

English Language Arts Grade 6				
Compose and Create				
OUTCOMES	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CC 6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).	I create visual, oral, written, OR multimedia texts, but the main idea is unclear and/or unsupported .	I create a few visual, oral, written, OR multimedia texts that express a main idea but have limited support.	I create visual, oral, written, AND multimedia texts that express a straightforward main idea supported with varied facts, details, examples and/or explanations .	I create visual, oral, written, AND multimedia texts that express a thoughtful main idea supported with varied facts, details, examples and/or explanations.
	The ideas in my text need to be organized in an order the reader can follow.	Some of the ideas in my text are organized, but not logically sequenced .	The ideas in my text are well-organized , and my logically sequenced .	I have selected a specific order for the ideas in my text to match my purpose and contribute to the thoughtfulness of the message .
	The ideas in my text need to be connected with transitional words.	The ideas in my text are connected with some transitional words.	The ideas in the text are connected with transitional words .	The ideas in my text are effectively connected with a variety of transitional words and phrases .
	Errors in my grammar, spelling, punctuation, and capitalization interfere with meaning .	I make several noticeable errors in grammar usage, spelling, punctuation and capitalization.	My grammar usage, spelling, punctuation and capitalization are generally correct and do not interfere with meaning .	My grammar usage, spelling, punctuation, and capitalization are standard and consistent .
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<p>CC 6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.</p> <p><i>The strategies listed explicitly in the shaded column are to be emphasized in Grade 6 and used in conjunction with other strategies outlined in the curriculum.</i></p>	I identify the purpose and audience of my piece, with help , but my thinking is often limited or unfocused.	I identify the purpose of my piece before writing, and show some awareness of my audience.	I clearly identify my purpose AND the audience of my piece.	I thoughtfully consider the purpose and audience of my piece, and clearly identify my stance/role/voice.
	I use some recommended before strategies to communicate meaning (e.g. collect information).	I use appropriate before strategies to communicate meaning (e.g. organize information to fit the purpose of the composition).	I select AND use a variety of “before” strategies to communicate meaning (e.g. organize ideas, expand ideas, and adapt ideas for purpose and audience).	I independently select AND explain a variety of before strategies according to my purpose and audience.
	It is unclear where I am getting my information.	I inconsistently record where information comes from. I sometimes use the information in my piece of writing.	I appropriately record where information comes from, and appropriately use the information and sources in my piece of writing.	I appropriately record where information comes from, and use this information and the sources in an original and thoughtful way to enhance my piece of writing.
	I use some recommended during strategies to communicate meaning (e.g.. create a “discovery” draft).	I use appropriate during strategies to communicate meaning (e.g. create a discovery draft and revise it in response to teacher feedback).	I select AND use a variety of “during” strategies to communicate meaning (e.g. create and revise using teacher feedback AND self-monitor/self- correct).	I independently select AND explain a variety of during strategies according to my purpose and audience to communicate meaning (e.g. use effective communication features such as new words.

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CC 6.2 Continued...	I make limited general revisions , such as adding and deleting.	I make satisfactory general revisions such as adding / deleting and avoiding run-on sentences.	I make specific revisions to my work to make the text clear using more complex sentences .	I purposefully make revisions to my work that are original and insightful (e.g. using complex vocabulary and sentences that enhance clarity).
	I use a few after strategies to communicate meaning. (e.g. proofread and edit, decide how work will be shared).	I use some after strategies to communicate meaning. (e.g. proofread, confer with others, practise).	I select AND use a variety of “after” strategies to communicate meaning. (e.g. independently proofread for mechanics and legibility, confer with peers AND provide useful feedback to peers).	I select AND explain after strategies according to my purpose and audience from a variety of strategies (e.g. independently proofread for mechanics and legibility AND consider feedback to polish and enhance clarity).
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<p>CC 6.3 Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative words), graphophonic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct and to communicate meaning.</p> <p><i>The cues listed explicitly in the shaded column are to be emphasized in Grade 6 and used in conjunction with other cues outlined in the curriculum.</i></p>	I inconsistently identify the purpose of texts I create.	I identify the purpose of texts I create based on given criteria .	I identify AND explain the purpose of texts I create based on given criteria.	I use the purpose and function of my text to enhance my piece of writing (e.g. varying my word choice to match my purpose).
	I group ideas mostly in order, without separating them into paragraphs.	I group ideas in order and separate them into paragraphs; some are in logical order, and some have only one main idea.	I write paragraphs in a logical order with one main idea in each paragraph .	I write paragraphs in an effective order with one main idea in each paragraph. My paragraphs are effectively connected with transitions .
	I mainly use complete simple sentences.	I use complete sentences with appropriate subordination OR modification .	I use clear and complete sentences with appropriate subordination (joining less important ideas with more important ideas) AND modification (using adjectives or adverbs).	I purposefully use clear and complete sentences with appropriate subordination and modification to create a variety of sentence structures within the context of a paragraph .
	My word choice is not suitable for the purpose of the text.	My word choice is basic and predictable .	My word choice is suitable for audience and purpose.	My word choice is suitable for audience and purpose and enhances and enriches the meaning .

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CC 6.3 continued...	I identify personification AND similes in texts.	I use personification AND similes in my writing.	I identify personification, similes, AND metaphors in texts and use them in my writing.	I use a wide variety of figurative language (in addition to personification, similes, and metaphors) effectively to enhance the meaning of my piece.
	I state some spelling rules and strategies and use them in my writing.	I identify spelling rules and strategies that have been applied to words in a text, and use a few in my writing.	I identify and use multiple spelling rules and strategies to spell words correctly.	I consistently use multiple spelling rules and strategies to spell challenging words correctly.
	I need to use appropriate volume and tone when I speak.	When I speak, I sometimes use appropriate volume and tone for the situation.	When I speak, I use appropriate volume and tone for the situation.	When I speak, I consistently use appropriate volume and tone for the situation, and make adjustments as necessary.
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CC 6.4 Create and present a variety of representations that communicate ideas and information to inform OR persuade AND to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.	I create incomplete simple representations to inform, OR to persuade, OR a representation entertain.	I create simple representations to inform, OR to persuade, OR a representation to entertain.	I create a variety of representations to inform OR to persuade AND a variety of representations to entertain.	I create original and insightful representations to inform OR to persuade, AND a variety of representations to entertain.
	I use simple visuals that connect to my work.	I use a limited selection of visuals, some of which enhance the impact of my work.	I use a variety of visuals appropriately that enhance the impact of my work.	I purposefully and thoughtfully create and use a variety of unique visuals that enhance the impact of my work.
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CC 6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others’ ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).	I inconsistently use oral language to exchange ideas with others.	I sometimes use oral language that is appropriate to the situation .	I use oral language appropriate to the situation to contribute to a discussion .	I consistently use appropriate language, carefully consider how to best present my views AND ask questions to extend interactions in class discussions.
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CC 6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.	I present a report on a topic, but my findings are not supported with research. I need to speak more clearly when presenting.	I present a simple report based on research (formal introduction and summation). I speak clearly .	I present an effective report based on research (formal introduction, logical middle, and concluding summation). I speak clearly adjusting voice, tone and language where needed .	I present a polished report based on research (formal introduction, logical middle, and concluding summation). I speak clearly adjusting voice, tone and language where needed. I use appropriate body language and gestures .
	I present an incomplete demonstration with an introduction and steps.	I present a demonstration with an introduction and clear steps .	I present a demonstration with an introduction, clear and logical steps, and a conclusion .	I present an effective demonstration with an introduction, clear and logical steps, a conclusion, and voice and gestures which engage my audience .
	I use dramatization as a way to express an idea, respecting a few of the co-constructed criteria around oral language .	I use dramatization as a way to express an idea respecting several of the co-constructed criteria around oral language .	I use dramatization as a way to clearly express an idea, respecting almost all of the co-constructed criteria around oral language .	I use dramatization to effectively present an idea, and engage my audience, respecting all of the co-constructed criteria around oral language .
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CC 6.7 I can write to: <ul style="list-style-type: none"> • describe a place • narrate an incident in my life (composition with a few paragraphs and in a friendly letter) • explain and inform (multi-step directions and a short report presenting a problem and a solution) • persuade an audience of my opinion. 	I write multi-paragraph texts of less than 300 words.	I write adequate, generally coherent multi-paragraph (3 paragraphs) texts of less than 400 words.	I write effective, coherent multi-paragraph (minimum of 3-5 paragraphs) texts of at least 400 to 600 words.	I write engaging, insightful multi-paragraph (minimum of 3-5 paragraphs) texts of at least 400 to 600 words that demonstrate deep understanding.
	My written description of a place presents a vague picture using detail from one or two of the five senses.	I write to describe a place presenting a picture, using some sensory details in a generally logical order.	I write to describe a place presenting a clear picture using many sensory details and vivid words in a logical order.	I write to describe a place presenting a vivid picture using extensive sensory details in a logical order with rich language choice.
	I write simple narratives about an incident that contains some evidence of plot, setting and point of view.	I write basic narratives about an incident that inconsistently establish plot, setting, and point of view using at least one narrative devices (e.g. dialogue, suspense, tension).	I write narratives about an incident that establish a plot and setting and an appropriate point of view. Plot and character is developed through a range of narrative devices (e.g. dialogue, suspense, tension).	I write engaging narratives about an incident that establish a plot and setting and an insightful point of view. An original plot with interwoven characters is developed through a range of narrative devices (e.g. dialogue, suspense, tension).

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CC 6.7 continued...	I write simple texts to explain and to inform that lack support from facts, details, examples and explanations. Evidence from sources is not given.	I write basic texts to explain and to inform that inconsistently develop the topic with facts, details, examples OR explanations from more than one source.	I write texts to explain and to inform that develop the topic with facts, details, examples and explanations from multiple sources following an organizational pattern .	I write complex texts to explain and to inform that purposefully develop the topic with facts, details, examples and explanations from multiple sources following an effective organizational pattern.
	I write persuasive texts that may state my viewpoint with few supporting reasons, facts, or opinions.	I write persuasive texts that state my viewpoint with some supporting reasons, facts OR opinions.	I write persuasive texts that state my viewpoint with supporting reasons, facts, AND expert opinions .	I write convincing persuasive texts that state my insightful viewpoint with extensive supporting reasons, facts, and expert opinions.
	I write a texts with little supporting evidence AND an introduction OR conclusion.	I write a texts with some supporting evidence AND a formal introduction OR conclusion.	I write texts with a formal introduction, supporting evidence, AND a conclusion.	I write texts with an engaging introduction, evidence supported by a variety of sources , and a strong conclusion.
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CC 6.8 Experiment with a variety of text forms (e.g. a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g. surprise ending).	I use a few recommended text forms to share my ideas with others.	I use some text forms to share my ideas with others.	I use a variety of text forms to share my ideas with others (e.g. peer interview, assembly presentation, poem, parent letter, short review, poster, tableau, graphic organizer).	I effectively select and use a variety of text forms to share my ideas with others.
	I use a few recommended writing techniques.	I use some writing techniques appropriate to the situation.	I use a variety of writing techniques appropriate to the situation (e.g. surprise ending, humour, satire, parody, puns, clichés, alliteration, hyperboles, emotive language).	I effectively select and use a variety of writing techniques appropriate to the situation.
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CC 6.9 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.	I use a template with guiding questions to research and create a report, with consistent help throughout, respecting a few of the co-constructed criteria.	I use a template to research and create an inquiry report based on one of the themes or issues studied in class, with guidance from my teacher, respecting several of the co-constructed criteria.	I plan , research, and create an inquiry report based on one of the themes or issues studied in class, with guidance from my teacher, respecting almost all the co-constructed criteria.	I plan, research, and create an inquiry report, with minimal guidance , and connect my learning from class to other subject areas, respecting all the co-constructed criteria.
	I copy information I have researched into my report (there is much plagiarism) and cite one resource.	I can partially transform researched information into my own words (i.e. there is some plagiarism) and cite one resource accurately.	I can transform researched information into my own words (i.e. avoid plagiarism) and cite at least two resources accurately.	I can effectively combine and present my own ideas with information I have researched , and can cite multiple resources accurately.
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