

**Moving Up with Literacy Place Curriculum Correlation
with BC IRP Prescribed Learning Outcomes**

Grade 6

Prescribed Learning Outcomes	Moving Up with Literacy Place - Grade 6 Page References
<p>Oral Language (Speaking and Listening) Purposes (Oral Language) It is expected that students will:</p>	
<p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> - contributing to group success - discussing and comparing ideas and opinions (e.g., debating) - improving and deepening comprehension - discussing concerns and resolving problems - completing a variety of tasks 	<p><u>Program and Planning Guide</u> pages 33 - 38, 44, 45, 51, 56, 59, 63 - 67, 73, 75, 77 - 80, 82, 83, 125, 131</p> <p><u>Literacy Support Guide</u> pages 43 - 58</p> <p>All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units:</p>
<p>A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by</p> <ul style="list-style-type: none"> - using prior knowledge and/or other sources of evidence - staying on topic in focussed discussions - presenting in a clear, focussed, organized, and effective manner - explaining and effectively supporting a viewpoint 	<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</p> <p>All Guided Reading Cards</p> <p>All Book Club Units</p>
<p>A3 listen purposefully to understand and analyse ideas and information, by</p> <ul style="list-style-type: none"> - summarizing and synthesizing - generating questions - visualizing and sharing - making inferences and drawing conclusions - interpreting the speaker's verbal and nonverbal messages, purposes, and perspectives - analysing - ignoring distractions 	<p><u>Program and Planning Guide</u> pages 59, 64, 80, 83, 125, 126, 131</p> <p><u>Literacy Support Guide</u> pages 43 - 58</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</p>

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Purposes (Oral Language) It is expected that students will:	
(continued) A3 listen purposefully to understand ideas and information, by <ul style="list-style-type: none"> - summarizing main ideas and supporting details - generating questions - visualizing and sharing - identifying opinions or viewpoints - ignoring distractions 	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 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 <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 <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

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<p>Strategies (Oral Language) It is expected that students will:</p>	
<p>A4 select and use strategies when interacting with others, including</p> <ul style="list-style-type: none"> - accessing prior knowledge - making and sharing connections - asking questions for clarification and understanding - taking turns as speaker and listener - paraphrasing to clarify meaning 	<p><u>Program and Planning Guide</u> pages 59, 64, 80, 83, 125, 126, 131</p> <p><u>Literacy Support Guide</u> pages 43 - 58</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 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</p>

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Strategies (Oral Language) It is expected that students will:	
(continued) A4 select and use strategies when interacting with others, including <ul style="list-style-type: none"> - accessing prior knowledge - making and sharing connections - asking questions for clarification and understanding - taking turns as speaker and listener - paraphrasing to clarify meaning 	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 <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
A5 select and use strategies when expressing and presenting ideas, information, and feelings, including <ul style="list-style-type: none"> - setting a purpose - accessing prior knowledge - generating ideas - making and sharing connections - asking questions to clarify and confirm meaning - organizing information - practising delivery - self-monitoring and self-correcting in response to feedback 	<u>Program and Planning Guide</u> pages 125, 126 <u>Literacy Support Guide</u> pages 43 - 58 All Guided Reading Cards All Read Aloud and Shared Reading texts in Strategy Units All Book Club Units

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<p>Strategies (Oral Language) It is expected that students will:</p>	
<p>A6 select and use strategies when listening to make and clarify meaning, including</p> <ul style="list-style-type: none"> - accessing prior knowledge - making predictions about content before listening - focussing on the speaker - listening for specifics - generating questions - recalling, summarizing, and synthesizing - drawing inferences and conclusions - distinguishing between fact and opinion - visualizing - monitoring comprehension 	<p><u>Program and Planning Guide</u> pages 59, 64, 80, 83, 125, 126, 131</p> <p><u>Literacy Support Guide</u> pages 43 - 58</p> <p>All Strategy Units</p> <p>All Book Clubs</p>
<p>Thinking (Oral Language)</p>	
<p>A7. demonstrate enhanced vocabulary knowledge and usage</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>

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Thinking (Oral Language) It is expected that students will:	
(continued) A7. demonstrate enhanced vocabulary knowledge and usage	<u>Strategy Units:</u> Analyzing pages 20, 29 Inferring pages 25, 37, 66 Sequencing pages 29, 30 <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
A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts	<u>Program and Planning Guide</u> pages 67, 73, 77 <u>Guided Reading:</u> 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 <u>Strategy Units:</u> Analyzing pages 13, 26 Evaluating pages 14 , 17, 19, 23 - 25, 27, 31, 33 - 36

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Thinking (Oral Language) It is expected that students will:	
(continued) A8 use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts	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 <u>Book Club Units:</u> 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
A9 use speaking and listening to improve and extend thinking, by <ul style="list-style-type: none"> - questioning and speculating - acquiring new ideas - analysing and evaluating ideas - developing explanations - considering alternative viewpoints - summarizing and synthesizing - problem solving 	<u>Program and Planning Guide</u> pages 59, 63, 66, 79, 82 <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 <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
A10 reflect on and assess their speaking and listening, by <ul style="list-style-type: none"> - referring to class-generated criteria - considering and incorporating peer and adult feedback - setting goals and creating a plan for improvement - taking steps toward achieving goals 	<u>Program and Planning Guide</u> pages 125, 126 <u>Literacy Support Guide</u> pages 43 - 58 <u>Guided Reading:</u> World News page 4 Making Money Minting and Printing page 4 Illustrious page 4

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<p>Thinking (Oral Language) It is expected that students will:</p>	
<p>(continued) A10 reflect on and assess their speaking and listening, by</p> <ul style="list-style-type: none"> - referring to class-generated criteria - considering and incorporating peer and adult feedback - setting goals and creating a plan for improvement - taking steps toward achieving goals 	<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>
<p>Features (Oral Language)</p>	
<p>All recognize and apply the features of oral language to convey and derive meaning, including</p> <ul style="list-style-type: none"> - context (e.g., audience, purpose, situation) - text structure - a variety of sentence lengths, structures, and types - smooth transitions and connecting words - syntax (i.e., grammar and usage) - diction - nonverbal communication - receptive listening posture 	<p><u>Program and Planning Guide</u> page 80</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 pages 4, 8 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 pages 4, 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>

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Features (Oral Language)	
It is expected that students will:	
(continued) A11 recognize and apply the features of oral language to convey and derive meaning, including <ul style="list-style-type: none"> - context (e.g., audience, purpose, situation) - text structure - a variety of sentence lengths, structures, and types - smooth transitions and connecting words - syntax (i.e., grammar and usage) - diction - nonverbal communication - receptive listening posture 	<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
A12 recognize the structures and patterns of language in oral texts, including <ul style="list-style-type: none"> - literary devices - sound devices - structural sequencing cues - idiomatic expressions 	<u>Program and Planning Guide</u> pages 44, 77, 81, 184 - 192 <u>Strategy Units:</u> Evaluating pages 14, 16, 18 Predicting pages 17, 27 Synthesizing pages 25
Reading and Viewing	
Purposes (Reading and Viewing)	
It is expected that students will:	
B1 read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts , featuring variety in theme and writing techniques, including <ul style="list-style-type: none"> - stories from Aboriginal and other cultures - literature from Canada and other countries - short stories and novels exposing students to unfamiliar contexts - short plays that are straightforward in form and content - poetry in a variety of forms 	<u>Program and Planning Guide</u> pages 60 - 140 All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Books All Book Club Units

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Purposes (Reading and Viewing) It is expected that students will:	
B2 read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language, including <ul style="list-style-type: none"> - non-fiction books - textbooks and other instructional materials - visual or graphic materials - reports and articles from magazines and journals - reference materials - appropriate web sites - instructions and procedures - advertising and promotional materials 	<u>Program and Planning Guide</u> pages 133 - 139 <u>Literacy Support Guide</u> pages 154 - 156 All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Books All Book Club Units
B3 read and reread just-right texts for at least 30 minutes daily for enjoyment and to increase fluency and comprehension	<u>Program and Planning Guide</u> pages 133 - 139 <u>Literacy Planning Guide</u> pages 154 - 156 <u>Book Club Units:</u> From Page to Stage pages 9 - 11, 14 - 16, 19, 21, 24, 26 Hero of Another World pages 8, 10, 13 - 21 Mission: Space pages 11, 17 - 22 When Disaster Strikes pages 8, 13 - 22

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Purposes (Reading and Viewing) It is expected that students will:	
B4 demonstrate comprehension of visual texts with specialized features (e.g., visual components of media such as magazines, newspapers, web sites, comic books, broadcast media, videos, advertising, and promotional materials)	<u>Program and Planning Guide</u> pages 179 - 183 <u>Literacy Support Guide</u> pages 11 - 13 <u>Guided Reading:</u> Are You Getting the Message? page 2 Robot Museum Tour Gone Wrong page 2 World News page 2 Victory On Ice The Stanley Cup Story page 2 Wireless Waste pages 2, 4 Space Diving page 2 The Fastest Game page 2, 3, 6 Clash of the Titans pages 2, 5 Cryptids Club of Canada page 2
Strategies (Reading and Viewing)	
B5 select and use strategies before reading and viewing to develop understanding of text , including <ul style="list-style-type: none"> - setting a purpose and considering personal reading goals - accessing prior knowledge to make connections - making predictions - asking questions - previewing texts 	<u>Program and Planning Guide</u> pages 60 - 140 <u>Literacy Support Guide</u> page 60 All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units

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Strategies (Reading and Viewing) It is expected that students will:	
B6 select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> - predicting - making connections - visualizing - asking and answering questions - making inferences and drawing conclusions - using ‘text features’ - self-monitoring and self-correcting - figuring out unknown words - reading selectively - determining the importance of ideas/events - summarizing and synthesizing 	<u>Program and Planning Guide</u> pages 60 - 140 Literacy Support Guide page 60 All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units
B7 select and use strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> - self-monitoring and self-correcting - generating and responding to questions - making inferences and drawing conclusions - reflecting and responding - visualizing - using ‘text features’ to locate information - using graphic organizers to record information - summarizing and synthesizing 	<u>Program and Planning Guide</u> pages 60 - 140 <u>Literacy Support Guide</u> page 60 All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units

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Thinking (Reading and Viewing) It is expected that students will:	
B8 respond to selections they read or view, by <ul style="list-style-type: none"> - expressing opinions and making judgments supported by explanations and evidence - explaining connections (text-to-self, text-to-text, and text-to-world) - identifying personally meaningful selections, passages, and images 	<p><u>Program and Planning Guide</u> pages 55, 63, 66, 79, 82</p> <p><u>Guided Reading:</u></p> <p>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 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></p> <p>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</p>

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Thinking (Reading and Viewing) It is expected that students will:	
(continued) B8 respond to selections they read or view, by <ul style="list-style-type: none"> - expressing opinions and making judgments supported by explanations and evidence - explaining connections (text-to-self, text-to-text, and text-to-world) - identifying personally meaningful selections, passages, and images 	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 <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
B9 read and view to improve and extend thinking, by <ul style="list-style-type: none"> - analysing texts and developing explanations - comparing various viewpoints - summarizing and synthesizing to create new ideas 	<u>Program and Planning Guide</u> pages 56, 59, 63, 64, 67, 73, 77 - 79 <u>Guided Reading:</u> Are You Getting the Message? page 4 Don't Whistle Up the Wind pages 2 - 8 Robot Museum Tour Gone Wrong page 3 World News pages 2, 4 Fish With Attitude The Shark Book page 3, 4, 6 - 8 I Think I Like It Talking About Art pages 2, 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 Space Diving 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 pages 2, 4, 7 Rocket Science page 4 The Fastest Game pages 7, 8 To Tell the Truth page 4 Web Tools For Kids pages 2, 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

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<p>Thinking (Reading and Viewing) It is expected that students will:</p>	
<p>(continued) B9 read and view to improve and extend thinking, by</p> <ul style="list-style-type: none"> - analysing texts and developing explanations - comparing various viewpoints - summarizing and synthesizing to create new ideas 	<p>Stop The Press! pages 2 - 6, 8 The Great Wave pages 5, 7, 8 The Triangle Book pages 3, 4</p> <p><u>Strategy Units:</u> Analyzing pages 13 - 19, 25 - 30 Evaluating pages 15, 17, 25 - 27, 32 - 36 Inferring pages 15 - 17, 19, 21 - 24, 36, 40, 41, 45, 46, 52, 57, 65 Making Connections pages 20, 25, 39, 40 Predicting pages 15- 23, 25, 26, 33, 34, 36, 38, 39, 44 - 48 Self-Monitoring pages 16, 19, 21 - 27, 34 - 37, 54 - 57 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 12, 13, 15, 17 - 20, 21, 22, 24 Mission: Space pages 10, 13, 17 - 19 When Disaster Strikes pages 13, 15 - 17, 19</p>
<p>B10 reflect on and assess their reading and viewing, by</p> <ul style="list-style-type: none"> - referring to class-generated criteria - setting goals and creating a plan for improvement - taking steps toward achieving goals 	<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>

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<p>Thinking (Reading and Viewing) It is expected that students will:</p>	
<p>(continued) B10 reflect on and assess their reading and viewing, by</p> <ul style="list-style-type: none"> - referring to class-generated criteria - setting goals and creating a plan for improvement - taking steps toward achieving goals 	<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>
<p>Features (Reading and Viewing)</p>	
<p>B11 explain how structures and features of text work to develop meaning, including</p> <ul style="list-style-type: none"> - form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive) - ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, pull-quotes) - literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion, resolution) - non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea) - literary devices (e.g., imagery, sensory detail, simile, metaphor) - idiomatic expressions 	<p><u>Program and Planning Guide</u> pages 65, 82</p> <p><u>Literacy Support Guide</u> pages 158, 159</p> <p>All Guided Reading Cards</p> <p><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</p> <p><u>Book Club Unit</u> Mission: Space pages 13, 23</p>

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<p>Writing and Representing Purposes (Writing and Representing) It is expected that students will:</p>	
<p>C1 write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring</p> <ul style="list-style-type: none"> - clearly developed ideas by using effective supporting details, explanations, comparisons, and insights - sentence fluency through sentence variety and lengths with increasing rhythm and flow - effective word choice through the use of an increasing number of new, varied, and powerful words - an honest voice - an organization that is meaningful, logical, and effective, and showcases a central idea or theme 	<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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Purposes (Writing and Representing) It is expected that students will:	
(continued) C1 write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring <ul style="list-style-type: none"> - clearly developed ideas by using effective supporting details, explanations, comparisons, and insights - sentence fluency through sentence variety and lengths with increasing rhythm and flow - effective word choice through the use of an increasing number of new, varied, and powerful words - an honest voice - an organization that is meaningful, logical, and effective, and showcases a central idea or theme 	Synthesizing pages 17, 33,41, 50 <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

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Purposes (Writing and Representing) It is expected that students will:	
<p>C2 write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring</p> <ul style="list-style-type: none"> - clearly developed ideas by using focussed and useful supporting details, analysis, and explanations - sentence fluency through clear, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style - effective word choice through the use of new vocabulary, words selected for their specificity, and powerful adverbs and verbs - a voice demonstrating an appreciation and interest in the topic - an organization with an inviting lead that clearly indicates the purpose, and flows smoothly with logically sequenced paragraphs or sections to a satisfying conclusion that summarizes the details 	<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> 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> 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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Purposes (Writing and Representing) It is expected that students will:	
C3 write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring <ul style="list-style-type: none"> - well-developed ideas through the use of interesting sensory detail - sentence fluency through a variety of sentence lengths and patterns, with increasing fluidity - effective word choice by using engaging figurative and sensory language - an authentic voice - an organization that includes an enticing opening, followed by a sequence of effective detail which elaborates events, ideas, and images, that lead to an imaginative or interesting conclusion 	<p><u>Program and Planning Guide</u> pages 165, 167, 168</p> <p><u>Literacy Support Guide</u> pages 267, 273, 278 - 287</p> <p><u>Guided Reading:</u> Don't Whistle Up the Wind page 4 Jimmy's Parents Are Aliens page 4 Victory On Ice The Stanley Cup Story page 4 White Out page 4 Charlie on Tour page 7 Rocket Science page 4 The Great Wave page 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 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>

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<p>Purposes (Writing and Representing) It is expected that students will:</p>	
<p>C4 create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring</p> <ul style="list-style-type: none"> - development of ideas using clear, focussed, and useful details, and by making connections to personal feelings, experiences, opinions, and information - an expressive voice - an organization in which key ideas are evident 	<p><u>Program and Planning Guide</u> pages 141, 142, 144, 145, 152, 154, 156, 162, 165 - 168, 170, 175</p> <p><u>Literacy Support Guide</u> pages 20, 22, 304, 321, 327</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 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 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</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</p>

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<p>Purposes (Writing and Representing) It is expected that students will:</p>	
<p>(continued) C4 create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring</p> <ul style="list-style-type: none"> - development of ideas using clear, focussed, and useful details, and by making connections to personal feelings, experiences, opinions, and information - an expressive voice - an organization in which key ideas are evident 	<p>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>Strategies (Writing and Representing)</p>	
<p>C5 select and use strategies before writing and representing, including</p> <ul style="list-style-type: none"> - setting a purpose - identifying an audience, genre, and form - analysing examples of successful writing and representing in different forms and genres to identify key criteria - developing class-generated criteria - generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research 	<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 - 30, 226 - 256</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 White Out page 4 Charlie on Tour pages 3, 5, 7, 8 Meeting Makwa pages 7, 8 Rocket Science page 4 The Fastest Games pages 7, 8 To Tell the Truth page 4 Web Tools For Kids pages 7, 8 Your Baffling Brain page 4</p>

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<p>Strategies (Writing and Representing) It is expected that students will:</p>	
<p>(continued) C5 select and use strategies before writing and representing, including</p> <ul style="list-style-type: none"> - setting a purpose - identifying an audience, genre, and form - analysing examples of successful writing and representing in different forms and genres to identify key criteria - developing class-generated criteria - generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research 	<p>A Flock of Small Wings pages 6, 7 Clash of the Titans pages 7, 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 7 The Great Wave pages 7, 8 The Triangle Book page 4</p> <p><u>Strategy Units:</u> Analyzing pages 14, 20, 22, 39, 47, 48, 55 Evaluating pages 21, 28, 45, 55, 56, 58, 59, 63 Inferring pages 26, 27, 37, 38, 42, 43, 48, 59, 76, 88, 91, 95 Making Connections pages 12, 14, 21, 34, 41, 49, 50, 53, 57 Predicting pages 15, 28, 29, 32, 39 - 41, 46, 57, 66, 69, 74 Self-Monitoring pages 28, 38, 47, 58, 59, 66 - 68, 73 Sequencing pages 25, 29, 31, 45, 53, 54, 62 Synthesizing pages 17, 33, 39, 41, 50, 53, 57</p> <p><u>Book Club Units:</u> From Page to Stage pages 25, 31, 41 Hero of Another World pages 7, 9 - 13, 15 - 21, 23, 41, 44, 49 Mission: Space pages 14, 15, 23, 24, 26, 28, 38 When Disaster Strikes pages 13 - 17, 19 - 21, 26</p>

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<p>Strategies (Writing and Representing) It is expected that students will:</p>	
<p>C6 select and use strategies during writing and representing to express and refine thoughts, including</p> <ul style="list-style-type: none"> - referring to class-generated criteria - analysing models of literature - accessing multiple sources of information - consulting reference materials - considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency - ongoing revising and editing 	<p><u>Program and Planning Guide</u> page 156</p> <p><u>Literacy Support Guide</u> pages 288 - 320</p> <p><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</p> <p><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 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>

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<p>Strategies (Writing and Representing) It is expected that students will:</p>	
<p>C7 select and use strategies after writing and representing to improve their work, including</p> <ul style="list-style-type: none"> - checking their work against established criteria - reading aloud and listening for fluency - revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) - editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling) 	<p><u>Program and Planning Guide</u> page 156</p> <p><u>Literacy Support Guide</u> pages 288 - 320</p> <p><u>Guided Reading:</u> Space Diving page 4 Tales of a Reluctant Camper page 8 Icarus and the Fates page 8</p> <p><u>Strategy Units:</u> Analyzing pages 49, 50 Evaluating pages 57 Inferring pages 89, 90, 92 Making Connections pages 51, 52, 54 Predicting pages 67, 68 Sequencing pages 56, 58, 59 Synthesizing pages 52 - 54</p> <p><u>Book Club Unit:</u> Hero of Another World pages 43, 45, 46</p>
<p>Thinking (Writing and Representing)</p>	
<p>C8 use writing and representing to express personal responses and relevant opinions about experiences and texts</p>	<p><u>Program and Planning Guide</u> page 154</p> <p><u>Guided Reading:</u> Are You Getting the Message page 4 I Think I Like It Talking About Art page 4 Victory On Ice The Stanley Cup Story page 4 Wireless Waste page 4 Space Diving page 4 Charlie on Tour 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 What Ever Happened to Canada's Arrow? page 4</p>

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<p>Thinking(Writing and Representing) It is expected that students will:</p>	
<p>(continued) C8 use writing and representing to express personal responses and relevant opinions about experiences and texts</p>	<p><u>Strategy Units:</u> Evaluating pages 21, 28, 45, 55 Inferring pages 26, 27, 42, 76 Making Connections pages 34, 41 Predicting pages 40, 66 Self-Monitoring pages 28, 47, 58 Sequencing pages 25, 45 Synthesizing pages 17, 33, 41</p> <p><u>Book Club Units:</u> Hero of Another World page 23</p>
<p>C9 use writing and representing to extend thinking, by</p> <ul style="list-style-type: none"> - developing explanations - analysing the relationships in ideas and information - exploring new ideas (e.g., examining alternative viewpoints, transposing writing from one form to another) 	<p><u>Program and Planning Guide</u> page 154</p> <p><u>Guided Reading:</u> Are You Getting the Message page 4 Don't Whistle Up the Wind page 7 I Think I Like It Talking About Art page 4 The Substitute page 4 Wireless Waste page 4 Space Diving page 4 Rocket Science page 4 A Flock of Small Wings page 6 Icarus and the Fates page 8 What Ever Happened to Canada's Arrow? page 4 The Great Wave pages 7, 8</p> <p><u>Strategy Units:</u> Analyzing pages 39, 48 Evaluating pages 21, 45 Inferring pages 26, 27, 37, 42 Making Connections pages 34, 41 Self-Monitoring page 47 Sequencing page 45 Synthesizing pages 17, 41</p> <p><u>Book Club Unit:</u> When Disaster Strikes pages 19 - 21</p>

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<p>Thinking(Writing and Representing) It is expected that students will:</p>	
<p>C10 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> - referring to class-generated criteria - setting goals and creating a plan for improvement - taking steps toward achieving goals 	<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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<p>Features (Writing and Representing) It is expected that students will:</p>	
<p>C11 use the features and conventions of language to express meaning in their writing and representing, including</p> <ul style="list-style-type: none"> - complete simple, compound, and complex sentences - subordinate (i.e., dependent) clauses - comparative and superlative forms of adjectives - past, present, and future tenses - effective paragraphing - effective use of punctuation and quotation marks - conventional Canadian spelling for familiar and frequently used words - spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, thesaurus) - legible writing appropriate to context and purpose 	<p><u>Program and Planning Guide</u> pages 142, 148, 155, 156</p> <p><u>Literacy Support Guide</u> pages 277, 281 - 283, 297, 301, 305, 306, 332 -371, 387 - 389</p> <p><u>Guided Reading:</u> Jimmy’s Parents Are Aliens page 4 The Wooden Loon pages 2, 7, 8 White Out page 4 To Tell the Truth page 4 A Flock of Small Wings page 2 Illustrious page 4</p> <p><u>Strategy Units:</u> Evaluating page 57 Inferring pages 48, 89 Making Connections page 52 Predicting page 70 Sequencing pages 30, 37, 58 Synthesizing pages 25, 52, 54</p> <p><u>Book Club Unit:</u> From Page to Stage page 40 Hero of Another World pages 28, 29, 42, 43, 45 Mission: Space pages 27, 28 When Disaster Strikes pages 25, 26</p>