

English Language Arts Grade 6 Comprehend and Respond				
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.
<b>CR 6.1</b> <b>View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).</b>	<b>I make a few connections between</b> a text I read, view, or listen to and the theme of identity, social responsibility, or efficacy.	<b>I make several connections between</b> a text I read, view, or listen to and the theme of identity, social responsibility, or efficacy.	<b>I make connections and explain</b> with examples how a text I read, view, or listen to <b>relates to the theme</b> of identity, social responsibility, or efficacy.	I make <b>connections, explain and compare</b> with examples how texts I read, view, or listen to <b>relate to the theme</b> of identity, social responsibility, or efficacy.
	I <b>retell</b> ideas and information presented in the text.	I <b>explain</b> the ideas and information presented in the text.	I <b>develop a response</b> to texts that contains personal experience <b>and</b> evidence from the texts.	I <b>develop a response</b> to texts that contains personal experience, evidence from the texts, <b>and</b> research.
	I <b>identify</b> the text structure or text features of <b>a few</b> of the texts I read, listen to, or view.	I <b>identify</b> the text structure <b>and</b> text features of <b>many</b> of the texts I read, listen to, or view.	I identify and <b>explain</b> the text structure and text features of <b>most</b> of the texts I read, listen to, or view.	I <b>identify, explain and compare</b> the text structures <b>and</b> text features of several texts I read, listen to, or view.
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<p><b>CR 6.2</b> <b>Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.</b></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 <b>rarely</b> preview texts and activate my prior knowledge.	I <b>sometimes</b> preview texts and activate my prior knowledge.	I preview texts and activate my prior knowledge by considering what is known <b>and needs to be known.</b>	I preview texts and build on prior knowledge <b>by setting a purpose and anticipating what the text will be about.</b>
	I use <b>a few</b> “before” reading strategies to construct meaning.	I use <b>many</b> “before” reading strategies to construct meaning.	I select <b>and use a variety of</b> “before” reading strategies to construct meaning.	I <b>select and explain</b> from a wide variety of “before” reading strategies <b>according to my purpose</b> for reading to construct meaning.
	I make simple connections to my own life, other texts, <b>or</b> contemporary issues and problems.	I make <b>simple, relevant connections</b> to my own life experiences, other texts, or contemporary issues and problems.	I make <b>specific connections</b> to my own life experiences, other texts, <b>and</b> contemporary issues and problems.	I <b>use the connections I make to interpret the text</b> (e.g. inferring and drawing conclusions).
	I relate some of my background knowledge to text.	I relate my background knowledge/experiences to text.	I <b>effectively relate</b> my background knowledge/experiences to <b>specific elements of the text.</b>	I <b>identify significant evidence from the text to support my connections.</b>
	I use <b>a few</b> “during” reading strategies to make meaning.	I use <b>several</b> “during” reading strategies to make meaning.	I select <b>and use a variety of</b> “during” reading strategies to make meaning.	I <b>select AND explain from a wide variety of “during” reading strategies according to my purpose</b> for reading to construct meaning and evaluate a text.

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CR 6.2 continued...	I rarely <b>identify</b> and <b>recall</b> key textual information.	I sometimes identify and recall key textual information.	I <b>draw conclusions</b> from key textual information.	I <b>draw conclusions</b> from a <b>variety of key and implied</b> textual information.
	I <b>am learning</b> to base my thinking on evidence in the text.	I <b>use evidence</b> from the text to provide support for my thinking.	I <b>provide support</b> for my thinking using evidence from the text.	I <b>provide support</b> for my thinking using <b>specific</b> evidence from the text.
	I use <b>a few</b> “after” reading strategies to make meaning.	I use <b>several</b> “after” reading strategies to make meaning.	I select <b>and use a variety of</b> “after” reading strategies to make meaning.	I <b>select and explain from a wide variety of “after”</b> reading strategies <b>according to my purpose</b> for reading and responding.
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<b>CR 6.3</b> <b>Use pragmatic (e.g., function and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonetic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker’s non-verbal cues) to construct and confirm meaning.</b>  <i>The cues listed explicitly in the shaded column are to be</i>	I <b>identify</b> the purpose of texts.	I identify and sometimes <b>explain</b> the function and purpose of texts.	I <b>explain</b> the function and purpose of texts (e.g. narrate, inform, persuade, entertain, provide directions, describe).	I <b>use</b> the function and purpose of texts to <b>evaluate its effectiveness</b> .
	I <b>sometimes</b> use basic elements of a text form to construct meaning.	I <b>use basic elements</b> of a text form to construct meaning.	I <b>explain</b> how elements of a text form help me construct meaning.	I <b>compare</b> how the elements of text form help me construct meaning in <b>different genres</b> .
	I <b>sometimes</b> identify the sequence of ideas in a text.	I <b>identify</b> the sequence of ideas in a text.	I <b>explain</b> how the sequence of ideas shapes understanding in a text.	I <b>compare</b> the sequence of ideas in different texts, and <b>explain</b> how the sequence shapes the message.
	I <b>use</b> word order in sentences <b>or</b> emphasis on particular words to create meaning.	I <b>use</b> word order in sentences or emphasis on particular words to create meaning.	I <b>use</b> word order in sentences <b>and emphasis on particular words to create meaning</b> .	I <b>use</b> word order in sentences <b>and emphasis on particular words to create meaning, and explain my thinking</b> .
	I <b>identify</b> key words.	I <b>identify</b> the meaning of words, and tell which one might be the <b>most important</b> .	I <b>identify</b> key words in a text that capture the <b>purpose and meaning</b> of the text.	I <b>explain</b> how the key words in a text can capture the <b>purpose and function</b> of the text.

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<i>emphasized in Grade 6 in conjunction with other cues outlined in the curriculum.</i>  <b>CR 6.3</b> <b>continued...</b>	I <b>identify</b> the spelling patterns in words. .	I <b>identify</b> the spelling patterns in words, esp. word families.	I <b>make connections</b> between regular spelling patterns and certain sounds.	I <b>use the connections I make</b> between regular <b>AND</b> irregular spelling patterns and certain sounds to construct meaning.
	I <b>identify simple</b> non-verbal cues.	I <b>identify</b> non-verbal cues.	I <b>identify non-verbal cues, and understand</b> their meaning /purpose.	I <b>identify</b> non-verbal cues, understand their meaning/purpose, and <b>evaluate</b> their effectiveness.
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<b>CR 6.4</b> <b>View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).</b>	<b>I identify</b> a few features in visual and multimedia texts.	<b>I draw conclusions</b> from <b>few key</b> features in visual and multimedia texts.	<b>I draw conclusions</b> from a <b>range of key</b> features in visual and multimedia texts.	<b>I draw conclusions</b> from a range of key features of visual and multimedia texts, and <b>explain my thinking with specific references to the text.</b>
	<b>I respond</b> to visual and multimedia texts and use <b>limited</b> textual information to provide support for my thinking.	<b>I respond</b> to visual and multimedia texts and use <b>basic</b> textual information to provide support for my thinking.	<b>I respond to</b> visual and multimedia texts and provide support for my thinking using <b>specific evidence</b> from the text.	<b>I respond to</b> and <b>analyze</b> visual and multimedia texts and provide <b>detailed</b> support for my thinking using evidence from the text <b>and personal experience.</b>
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<b>CR 6.5</b> <b>Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.</b>	<b>I demonstrate understanding of</b> an oral text and <b>use evidence from text</b> to provide support for my thinking.	<b>I respond to</b> an oral text and use <b>evidence from text</b> to provide support for my thinking.	<b>I draw conclusions</b> based on an oral text and use <b>specific evidence from text</b> to provide support for my thinking.	<b>I draw conclusions</b> based on oral text and provide <b>detailed</b> support for my thinking using evidence from text <b>and personal experience</b> .
	<b>I prepare to listen</b> (e.g. remove distractions and look at the speaker) to a presentation.	<b>I make notes</b> to help me remember ideas from a presentation.	<b>I summarize the major points</b> of a presentation.	<b>I seek further information</b> related to a presentation from <b>other sources</b> .
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<b>CR 6.6</b> <b>Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.</b>	I read grade-appropriate fiction texts, <b>with consistent help.</b>	I read grade-appropriate fiction texts, <b>with prompting.</b>	I <b>independently</b> read grade-appropriate fiction texts.	I <b>independently</b> read fiction texts <b>that extend</b> grade-appropriateness.
	I offer a <b>personal response</b> , and provide support with <b>some</b> reference to the text, <b>with help.</b>	I <b>support</b> a personal response with <b>some</b> references to the text.	I support a <b>personal and critical</b> response with <b>several references</b> to the text.	I support a <b>detailed</b> personal and critical response with <b>many</b> references to the text.
	I <b>distinguish between</b> formal language, informal language, and slang.	I <b>identify</b> formal language, informal language, and slang in text.	I <b>suggest the author’s purpose</b> in using formal language, informal language, or slang in sections of text, and <b>explain my thinking.</b>	I <b>suggest the impact of formal language, informal language, or slang in sections of text with specific explanations.</b>
	I <b>need help to</b> draw conclusions about the author’s message, and explain them	I <b>draw conclusions</b> about the <b>author’s message</b> , and explain them.	I <b>draw conclusions</b> about the <b>author’s message</b> , and explain them <b>using specific evidence from the text.</b>	I <b>compare and contrast</b> authors’ messages from a <b>variety of texts</b> , using specific evidence <b>AND</b> quotations from the text.
	I <b>identify one point of view</b> used (first, second, <b>or</b> third person) in a text.	I <b>identify any point of view</b> used (first, second, <b>and</b> third person) in a text.	I <b>suggest the effect the point of view</b> used (first, second, or third person) in a text will have, <b>and explain my reasoning.</b>	I <b>compare the effect</b> of various points of view that could be used in a text, <b>and explain my reasoning.</b>
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<b>CR 6.7</b> <b>Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.</b>	I read grade-appropriate non-fiction texts, <b>with consistent help.</b>	I read grade-appropriate non-fiction texts, <b>with prompting.</b>	I <b>independently</b> read grade-appropriate non-fiction texts.	<b>independently</b> read non-fiction texts that <b>extend beyond Grade 6 grade-appropriate texts.</b>
	I offer a <b>personal response</b> , and provide support with <b>some</b> reference to the text, <b>with help.</b>	I <b>support</b> a <b>personal</b> response with <b>some</b> reference to the text.	I support a <b>personal AND critical</b> response with <b>several</b> references to the text.	I support a <b>detailed</b> personal <b>AND</b> critical response with <b>quotations</b> and <b>many</b> references to the text.
	I read to <b>gather information</b> and <b>follow directions.</b>	I <b>retell</b> information I have gathered around a subject.	I <b>interpret</b> the information I have gathered around a subject to demonstrate understanding.	I <b>connect</b> my previous knowledge with information I have gathered to <b>express a perspective</b> on a topic.
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<b>CR 6.8</b> Read grade 6 appropriate texts to increase fluency (120-160 wcpm orally; 160-210 silently) and expression.	I read grade-appropriate texts, <b>with consistent help</b> .	I read grade-appropriate texts, <b>with prompting</b> .	I <b>independently</b> read grade-appropriate texts.	read texts that <b>extend beyond grade-appropriate texts</b> .
	I read in <b>short phrases</b> with <b>frequent pausing</b> (e.g. to find my place, figure out a word, or re-read for understanding).	I read <b>mostly</b> in uninterrupted phrases, but with <b>occasional pausing</b> .	I read <b>primarily</b> in large, uninterrupted phrases with <b>appropriate pausing</b> and at an even pace.	I read <b>entirely</b> in large, uninterrupted phrases with appropriate pausing and at a <b>pace that enhances the effect</b> of the text.
	I read aloud in one tone of voice.	I read with <b>some</b> expression that <b>occasionally</b> reflects the tone of the text.	I read with expression that <b>reflects the tone</b> of the text.	I read with <b>exceptional</b> expression that reflects the tone of the text.
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