Grade 6 English Language Arts Pilot

ENGLISH Program

Discipline Overview

The study of English language arts enables Kindergarten to Grade 12 learners to explore, understand, and appreciate language and its use in multi-dimensional ways—through critical thinking, communicating, creating, collaborating, and reflecting—to empower learners to live Mino-pimatisiwin (The Good Life) and to contribute to their communities as global, literate citizens.

All Kindergarten to Grade 12 teachers contribute to their students' literacy development, supporting learner growth and transformation over time. This includes supporting learners' growth as readers and writers across disciplines and contexts. Each learner develops literacy knowledge and skills through opportunities to listen, speak, read, write, view, and represent in a variety of cultural, linguistic, and community contexts. The language arts are interrelated and interdependent; growth in one area strengthens and supports development in others.

English language arts empowers Kindergarten to Grade 12 learners to engage with multiple modes of communication—known as multiliteracies—across diverse contexts. In today's rapidly evolving landscape of texts, English language arts equips learners with the skills to navigate and interpret multimodal texts that blend print, digital, oral, and visual elements, including Indigenous oral traditions, stories, and knowledge shared across generations.

Through these text experiences, Kindergarten to Grade 12 learners question, investigate, create, communicate, and reflect, in order to make sense of the world around them, drawing on varied perspectives, relationships, and lived experiences.

Across Kindergarten to Grade 12, English language arts curricular learning outcomes provide the foundation for developing global competencies. Through engagement with a range of texts, ideas, and experiences, learners apply and deepen these competencies to communicate, collaborate, think critically, and act purposefully, while developing a sense of self and identity, strengthening connections to communities, and expanding their understanding of the world as active and responsible participants. English language arts serves as the gateway to self-knowing, being, and doing, engaging learners' imagination, inspiring lifelong learning, and promoting appreciation for the diversity of human experiences conveyed through language, literature, and story.

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Manitoba

In Manitoba, the Kindergarten to Grade 12 English language arts curriculum rests on the following four interconnected strands:

Building Literacy: This strand develops the foundational role of language that supports overall literacy development. Listening and speaking lay the groundwork for reading and writing as learners investigate how language works, including its sounds, patterns, and structures, and discover the power of words to construct and express meaning. Reading and writing develop together as learners engage with traditional and contemporary texts to construct meaning across contexts. As learners progress, oral language continues to anchor comprehension, reasoning, and collaboration, while expanding vocabulary and word knowledge enable the creation and interpretation of increasingly complex texts. Across the grades, learners deepen their engagement with language by exploring and experimenting with its features, refining communication skills, and using language and literacy as powerful tools for learning and self-expression.

Comprehend and Respond: This strand develops learners' capacity to comprehend, interpret, and engage with and respond to a wide range of texts. Learners draw on prior knowledge and experiences as they acquire new information, construct meaning, and think critically about ideas and perspectives. They question, analyze, and evaluate texts by considering purpose, audience, and context. Responding involves expressing understanding, making connections, and communicating insights through discussion, writing, and other forms of representation. Across the grades, learners develop and refine ways of comprehending, interpreting, and thinking critically about texts through engagement with a range of texts and experiences. They deepen their learning, broaden perspectives, and shape how they engage with ideas and viewpoints from social, cultural, and historical contexts.

Compose and Create: This strand develops learners' capacity to express and communicate ideas through purposeful and creative text creation. Learners generate ideas, plan, and draft texts in print, digital, and multimodal forms, engaging in a full composing process that also includes revising, editing, and publishing. Through revision, they refine language, structure, and style to communicate meaning with clarity, precision, and creativity for different purposes and audiences. Across the grades, learners demonstrate increasing growth as text creators, crafting texts to share stories, express identity, and contribute meaningfully to their communities.

Share and Reflect: This strand develops learners' capacity to share ideas effectively and to deepen learning through reflection. Learners engage in collaborative dialogue and presentations to clarify thinking, build new understandings, and express ideas clearly and purposefully across a range of audiences and contexts. Reflection supports learner agency, as they assess progress, set goals, and use feedback to improve. Across the grades, communication serves as a tool for inquiry, problem solving, and collective learning, supporting the ongoing transformation of understanding through shared thinking, reflection, and relational approaches to knowledge building.

Course Overview

In Grade 6, learners extend their ability to use language effectively as they engage in increasingly sophisticated and dynamic use of language across listening, speaking, interacting, reading, writing, and creating. They participate actively in academic and literary discussions, using evidence, reasoning, and respectful dialogue to explore ideas, challenge assumptions, and collaborate with peers. Their understanding of language deepens through the study of advanced grammar, varied sentence types, structures, and forms, the nuanced use of vocabulary, and literary devices.

Grade 6 learners read a diverse range of texts—including literary and transactional texts, and digital media—analyzing how authors use language, structure, and perspective to shape meaning and influence audiences. In addition to experiencing the joy of story and text, they critically examine issues of voice, bias, and representation, considering how texts reflect and respond to cultural, historical, and social contexts. As independent thinkers and researchers, Grade 6 learners generate focused inquiry questions, evaluate sources for credibility and relevance, and synthesize information to draw informed conclusions.

As text creators, Grade 6 learners craft well-structured, multi-paragraph texts that serve a variety of purposes, including narrative, explanatory, argumentative, and reflective pieces. They create a range of multimodal texts using a variety of techniques and tools. Grade 6 learners refine their ability to organize ideas logically, support claims with clear evidence, and use tone and style appropriate to audience and task. Throughout the creative process, learners revise and edit with intention, demonstrating an emerging mastery of voice, precision, and control. They share ideas using a multimedia approach. By the end of Grade 6, learners think critically, communicate effectively, and apply language thoughtfully across curricular areas and across real-world contexts.

Global Competencies in English Language Arts

Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgments, and reflecting on the consequences and implications of those judgments.

When the English language arts curriculum is used to foster critical thinking as a competency, learners

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas, and deepen thinking
- evaluate sources for validity and reliability, and question assumptions, bias, and stereotyping in their own and others' texts

- connect ideas, patterns, and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes
- reflect on multiple perspectives, points of view, and interpretations to make sense of and respond to texts in terms of purpose, audience, and context
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning
- analyze, challenge, and make judgments about their own and others' texts and ideas, using observations, experiences, and evidence
- use criteria to make ethical decisions about what and whose stories are told and how they respond to texts
- critically examine the contents of texts, evaluating text origin and methods of expression

Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When the English language arts curriculum is used to foster creativity as a competency, learners

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts
- respond to uncertainty with curiosity and open-mindedness, and ask questions to explore ideas/possibilities and to fill information gaps
- select from and use language and literacy strategies, resources, and sources to explore real-world challenges and to generate ideas to solve problems
- generate and enhance new ideas by interpreting and integrating information from multiple texts and building on the ideas of others
- create and adapt plans to meet needs of specific purposes and different audiences
- test and adapt ideas, plans, and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions
- reflect on creative processes, iterations, and revisions, and seek and use feedback to refine designs

Citizenship

Citizenship in English language arts involves engaging with others and working toward a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When the English language arts curriculum is used to foster citizenship as a competency, learners

- develop, understand, and reflect on their own perspectives in complex issues
- recognize discrimination, principles of equity, and human rights in texts and in their world
- explore the interconnectedness of self, others, and the natural world through texts
- welcome and discuss diverse viewpoints, experiences, and world views to make sense of issues related to others and the natural world
- reflect on how texts represent and promote beliefs and values, and empathize with perspectives that are similar to or different from their own
- engage with others in safe, respectful, and inclusive ways, with attention to the complexities of digital citizenship, intellectual property, and fair dealing
- evaluate factors and propose solutions that support advocacy for themselves, others, and the natural world for the betterment of their community
- engage in dialogue to find equitable solutions to social issues that support diversity, inclusivity, and human rights
- investigate complex issues to make informed ethical choices for themselves, others, and the natural world

Connection to Self

Connection to self in English language arts involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth and well-being.

When the English language arts curriculum is used to foster connection to self as a competency, learners

- recognize personal strengths, gifts, and challenges to develop language and literacies for learning and well-being in all areas of their lives
- explore their own voice and understand factors that shape and transform their identities
- recognize and express their feelings and emotions, and use appropriate language strategies to support self-regulation and well-being

- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being
- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests
- persevere through challenges to understand and create increasingly complex texts
- adapt and change their language and literacy practices in new and varied contexts and communities
- recognize their agency and embrace their role in making decisions about their language and literacy learning and well-being

Collaboration

Collaboration in English language arts involves learning with and from others and working together with a shared commitment to a common goal.

When the English language arts curriculum is used to foster collaboration as a competency, learners

- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts
- add to, stretch, and redirect their thinking to deepen and build on others' ideas
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas
- work through differences in constructive ways, and compromise, change perspectives, or challenge points of view and opinions
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal

Communication

Communication in English language arts involves interacting with others and allowing for a message to be received, expressed, and understood in multiple ways and for a variety of purposes.

When the English language arts curriculum is used to foster communication as a competency, learners

- recognize, apply, and adjust rules and conventions in text to express ideas and emotions
- consider audience, purpose, and context when making decisions about using and combining different modes and forms to communicate ideas
- understand how their words and actions shape their identity and affect how they tell their own and others' stories
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts
- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts
- recognize that diverse perspectives, experiences, and ideas can have an impact on and influence understanding and how we respond to texts
- use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages
- make connections to how the English language works, and use language in discerning and purposeful ways to build relationships both in person and in digital contexts
- recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities

Enduring Understandings

Enduring understandings are the essential big ideas residing at the heart of all disciplines. They are the principles educators interpret and use to guide curriculum planning, and that learners use to deepen understanding, make connections, and transfer their learning across a broad spectrum of language and literacy experiences.

Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

Language and literacies are context-dependent.

Today's learners will understand how to use language and literacies for different contexts such as navigating different purposes, audiences, and cultural contexts.

- *Reflection: How do I recognize and help others to recognize that the ways we use language and literacies will change based on context?*

Language and literacy learning is complex, continuous, and recursive.

Today's learners will realize that language and literacy learning are dynamic and provide opportunities for learners to return to and reflect on their learning, which expands their experiences, interactions, and relationships.

- *Reflection: How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?*

Language and literacies develop differently for each individual.

Today's learners have unique and diverse ways of developing and expanding their language and literacies.

- *Reflection: How do I learn about and harness the different ways of learning/knowing language and literacies in my classroom?*

Language and literacy learning and use are social.

Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text and creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*

Language and literacy demands are evolving.

Today's learners require the capacity and capability to navigate multiple uses of language, multiliteracies, and multimodal texts (print, digital, physical, aural and oral, gestural, spatial, and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

Language and literacy experiences inform and influence our developing sense of self.

Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts is essential for all to live Mino-pimatisiwin (The Good Life). The English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being, and doing.

- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

(Source: *English Language Arts Curriculum Framework: A Living Document*, 2020)

Learning Outcomes

Strand A: Building Literacy

General Learning Outcome: Oral Language Communication

ELA.6.A1 Learners engage in oral language communication as a recursive process of listening, speaking, and interacting to construct meaning, exchange ideas and perspectives, and expand their understanding of themselves, others, and the world.

Listen and Comprehend

ELA.6.A1.1 Listen attentively to information, ideas, and experiences expressed; demonstrate understanding by paraphrasing key messages, explaining important ideas using relevant details, and asking questions to support meaning.

ELA.6.A1.2 Describe how speakers use communication features (e.g., language choices, voice, organization, and verbal and non-verbal communication) to communicate ideas and engage listeners; discuss how these features contribute to meaning and audience understanding.

Speak and Interact

ELA.6.A1.3 Use the rules and structures of language when speaking (e.g., sentence structure, verb tense, grammar, and word choice) to communicate ideas clearly and coherently according to purpose and context.

ELA.6.A1.4 Exchange relevant ideas and viewpoints in conversations and group discussions; respond to the contributions of others to support shared understandings.

General Learning Outcome: Language as the Foundation for Reading and Writing

ELA.6.A2 Learners build and apply foundational language knowledge and skills, including letter knowledge, sound awareness, word structures, vocabulary knowledge, and language conventions, to engage as active readers, writers, and communicators.

Phonological Awareness

ELA.6.A2.1 Foundational literacy knowledge and skills developed in earlier grades continue to support learners as they engage with increasingly complex texts and specialized vocabulary. In Grades 6 to 8, phonological awareness, alphabetic knowledge, and phonics are not typically addressed as separate outcomes; rather, these foundational understandings are applied and integrated within reading, spelling, vocabulary development, and communication across contexts and disciplines.

Alphabetic Knowledge

ELA.6.A2.2 Foundational literacy knowledge and skills developed in earlier grades continue to support learners as they engage with increasingly complex texts and specialized vocabulary. In Grades 6 to 8, phonological awareness, alphabetic knowledge, and phonics are not typically addressed as separate outcomes; rather, these foundational understandings are applied and integrated within reading, spelling, vocabulary development, and communication across contexts and disciplines.

Phonics: Letter-Sound Relationships

ELA.6.A2.3 Foundational literacy knowledge and skills developed in earlier grades continue to support learners as they engage with increasingly complex texts and specialized vocabulary. In Grades 6 to 8, phonological awareness, alphabetic knowledge, and phonics are not typically addressed as separate outcomes; rather, these foundational understandings are applied and integrated within reading, spelling, vocabulary development, and communication across contexts and disciplines.

Spelling Conventions

ELA.6.A2.4 Apply spelling conventions (e.g., suffix changes such as doubling consonants, dropping final e, changing y to i), vowel patterns (e.g., vowel teams, diphthongs, r-controlled vowels), syllable patterns (e.g., vowel-consonant-e, vowel team, consonant-le, r-controlled syllables), and morphology to support accurate reading (decoding) and spelling (encoding) of complex and multisyllabic words.

Word Structures and Meaning (Morphology)

ELA.6.A2.5 Use morphological knowledge (e.g., prefixes, suffixes, base words [help → helpful], root words [spect → inspector], derivatives [act → action, activity, inactive] to determine the meaning and spelling of words; apply this knowledge to support comprehension, vocabulary development, and communication in speaking and writing.

Vocabulary Knowledge

ELA.6.A2.6 Use a range of vocabulary, including general academic vocabulary (e.g., compare, consequence) and discipline-specific vocabulary (e.g., environment, democracy), as well as knowledge of word meanings and relationships (e.g., synonyms, antonyms, multiple-meaning words) to understand texts; select vocabulary to communicate ideas clearly for different purposes and contexts.

Language Conventions

ELA.6.A2.7 Describe how language conventions (e.g., syntax, sentence structure, grammar, usage, mechanics, and paragraphing) support meaning in texts; use language conventions accurately in speaking and writing to communicate ideas clearly.

Strand B: Comprehend and Respond

General Learning Outcome: Navigate Texts

ELA.6.B1 Learners draw on their knowledge, experiences, and awareness of text cues and conventions to establish purpose, anticipate meaning, and prepare for engagement with texts.

Activate Prior Knowledge

ELA.6.B1.1 Identify and discuss prior knowledge, including knowledge gained from various sources, subject areas, and diverse personal experiences, to understand new text.

Establish Purpose and Focus

ELA.6.B1.2 Identify a purpose for engaging with texts based on task, context, interests, and learning goals; ask questions to focus attention and deepen understanding of texts.

Use Text Cues and Conventions

ELA.6.B1.3 Identify and use text cues (e.g., structures, features, design elements, language patterns, visuals) and conventions in a range of texts; describe how they support understanding and meaning.

General Learning Outcome: Construct Meaning

ELA.6.B2 Learners actively construct meaning when reading, viewing, and listening to texts by applying a range of comprehension strategies. They make connections, infer meaning, and monitor understanding to build knowledge and deepen understanding across a variety of contexts and text forms.

Predict and Infer

ELA.6.B2.1 Make and revise predictions and inferences using prior knowledge, text content, and text cues; highlight the evidence that supports understanding.

Make Connections

ELA.6.B2.2 Make connections among personal experiences, texts, and prior knowledge; explain how different connections strengthen understanding of ideas, information, and messages in texts.

Monitor Understanding

ELA.6.B2.3 Monitor understanding and identify when meaning is unclear; use appropriate strategies (e.g., questioning, using context clues, making connections) to clarify meaning and support understanding.

ELA.6.B2.4 Apply fluency skills (e.g., appropriate rate, phrasing, expression/prosody) and strategies (e.g., rereading, attending to punctuation, chunking text into meaningful phrases) to support understanding and meaning in a variety of texts.

Summarize Meaning

ELA.6.B2.5 Summarize key ideas and information from texts by identifying main ideas and supporting details; use summaries to demonstrate understanding.

General Learning Outcome: Think Critically about Texts

ELA.6.B3 Learners analyze ideas, information, viewpoints, and perspectives within and across texts to build understanding. Learners use evidence from texts to develop, support, and evaluate interpretations.

Analyze Ideas and Information

ELA.6.B3.1 Identify main ideas, themes, facts, and opinions within a text; use details to describe how they influence the understanding of people, experiences, and issues.

Critique Purpose, Viewpoint, and Perspective

ELA.6.B3.2 Identify examples of stereotyping, bias, or prejudice using textual evidence (e.g., word choice, tone); recognize, with guidance, relevant and dependable sources of information.

General Learning Outcome: Consolidate Understanding

ELA.6.B4 Learners reflect on, extend, and integrate new learning to develop deeper understandings. They respond to texts by sharing interpretations, perspectives, and insights that expand, challenge, or refine their thinking.

Reflect on New Learning

ELA.6.B4.1 Identify new ideas and understandings gained from texts; reflect on and explain how new learning connects to prior knowledge, experiences, and personal perspective.

Response to Text: Self and Others

ELA.6.B4.2 Describe personal responses to texts; reflect on and identify how personal, cultural, and textual connections contribute to understanding, enjoyment, and emotional response.

ELA.6.B4.3 Discuss personal responses with others; identify how different experiences and perspectives contribute to understanding and response to texts.

Strand C: Compose and Create

General Learning Outcome: Plan and Develop Texts

ELA.6.C1 Learners generate and develop ideas, conduct research, evaluate sources, organize information, and select appropriate forms and modes to compose texts for a range of purposes and audiences.

Generate Ideas and Select Topic

ELA.6.C1.1 Generate ideas from experiences, texts, and learning across subjects; select a topic that fits the purpose, form, and audience.

Research Sources

ELA.6.C1.2 Gather and use information from multiple sources (e.g., oral, visual, digital, written) to develop, focus, or expand ideas; identify key ideas relevant to the topic.

Analyze Author's Craft

ELA.6.C1.3 Study mentor texts to identify how authors use text cues (structures, features, language patterns, visuals) to communicate ideas and support meaning; use similar techniques in one's own writing.

Plan and Develop Ideas

ELA.6.C1.4 Use strategies and planning tools to generate, organize, and record ideas and information; identify and sequence steps to support text development.

Choose Form

ELA.6.C1.5 Select and use appropriate types of writing (e.g., narrative, informational, descriptive, persuasive), forms, and genres to suit purpose and audience; describe how different forms communicate ideas in different ways.

Create Text

ELA.6.C1.6 Create texts for specific purposes, contexts, and audiences; make appropriate choices in structure, mode, voice, and style for the type of writing and genre; use information gathered and techniques studied in mentor texts to communicate ideas clearly.

ELA.6.C1.7 Use handwriting, keyboarding, and other composition tools to compose clear, legible, and readable texts.

General Learning Outcome: Refine Texts

ELA.6.C2 Learners apply the key qualities of writing to revise, refine, and enhance texts for different purposes, contexts, and audiences.

Organize Content

ELA.6.C2.1 Reread and revise text for organization of content; review sequencing of ideas, text structures, and text features to improve clarity, support purpose, and engage audience.

Elevate Sentence Fluency

ELA.6.C2.2 Reread and revise sentences to improve clarity and flow; combine related ideas using a variety of sentence structures; choose transitions purposefully and apply grammatical conventions accurately to communicate meaning.

Enhance Word Choice

ELA.6.C2.3 Reread and revise word choice to improve clarity, meaning, and interest; select descriptive and precise words that suit purpose, context, and audience; and replace vague or repetitive language to clearly communicate ideas, experiences, opinions, and feelings.

General Learning Outcome: Edit and Publish

ELA.6.C3 Learners proofread, edit, and refine texts by applying editing strategies to improve accuracy and clarity. They publish their work using appropriate tools, modes, and platforms to communicate for different purposes, contexts, and audiences.

Review Mechanics

ELA.6.C3.1 Apply knowledge of spelling patterns, morphology (e.g., prefixes, suffixes, base words), and word meanings to edit and proofread texts for spelling accuracy; use print and digital resources to identify and correct spelling errors.

ELA.6.C3.2 Edit texts to apply capitalization conventions accurately and consistently, including sentence beginnings and proper nouns (e.g., names of people, places, holidays, and languages), titles, and headings, to support clarity and readability.

ELA.6.C3.3 Edit and proofread texts to identify and correct punctuation errors using appropriate resources and feedback; apply punctuation conventions accurately and consistently (e.g., periods, commas, question marks, exclamation marks, apostrophes, quotation marks, and semicolons) to separate and connect ideas, clarify meaning, and support readability.

Publish Final Text

ELA.6.C3.4 Create and publish texts in a variety of forms; select and use appropriate language, text features, design elements, and, when appropriate, modes (e.g., print, digital, visual, or audio) to communicate ideas clearly for a specific purpose and audience.

Strand D: Share and Reflect

General Learning Outcome: Share Ideas and Communicate Effectively

ELA.6.D1 Learners organize and communicate ideas for others by making intentional choices about content, communication mode, and style for different purposes and contexts.

Express Ideas and Engage Audience

ELA.6.D1.1 Develop, sort, and organize key ideas and supporting details to share clear messages with others in formal and informal contexts; use examples to connect ideas and support others' understandings.

ELA.6.D1.2 Experiment with and use different communication modes (e.g., oral, visual, digital, written) to clarify ideas and support engagement when sharing for a specific purpose and audience (informal, formal).

ELA.6.D1.3 Select and use communication style (e.g., tone, volume, and expression) according to purpose (e.g., persuade, inform, entertain) and audience (informal, formal) to share ideas.

General Learning Outcome: Reflect on Learning and Plan Next Steps

ELA.6.D2 Learners use descriptive feedback and criteria to reflect on their learning, set goals, and monitor progress to inform next steps.

Self-Reflect

ELA.6.D2.1 Use descriptive feedback from teachers, peers, and criteria to reflect on learning and strategies used; apply new strategies to support ongoing progress.

Set Goals and Monitor Progress

ELA.6.D2.2 Choose learning goals using criteria and feedback; monitor progress by identifying examples of learning that show growth to support progress toward goals.

Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. This section and the support documents will continue to be updated, so you are encouraged to visit the site regularly.