex sentence - "Not wanting to be late, Nora left the house and headed for the market.")</p>	<p><u>Program and Planning Guide</u> page 155</p> <p><u>Literacy Support Guide</u> pages 281, 301, 305, 306</p> <p><u>Guided Reading:</u> White Out page 4</p> <p><u>Strategy Units:</u> Evaluating page 57 Inferring page 48</p> <p><u>Book Club Unit:</u> Hero of Another World pages 43, 45</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Point of View 2.5 identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate (e.g., revise writing focusing on the use of inclusive language, such as police officer instead of policeman)</p>	<p><u>Program and Planning Guide</u> page 154</p> <p><u>Literacy Support Guide</u> pages 232, 233, 236, 237, 260, 261</p> <p><u>Guided Reading:</u> Space Diving page 4 The Fastest Games pages 7, 8 What Ever Happened To Canada’s Arrow? page 4 Stop The Press! page 7</p> <p><u>Strategy Units:</u> Evaluating pages 21, 45, 56 Inferring pages 42, 59, 70 Predicting pages 66 Self-Monitoring pages 47, 59</p>
<p>Preparing for Revision 2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on supporting details and precise language (e.g., identify one main idea that is poorly supported; identify three sentences that would be clarified by adding an adjective or adverb) Teacher prompt: "How can you determine which parts of your work need further clarification?"</p>	<p><u>Program and Planning Guide</u> page 156</p> <p><u>Literacy Support Guide</u> pages 288 – 292</p> <p><u>Guided Reading:</u> Space Diving page 4 Tales of a Reluctant Camper page 8 The Colours of Mexico page 4 Charlie on Tour page 8 A Flock of Small Wings page 8</p> <p><u>Strategy Units:</u> Analyzing pages 48 – 50 Evaluating pages 56, 57 Inferring pages 89, 90 Making Connections pages 51, 52 Predicting pages 67, 68 Self-Monitoring pages 68, 69 Sequencing pages 58, 59 Synthesizing pages 53, 54</p> <p><u>Book Club Unit:</u> Hero of Another World pages 45, 46</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i> , Grade 6
<p>Revision 2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (e.g., use arrows or make notes to identify text that needs to be moved; use sticky notes to indicate insertions; use underlining to focus on overworked words; add or substitute words and phrases that would make their writing more vivid; use figurative language such as similes and personification and rhetorical devices such as exaggeration to achieve particular effects; adjust sentence length, type, and complexity to suit the audience and purpose; check that language is inclusive and non-discriminatory) Teacher prompt: "Can you use short, abrupt sentences to add drama to your writing?"</p>	<p><u>Program and Planning Guide</u> page 156</p> <p><u>Literacy Support Guide</u> pages 288 – 306</p> <p><u>Guided Reading:</u> Space Diving page 4 Icarus and the Fates page 8</p> <p><u>Strategy Units:</u> Analyzing pages 49, 50 Evaluating page 57 Inferring pages 89, 90 Making Connections pages 51, 52 Predicting pages 67, 68 Self-Monitoring pages 68, 69 Sequencing pages 58, 59 Synthesizing pages 53, 54</p> <p><u>Book Club Unit:</u> Hero of Another World pages 45, 46</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Producing Drafts 2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations (e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)</p>	<p><u>Literacy Support Guide</u> pages 257 – 287</p> <p><u>Guided Reading:</u> Space Diving page 4 Charlie on Tour page 7</p> <p><u>Strategy Units:</u> Analyzing page 50 Evaluating page 58 Inferring page 90 Making Connections page 52 Predicting page 68 Self-Monitoring page 69 Sequencing page 59 Synthesizing page 55</p> <p><u>Book Club Unit:</u> Hero of Another World page 46</p>
<p>3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively By the end of Grade 6, students will:</p>	
<p>Spelling Familiar Words 3.1 spell familiar words correctly (e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent- reading texts; words used regularly in instruction across the curriculum)</p>	<p><u>Program and Planning Guide</u> pages 148, 156</p> <p><u>Literacy Support Guide</u> pages 332 -371, 387 - 389</p> <p><u>Guided Reading:</u> The Wooden Loon page 2 To Tell the Truth page 4 A Flock of Small Wings page 2</p> <p><u>Strategy Units:</u> Sequencing pages 30, 37 Synthesizing page 25</p> <p><u>Book Club Units:</u> From Page to Stage page 40 Hero of Another World pages 28, 29 Mission: Space pages 27, 28 When Disaster Strikes pages 25, 26</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Spelling Unfamiliar Words 3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling (e.g., orally emphasize hard-to-hear sounds in difficult, complex words: Feb-ru-ar-y; leave unknown letters/letter clusters blank to solve after having spelled the familiar parts of a word; visualize a known word that is like the "problem" word; apply rules for forming plurals to unfamiliar words)</p>	<p><u>Program and Planning Guide</u> pages 148, 156</p> <p><u>Literacy Support Guide</u> pages 332 -371, 407 – 409</p> <p><u>Strategy Units:</u> Analyzing pages 30 -35 Evaluating pages 37 – 41 Inferring pages 68 – 72 Making Connections pages 26 – 30 Predicting pages 49 – 53 Self-Monitoring pages 38 – 43 Sequencing pages 37 – 41 Synthesizing pages 25 - 29</p> <p><u>Book Club Units:</u> From Page to Stage page 41 Hero of Another World pages 29 – 33 Mission: Space pages 28 – 33 When Disaster Strikes pages 26 - 30</p>
<p>Vocabulary 3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose (e.g., locate entry words, multiple meanings, pronunciation guides, charts of spellings of sounds, inflected forms, suffixes and prefixes, primary and secondary stresses, different pronunciations, idioms, and homographs in online and print dictionaries; use thematic dictionaries such as a word game dictionary or a homonym dictionary; use a thesaurus to explore alternative word choices)</p>	<p><u>Literacy Support Guide</u> pages 311, 312, 385, 386</p> <p><u>Guided Reading:</u> Robot Museum Tour Gone Wrong page 3 Fish With Attitude The Shark Book page 5 Victory On Ice The Stanley Cup Story page 3 Making Money Minting and Printing page 2 Meeting Makwa page 2 The Fastest Game page 3 Web Tools For Kids page 5 Your Baffling Brain page 2 What Ever Happened To Canada’s Arrow? page 2 Stop The Press! page 6</p> <p><u>Strategy Units:</u> Analyzing page 50 Evaluating page 60 Inferring page 90 Making Connections pages 52, 54 Predicting page 68 Self-Monitoring page 69 Sequencing page 56</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>(continued)</p> <p>Vocabulary</p> <p>3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose (e.g., locate entry words, multiple meanings, pronunciation guides, charts of spellings of sounds, inflected forms, suffixes and prefixes, primary and secondary stresses, different pronunciations, idioms, and homographs in online and print dictionaries; use thematic dictionaries such as a word game dictionary or a homonym dictionary; use a thesaurus to explore alternative word choices)</p>	<p>Synthesizing page 52</p> <p><u>Book Club Unit:</u> Hero of Another World page 43</p>
<p>Punctuation</p> <p>3.4 use punctuation appropriately to communicate their intended meaning in longer and more complex sentences, with a focus on the use of: commas to separate words in a list or after an introductory word or phrase; quotation marks in dialogue; and some uses of the colon, semi-colon, and brackets</p>	<p><u>Program and Planning Guide</u> pages 142, 148, 156</p> <p><u>Literacy Support Guide</u> pages 313 – 318</p> <p><u>Guided Reading:</u> Icarus and the Fates page 8</p> <p><u>Strategy Units:</u> Evaluating page 60 Inferring page 90 Making Connections page 54 Predicting page 68 Sequencing page 56 Synthesizing page 52</p> <p><u>Book Club Unit:</u> Hero of Another World page 43</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Grammar 3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns (e.g., I, me) indefinite pronouns (e.g., someone, nobody); conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses</p>	<p><u>Program and Planning Guide</u> page 155</p> <p><u>Literacy Support Guide</u> page 319</p> <p><u>Guided Reading:</u> Icarus and the Fates page 8 Illustrious page 4 The Great Wave page 8</p> <p><u>Strategy Units:</u> Predicting pages 68, 70 Sequencing page 56 Synthesizing page 52</p> <p><u>Book Club Unit:</u> Hero of Another World page 43</p>
<p>Proofreading 3.6 proofread and correct their writing using guidelines developed with peers and the teacher (e.g., an editing checklist specific to the writing task)</p>	<p><u>Program and Planning Guide</u> pages 142, 148, 156</p> <p><u>Literacy Support Guide</u> pages 307 - 310</p> <p><u>Guided Reading:</u> Tales of a Reluctant Camper page 8</p> <p><u>Strategy Units:</u> Analyzing page 49 Evaluating pages 57 Inferring page 92 Making Connections page 54 Predicting page 68 Sequencing page 56 Synthesizing page 52</p> <p><u>Book Club Unit:</u> Hero of Another World page 43</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Publishing 3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (e.g., use legible printing and cursive writing; include photographs or magazine pictures and a map in a travel brochure; include an index to help the reader find specific information in a report; supply a table of contents)</p>	<p><u>Program and Planning Guide</u> pages 148, 149</p> <p><u>Literacy Support Guide</u> pages 320 – 331</p> <p><u>Strategy Units:</u> Analyzing page 52 Evaluating page 60 Inferring page 92 Making Connections page 54 Predicting page 71 Self-Monitoring page 69 Sequencing page 59 Synthesizing page 55</p> <p><u>Book Club Unit:</u> Hero of Another World page 43</p>
<p>Producing Finished Works 3.8 produce pieces of published work to meet identified criteria based on the expectations (e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation)</p>	<p><u>Program and Planning Guide</u> pages 148, 149</p> <p><u>Literacy Support Guide</u> pages 320 – 331</p> <p><u>Guided Reading:</u> Don't Whistle Up the Wind page 8 Space Diving page 4 Meeting Makwa page 7 Icarus and the Fates page 8 Stop The Press! page 8 The Triangle Book page 4</p> <p><u>Strategy Units:</u> Analyzing pages 46 - 53 Evaluating pages 54 - 61 Inferring pages 87 - 93 Making Connections pages 49 - 55 Predicting pages 65 - 72 Self-Monitoring pages 66 - 71 Sequencing pages 53 - 60 Synthesizing pages 49 - 55</p> <p><u>Book Club Unit:</u> Hero of Another World pages 39 - 47</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i> , Grade 6
<p>4. Reflecting on Writing Skills and Strategies By the end of Grade 6, students will:</p>	
<p>Metacognition 4.1 identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest further steps they can take to improve as writers Teacher prompts: "How did the sources you used allow you to generate a balanced selection of ideas?" "How do you use your writer's notebook to help you during the writing process?"</p>	<p><u>Program and Planning Guide</u> pages 149, 157, 171</p> <p><u>Literacy Support Guide</u> pages 30, 33</p> <p><u>Guided Reading:</u> The Substitute page 4 Wireless Waste page 4 What Ever Happened To Canada's Arrow page 4</p> <p><u>Strategy Units:</u> Analyzing page 53 Evaluating page 61 Inferring page 93 Making Connections page 55 Predicting page 72 Self-Monitoring page 71 Sequencing page 60 Synthesizing page 55</p> <p><u>Book Club Unit:</u> Hero of Another World pages 46, 47</p>
<p>Interconnected Skills 4.2 describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers Teacher prompts: "What do you know about different media texts that might help when you are writing?" "In what way do you think that the reading you do helps you as a writer? Can you give an example?"</p>	<p><u>Program and Planning Guide</u> pages 149, 157, 171</p> <p><u>Guided Reading:</u> The Substitute page 4 Wireless Waste page 4 What Ever Happened To Canada's Arrow page 4</p> <p><u>Strategy Units:</u> Analyzing page 53 Evaluating page 61 Inferring page 93 Making Connections page 55 Predicting page 72 Self-Monitoring page 71 Sequencing page 60 Synthesizing page 55</p> <p><u>Book Club Unit:</u> Hero of Another World pages 46, 47</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Portfolio 4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices</p>	<p><u>Program and Planning Guide</u> page 149</p> <p><u>Literacy Support Guide</u> pages 27, 32</p> <p><u>Program and Planning Guide</u> pages 149, 179 – 183</p> <p><u>Literacy Support Guide</u> pages 27, 31, 32</p> <p><u>Guided Reading:</u> Are You Getting the Message? page 4 World News page 4 Wireless Waste page 4 Space Diving page 4 Cryptids Club of Canada page 3</p> <p><u>Strategy Units:</u> Analyzing pages 26, 27 Evaluating page 25 Making Connections pages 38, 39 Predicting pages 35, 36 Self-Monitoring pages 53, 55 Sequencing page 28, 34</p> <p><u>Book Club Units:</u> From Page to Stage page 19 Mission: Space page 12 When Disaster Strikes pages 8, 19, 20</p>

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Overall Expectations	<i>Scholastic Moving Up with Literacy Place</i> , Grade 6
<p>Media Literacy By the end of Grade 6, students will:</p>	
<p>1. demonstrate an understanding of a variety of media texts;</p>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 31</p> <p><u>Guided Reading:</u> Are You Getting the Message? pages 2 - 4 World News pages 2, 4 Wireless Waste pages 2, 4 Space Diving pages 2, 4 Cryptids Club of Canada pages 3, 4</p> <p><u>Strategy Units:</u> Analyzing pages 24, 26, 27 Evaluating pages 23, 25 – 27, 31 – 35 Making Connections pages 38, 39 Predicting pages 35, 36, 46 Self-Monitoring pages 34, 38, 53, 55, 58 Sequencing pages 28, 34 - 36</p> <p><u>Book Club Units:</u> From Page to Stage pages 12, 17, 19, 20, 22 Hero of Another World page 23 Mission: Space pages 12, 13, 17 When Disaster Strikes pages 8, 14 – 16, 19, 20</p>
<p>2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 31</p> <p><u>Guided Reading:</u> To Tell the Truth page 4</p> <p><u>Guided Reading:</u> World News page 2 Wireless Waste page 2 Space Diving page 2 Cryptids Club of Canada page 2</p> <p><u>Strategy Units:</u> Analyzing pages 25, 27 Evaluating pages 23, 30, 32</p>

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Overall Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
(continued) 2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;	Predicting pages 44, 45 Self-Monitoring page 57 Sequencing page 36 <u>Book Club Units:</u> From Page to Stage pages 8, 9, 15, 16, 18, 20, 25
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;	<u>Program and Planning Guide</u> pages 179 – 183 <u>Literacy Support Guide</u> pages 32, 99, 100, 115, 118, 119 <u>Guided Reading:</u> Are You Getting the Message? page 4 Don't Whistle Up the Wind page 8 Jimmy's Parents Are Aliens page 4 Robot Museum Tour Gone Wrong page 4 World News page 4 Fish With Attitude The Shark Book page 8 The Substitute page 4 Making Money Minting and Printing page 4 Wireless Waste page 4 Space Diving page 4 Tales of a Reluctant Camper page 8 The Colours of Mexico page 4 The Wooden Loon page 4 Charlie on Tour page 7 Rocket Science pages 4, 8 The Fastest Game page 8 To Tell the Truth page 4 Web Tools For Kids page 7 Your Baffling Brain page 4 A Flock of Small Wings page 7 Clash of the Titans page 8 Icarus and the Fates page 8 Illustrious page 4 Cryptids Club of Canada page 4 What Ever Happened To Canada's Arrow? page 4 Stop The Press! page 8 The Triangle Book page 4

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Overall Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>(continued)</p> <p>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p>	<p><u>Strategy Units:</u> Analyzing pages 20, 39 Evaluating pages 28, 45 Inferring pages 26, 37, 76 Making Connections pages 41 Predicting pages 40, 57 Self-Monitoring page 58 Sequencing pages 25, 31 Synthesizing pages 33, 41</p> <p><u>Book Club Units:</u> From Page to Stage pages 15, 16, 18, 20 Hero of Another World pages 23, 24 Mission: Space pages 27, 28, 30 – 33, 37 – 39</p>
<p>4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.</p>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 31</p> <p><u>Guided Reading:</u> The Substitute page 4</p>

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Specific Expectations	<i>Scholastic Moving Up with Literacy Place, Grade 6</i>
<p>1. Understanding Media Texts By the end of Grade 6, students will:</p>	
<p>Purpose and Audience 1.1 explain how a variety of media texts address their intended purpose and audience (e.g., T-shirts intended for supporters of particular institutions, groups, or causes are decorated with related images, logos, colours, and slogans; CD and DVD covers designed to appeal to young children have colourful images of their favourite characters; advertisements geared to parents of infants are broadcast during the daytime whereas those geared to single adults run during late-night programming)</p>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 31</p> <p><u>Guided Reading:</u> Are You Getting the Message? page 4 World News page 4 Wireless Waste page 4 Space Diving page 4 Cryptids Club of Canada page 3</p> <p><u>Strategy Units:</u> Analyzing pages 26, 27 Evaluating page 25 Making Connections pages 38, 39 Predicting pages 35, 36 Self-Monitoring pages 53, 55 Sequencing pages 28, 34</p> <p><u>Book Club Units:</u> From Page to Stage page 19 Mission: Space page 12 When Disaster Strikes pages 8, 19, 20</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Making Inferences/ Interpreting Messages 1.2 interpret media texts, using overt and implied messages as evidence for their interpretations (e.g., explain why the advertisements used in a particular magazine are appropriate for that magazine, identifying the messages that would appeal to the magazine's audience; explain how advertisements for healthy food and those for fast food differ) Teacher prompt: "Is there a connection between the articles and the advertisements used in a magazine?"</p>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 31</p> <p><u>Guided Reading:</u> Are You Getting the Message? page 2 World News page 4 Space Diving page 4</p> <p><u>Strategy Units:</u> Analyzing pages 24, 27, Self-Monitoring pages 53, 55</p> <p><u>Book Club Units:</u> From Page to Stage pages 12, 17, 20, 22 Hero of Another World page 23 Mission: Space pages 12, 17 When Disaster Strikes pages 19, 20</p>
<p>Responding to and Evaluating Texts 1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (e.g., evaluate the coverage of the same news item in a newspaper article, a segment of a news program, a website, and/or a blog; evaluate the effectiveness with which themes are developed, supported, and illustrated in a movie or music video) Teacher prompt: "You've told me that you think this advertisement is very effective, but that the other one is weak. Explain what accounts for the success or failure of each."</p>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 31</p> <p><u>Guided Reading:</u> Are You Getting the Message? pages 2 - 4 World News page 4 Wireless Waste page 2 Space Diving pages 2, 4 Cryptids Club of Canada pages 3, 4</p> <p><u>Strategy Units:</u> Analyzing pages 26, 27 Evaluating pages 23, 25 – 27, 31 – 35 Making Connections pages 38, 39 Predicting pages 35, 36, 46 Self-Monitoring pages 34, 38, 53, 58 Sequencing pages 35, 36</p> <p><u>Book Club Units:</u> From Page to Stage pages 17, 19, 20 Mission: Space page 13 When Disaster Strikes pages 14 - 16</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Audience Responses 1.4 explain why different audiences (e.g., boys, girls, adults, seniors, various cultural groups) might have different responses to media texts (e.g., movies, songs, websites, video games, items of clothing) Teacher prompts: "Why might many teenagers respond differently from their parents to an election debate?" "Who do you think would be the most likely audience for a car magazine? An advertisement for a retirement residence? An investment brochure? An action-oriented video game? A fashion magazine? A television science special? A quiz show? Action figures? Explain your answers."</p>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 31</p> <p><u>Guided Reading:</u> Are You Getting the Message? page 4 Space Diving page 4 Cryptids Club of Canada page 3</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Point of View 1.5 identify whose point of view is presented in a media text, identify missing or alternative points of view, and, where appropriate, determine whether the chosen view achieves a particular goal (e.g., identify biases in two different media texts that focus on the same topic or event; evaluate the portrayal of Aboriginal people in the media) Teacher prompts: "What bias or stereotypes can you detect in this advertisement? Can you think of reasons why this view of the subject is used? What does this advertisement achieve?" "Are there different portrayals of Aboriginal people in the media? How are they different? Why are they different? Which ones are most accurate?"</p>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 31</p> <p><u>Guided Reading:</u> Are You Getting the Message? pages 2 - 4 World News page 2 Wireless Waste page 2</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Production Perspectives 1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded (e.g., political parties create advertisements to win voter support, using funds raised by their members and supporters; producers develop television dramas to entertain and make money by selling their products to television conglomerates, which then broadcast the programs to make money by selling advertising spots in the programs' time slots) Teacher prompt: "What are the different professions that would be involved in producing a television commercial? How much would it cost to produce? How could we find out?"</p>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 31</p> <p><u>Guided Reading:</u> <u>Are You Getting the Message?</u> pages 2, 4</p>

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Specific Expectations	<i>Scholastic Moving Up with Literacy Place, Grade 6</i>
2. Understanding Media Forms, Conventions, and Techniques	
By the end of Grade 6, students will:	
<p>Form 2.1 describe in detail the main elements of some media forms (e.g., drama scripts: cast of characters, description of setting, acts, scenes, stage directions; television quiz shows: host/hostess, contestants, prizes; magazines: cover images and text, table of contents, regular columns, feature articles, advertisements)</p>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 31</p> <p><u>Guided Reading:</u> World News page 2 Wireless Waste page 2 Space Diving page 2 Cryptids Club of Canada page 2</p> <p><u>Strategy Units:</u> Analyzing pages 25, 27 Evaluating pages 23, 30, 32 Predicting pages 44, 45 Self-Monitoring page 57 Sequencing page 36</p> <p><u>Book Club Unit:</u> From Page to Stage pages 8, 9, 25</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i> , Grade 6
<p>Conventions and Techniques 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience (e.g., movie conventions: in old-fashioned westerns, white and black cowboy hats were used to identify "good" and "bad" characters; movie techniques: freeze-frame images, slow motion, theme music in movies are used to communicate information non-verbally, emphasize or prolong important or appealing scenes, and maintain interest by keeping the viewer wondering "what next?") Teacher prompt: "What visual clues are used to identify 'good' and 'bad' characters in movies and video games you have seen recently?"</p>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 31</p> <p><u>Guided Reading:</u> To Tell the Truth page 4</p> <p><u>Book Club Unit:</u> From Page to Stage pages 15, 16, 18, 20</p>

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Specific Expectations	<i>Scholastic Moving Up with Literacy Place, Grade 6</i>
<p>3. Creating Media Texts By the end of Grade 6, students will:</p>	
<p>Purpose and Audience 3.1 describe in specific detail the topic, purpose, and audience for media texts they plan to create, and identify challenges they may face in achieving their purpose (e.g., a review of a television program, film, piece of art, or artistic performance to encourage children or adults to see it) Teacher prompt: "Why do you think it is important for people to know about this topic? Why might you need to be especially persuasive to interest them in the topic?"</p>	<p><u>Program and Planning Guide</u> pages 179 – 183 <u>Literacy Support Guide</u> page 32 <u>Guided Reading:</u> Are You Getting the Message? page 4 Jimmy’s Parents Are Aliens page 4 Making Money Minting and Printing page 4 Space Diving page 4 Tales of a Reluctant Camper page 8 Rocket Science page 4 Web Tools For Kids page 7 Stop The Press! page 8</p>
<p>Form 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice (e.g., a mock television, radio, or newspaper announcement to inform students about a school-related issue) Teacher prompt: "Which form do you think would be most likely to help you reach your audience? Why?"</p>	<p><u>Program and Planning Guide</u> pages 179 – 183 <u>Literacy Support Guide</u> page 32 <u>Guided Reading:</u> The Substitute page 4 Space Diving page 4</p>

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Specific Expectations	<i>Scholastic Moving Up with Literacy Place, Grade 6</i>
<p>Conventions and Techniques 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (e.g., a scene for a television drama adapted from a novel or play: the camera can focus on one character, object, or gesture at a time, allowing different kinds of emphasis; camera angles and distances can vary to create different effects and perspectives; scenes can be edited to change the pace of the action; background music can be used to enhance the mood) Teacher prompt: "How do the conventions and techniques of this form make it easier or harder to communicate certain ideas?"</p>	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> page 31</p> <p><u>Guided Reading:</u> To Tell the Truth page 4</p> <p><u>Book Club Unit:</u> From Page to Stage pages 15, 16, 18, 20</p>

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Specific Expectations	Scholastic <i>Moving Up with Literacy Place</i>, Grade 6
<p>Producing Media Texts 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g.,</p> <ul style="list-style-type: none"> • a review of a television program, film, piece of art, or artistic performance that includes commentary on the effects created through the use of various conventions and techniques • a mock television broadcast of an announcement about a school-related issue • a soundtrack to accompany the reading of a section of a graphic novel or comic book • a computer-generated cover design, including special fonts, to enhance a published piece of writing • a multimedia presentation to inform younger students about how to use a website to research a topic related to a unit of study • a pamphlet outlining the researched or imagined biography of a writer • a travelogue illustrating the journey of an early Canadian explorer, including contacts with First Nations peoples • a storyboard indicating the images to be used in a scene for a television drama adapted from a novel or play • a movie poster to advertise a movie based on a narrative they have studied) 	<p><u>Program and Planning Guide</u> pages 179 – 183</p> <p><u>Literacy Support Guide</u> pages 32, 99, 100, 115, 118, 119</p> <p><u>Guided Reading:</u> Are You Getting the Message? page 4 Don't Whistle Up the Wind page 8 Robot Museum Tour Gone Wrong page 4 World News page 4 Fish With Attitude The Shark Book page 8 Wireless Waste page 4 Space Diving page 4 The Colours of Mexico page 4 The Wooden Loon page 4 Charlie on Tour page 7 Rocket Science page 4 The Fastest Game page 8 Web Tools For Kids page 7 Your Baffling Brain page 4 A Flock of Small Wings page 7 Clash of the Titans page 8 Icarus and the Fates page 8 Illustrious page 4 Cryptids Club of Canada page 4 What Ever Happened To Canada's Arrow? page 4 Stop The Press! page 8 The Triangle Book page 4</p> <p><u>Strategy Units:</u> Analyzing pages 20, 39 Evaluating pages 28, 45 Inferring pages 26, 37, 76 Making Connections pages 41 Predicting pages 40, 57 Self-Monitoring page 58 Sequencing pages 25, 31 Synthesizing pages 33, 41</p> <p><u>Book Club Units:</u> Hero of Another World pages 23, 24 Mission: Space pages 27, 28, 30 – 33, 37 - 39</p>

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Specific Expectations	<i>Scholastic Moving Up with Literacy Place</i> , Grade 6
<p>4. Reflecting on Media Literacy Skills and Strategies By the end of Grade 6, students will:</p>	
<p>Metacognition 4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers Teacher prompt: "What skills and knowledge have you needed to interpret and create the variety of media forms you have studied?"</p>	<p><u>Program and Planning Guide</u> pages 179 – 183 <u>Literacy Support Guide</u> page 31 <u>Guided Reading:</u> Making Money Minting and Printing page 4</p>
<p>Interconnected Skills 4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts Teacher prompt: "Which reading and listening comprehension strategies help you most in developing interpretations of media texts such as movies and advertisements?"</p>	<p><u>Program and Planning Guide</u> pages 179 – 183 <u>Literacy Support Guide</u> page 31 <u>Guided Reading:</u> The Substitute page 4</p>