

**Correlation --- Atlantic Canada English Arts Curriculum to Scholastic
Moving Up with Literacy Place, Grade 6**

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 6
<p>General Curriculum Outcome 1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.</p>	
<ul style="list-style-type: none"> • contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers 	<p><u>Program and Planning Guide</u> pages 59, 64, 80, 83, 125, 126, 131</p> <p><u>Literacy Support Guide</u> pages 44–59</p> <p>All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units</p>
<ul style="list-style-type: none"> • ask and respond to questions to seek clarification or explanation of ideas and concepts 	<p><u>Program and Planning Guide</u> pages 144, 145, 156, 175</p> <p><u>Literacy Support Guide</u> pages 228, 229, 246–250, 410–420</p> <p>All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units</p>
<ul style="list-style-type: none"> • defend and/or support their opinions with evidence 	<p><u>Program Planning Guide</u> pages 56, 59, 64, 67, 79, 141 - 145, 151, 156, 165, 167, 168, 179–183</p> <p><u>Literacy Support Guide</u> pages 31, 226, 228, 229</p> <p><u>Guided Reading:</u> I Think I Like It Talking About Art page 4 Making Money Minting and Printing page 4 Stop The Press! page 8</p> <p><u>Strategy Units:</u> Analyzing page 13 Evaluating pages 14 , 17, 19 Inferring pages 14, 15 Making Connections pages 19, 20 Predicting pages 18 – 21, 23 – 25 Self-Monitoring pages 22, 23, 26 Sequencing page 25</p>

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(continued) • defend and/or support their opinions with evidence	<u>Book Club Units:</u> From Page to Stage pages 17 - 19 Hero of Another World page 19 Mission: Space pages 17, 19 When Disaster Strikes pages 10, 13 – 17, 19
• listen critically to others' ideas or opinions and points of view	<u>Program and Planning Guide</u> pages 56, 59, 64, 79 <u>Literacy Support Guide</u> pages 178, 179 <u>Strategy Units:</u> Analyzing page 13 Evaluating pages 14 , 17, 19 Inferring pages 14, 15 Making Connections pages 19, 20 Predicting pages 18 – 21, 23 – 25 Self-Monitoring pages 22, 23, 26 Sequencing page 25 <u>Book Club Units:</u> From Page to Stage pages 17 - 19 Hero of Another World page 19 Mission: Space pages 17, 19 When Disaster Strikes pages 10, 13 – 17, 19
General Curriculum Outcome 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.	
• contribute to and respond constructively in conversation, small-group and whole-group discussion	<u>Program and Planning Guide</u> pages 33–38, 61, 62, 77, 81, 91, 117, 131 All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units

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<ul style="list-style-type: none"> • use word choice and emphasis, making a conscious attempt to produce a desired effect 	<p><u>Program and Planning Guide</u> pages 44, 77, 81, 184–192, 330, 331</p> <p><u>Guided Reading:</u> Don't Whistle Up the Wind page 5 Jimmy's Parents Are Aliens page 2 World News page 4 Fish With Attitude page 8 I Think I Like It Talking About Art page 2 The Substitute page 4 Wireless Waste pages 2, 4 Tales of a Reluctant Camper pages 3, 5 The Colours of Mexico page 4 The Wooden Loon pages 3, 4, 8 White Out pages 2, 4 Charlie On Tour page 2 Meeting Makwa page 7 Rocket Science pages 3, 4 The Fastest Game page 4 To Tell the Truth page 4 Your Baffling Brain pages 2, 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! pages 5, 8 The Great Wave pages 5, 6, 8</p> <p><u>Strategy Units:</u> Analyzing pages 20, 29 Inferring pages 25, 37, 66 Sequencing pages 29, 30</p> <p><u>Book Club Units:</u> From Page to Stage pages 26, 27 Hero of Another World pages 22, 23 Mission: Space page 24 When Disaster Strikes pages 23, 24</p>

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<ul style="list-style-type: none"> • give and follow precise instructions and respond to questions and directions 	<p><u>Literacy Support Guide</u> page 8</p> <p><u>Guided Reading:</u> A Flock of Small Wings pages 4 – 6</p> <p><u>Strategy Unit:</u> Sequencing pages 33 - 36</p>
<ul style="list-style-type: none"> • engage in, respond to, and evaluate a variety of oral presentations and other texts 	<p><u>Program and Planning Guide</u> pages 63, 67, 78, 83, 179 – 183</p> <p><u>Literacy Support Guide</u> page 31</p> <p><u>Guided Reading:</u> Are You Getting the Message? pages 2 - 4 World News page 4 Wireless Waste page 2 Space Diving pages 2, 4 Cryptids Club of Canada pages 3, 4</p> <p><u>Strategy Units:</u> Analyzing pages 26, 27 Evaluating pages 23, 25 – 27, 31 – 35 Making Connections pages 38, 39 Predicting pages 35, 36, 46 Self-Monitoring pages 34, 38, 53, 58 Sequencing pages 35, 36</p> <p><u>Book Club Units:</u> From Page to Stage pages 17, 19, 20 Mission: Space page 13 When Disaster Strikes pages 14 - 16</p>

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General Curriculum Outcome	
3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose	
<ul style="list-style-type: none"> • listen attentively and demonstrate an awareness of the needs, rights, and feelings of others 	<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 44–58</p> <p>All Guided Reading texts</p> <p>All Strategy Units</p> <p>All Book Clubs</p>
<ul style="list-style-type: none"> • detect examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language 	<p><u>Program and Planning Guide</u> pages 44, 79, 125, 154</p> <p><u>Literacy Support Guide</u> pages 330, 331</p> <p><u>Guided Reading:</u> The Substitute page 4</p> <p><u>Strategy Units:</u> Analyzing page 53 Evaluating page 60 Sequencing page 59</p>
4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	
<ul style="list-style-type: none"> • select, independently, texts, appropriate to their interests and learning needs 	<p><u>Program and Planning Guide</u> pages 133 – 140</p> <p><u>Literacy Planning Guide</u> pages 152 - 182</p>
<ul style="list-style-type: none"> • read widely and experience a variety of children’s literature with an emphasis in genre and authors 	<p><u>Program and Planning Guide</u> pages 60–140</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>
<ul style="list-style-type: none"> • use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information 	<p><u>Program and Planning Guide</u> pages 61, 62, 75, 77, 80, 82</p> <p><u>Literacy Support Guide</u> pages 9, 10, 16, 22, 23, 36, 37, 40, 41, 161, 162, 169, 171, 249, 396, 406</p> <p>All Guided Reading Cards</p>

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<p>(continued)</p> <ul style="list-style-type: none"> • use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information 	<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>
<ul style="list-style-type: none"> • use and integrate the various cueing systems and a variety of strategies to construct meaning with increasing independence to construct meaning 	<p><u>Program and Planning Guide</u> pages 61, 75, 77, 78, 81, 83, 84</p> <p><u>Literacy Support Guide</u> pages 34 – 42, 200, 332 – 338, 353 – 384, 386 – 389</p> <p><u>Guided Reading:</u> Don't Whistle Up the Wind page 2 Jimmy's Parents Are Aliens page 2 Robot Museum Tour Gone Wrong page 3 World News page 2 Fish With Attitude The Shark Book pages 3, 6 I Think I Like It Talking About Art page 2 The Substitute page 2 Space Diving page 2 The Colours of Mexico page 2 The Wooden Loon page 2 To Tell the Truth page 2 Web Tools For Kids page 3 Your Baffling Brain page 2 A Flock of Small Wings page 2 The Triangle Book page 2</p> <p><u>Strategy Units:</u> Analyzing pages 30 - 32 Evaluating pages 31, 33, 36, 38, 39 Inferring pages 26, 37, 41, 42, 47, 53, 58, 66, 67, 69 – 72 Making Connections pages 24, , 26 – 29, 40 Predicting pages 33, 39, 40, 48, 50 – 52 Self-Monitoring pages 27, 38, 40 – 43, 58 Sequencing pages 28, 30, 36 – 40</p>

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<p>(continued)</p> <ul style="list-style-type: none"> • use and integrate the various cueing systems and a variety of strategies to construct meaning with increasing independence to construct meaning 	<p>Synthesizing pages 25, 27, 28, 40</p> <p><u>Book Club Units:</u> From Page to Stage pages 30 – 32, 34 – 36, 40 Hero of Another World pages 28 – 32, 38, 39 Mission: Space pages 27, 28, 30 – 33, 37 - 39 When Disaster Strikes pages 25 – 30, 34</p>
<ul style="list-style-type: none"> • reflect on and discuss their own processes and strategies in reading and viewing 	<p><u>Program and Planning Guide</u> page 102</p> <p><u>Literacy Support Guide</u> pages 5 – 42</p> <p><u>Guided Reading:</u> World New page 2 I Think I Like It Talking About Art page 3 Wireless Waste page 3 The Fastest Game page 5</p> <p><u>Strategy Units:</u> Analyzing pages 53, 56 Evaluating pages 32, 61, 64 Inferring pages 53, 93, 96 Making Connections pages 34, 35, 54, 55, 58 Predicting pages 71, 72, 75 Self-Monitoring pages 71, 74 Sequencing pages 60, 64 Synthesizing pages 55, 58</p> <p><u>Book Club Units:</u> From Page to Stage pages 27, 28, 55 Hero of Another World pages 22, 23, 64 Mission: Space pages 24, 53 When Disaster Strikes pages 23, 24, 48</p>

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5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	
<ul style="list-style-type: none"> • answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts <ul style="list-style-type: none"> – demonstrate an understanding of the purpose of classification systems and basic reference materials – use a range of reference texts and a database or an electronic search to aid in the selection process 	<p><u>Program and Planning Guide</u> pages 143 – 145, 156</p> <p><u>Literacy Support Guide</u> pages 20, 23 – 25, 68, 226 – 228, 234 – 236, 239 – 241</p> <p><u>Guided Reading:</u> Fish With Attitude The Shark Book page 8 The Substitute page 4 Making Money Minting and Printing page 4 The Colours of Mexico page 4 Meeting Makwa page 7 The Fastest Game pages 7, 8 Your Baffling Brain page 4 Clash of the Titans pages 7, 8 The Great Wave pages 7, 8</p> <p><u>Strategy Units:</u> Analyzing pages 39, 47 Evaluating page 58 Inferring pages 37, 76, 88 Making Connections pages 21, 53 Predicting page 66 Self-Monitoring pages 28, 67 Sequencing page 54 Synthesizing pages 17, 50</p> <p><u>Book Club Unit:</u> Hero of Another World page 41</p>
6. Students will be expected to respond personally to a range of texts.	
<ul style="list-style-type: none"> • explain why particular texts matter to them and demonstrate an increasing ability to make connections among texts 	<p><u>Program and Planning Guide</u> pages 60–140</p> <p>All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units</p>
<ul style="list-style-type: none"> • reflect on and give reasons for their interpretations of an increasing variety of texts 	<p><u>Program and Planning Guide</u> pages 59–140 <u>Literacy Support Guide</u> pages 154–182</p> <p>All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units</p>

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<p>7. Students will be expected to respond personally critically to a range of texts, applying their understanding of language, form, and genre.</p> <ul style="list-style-type: none"> • recognize that facts can be presented to suit an author’s purpose and point of view - consider information from alternative points of view 	<p><u>Program and Planning Guide</u> pages 56, 59, 64, 67, 79</p> <p><u>Guided Reading:</u> Robot Museum Tour Gone Wrong page 4 World News page 4 Wireless Waste page 4 Making Money Minting and Printing page 4 The Colours of Mexico page 4 Rocket Science page 4 The Fastest Game page 4 To Tell the Truth page 4 Web Tools For Kids page 7 Clash of the Titans page 7 Illustrious page 8 What Ever Happened To the Canada’s Arrow? page 4</p> <p><u>Strategy Units:</u> Analyzing pages 13, 26 Evaluating pages 14 , 17, 19, 35, 36 Inferring pages 14, 15, 25, 47, 52, 57 Making Connections pages 19, 20 Predicting pages 18 – 21, 23 – 25, 36, 39 Self-Monitoring pages 22, 23, 26 Sequencing pages 25, 28, 29 Synthesizing pages 13 – 16, 22 – 24, 37 - 39</p> <p><u>Book Club Units:</u> From Page to Stage pages 17 - 19 Hero of Another World page 19 Mission: Space pages 17, 19 When Disaster Strikes pages 10, 13 – 17, 19</p>
<ul style="list-style-type: none"> • identify the conventions and structure of a variety of print and media texts and genres - make connections with the purpose of each text or genre 	<p><u>Program and Planning Guide</u> pages 60 - 140</p> <p><u>Literacy Support Guide</u> page 60</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>

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<ul style="list-style-type: none"> • respond critically to texts by <ul style="list-style-type: none"> - applying a growing range of strategies to analyse and evaluate texts - demonstrating a growing awareness that all texts reflect a purpose and a perspective - recognizing when language is being used to manipulate, persuade or control them -detecting prejudice, stereotyping and bias 	<p><u>Program and Planning Guide</u> pages 61, 62, 75, 77, 80, 82</p> <p><u>Literacy Support Guide</u> pages 9, 10, 16, 22, 23, 36, 37, 40, 41, 161, 162, 169, 171, 249, 396, 406</p> <p>All Read Aloud and Shared Reading texts in Strategy Units All Guided Reading Cards All Book Club Units</p>
<p>General Curriculum Outcome 8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.</p>	
<ul style="list-style-type: none"> • use a range of strategies in writing and other ways of representing to <ul style="list-style-type: none"> – frame questions and design investigations to answer their questions – find topics of personal importance – record, develop and reflect on ideas – compare their own thoughts and beliefs to those of others – describe feelings, reactions, values, and attitudes – record and reflect on experiences and their responses to them – formulate goals for learning – practise and apply strategies for monitoring learning 	<p><u>Program and Planning Guide</u> pages 142, 144, 145, 149, 157, 171</p> <p><u>Literacy Support Guide</u> pages 46 – 50, 226 -230, 246 – 248</p> <p><u>Guided Reading:</u> Are You Getting the Message? page 4 The Substitute page 4 Victory On Ice The Stanley Cup Story page 4 Wireless Waste page 4 Charlie on Tour page 7 The Fastest Games pages 7, 8 To Tell the Truth page 4 Web Tools For Kids page 7 A Flock of Small Wings page 6 What Ever Happened to Canada’s Arrow? page 4 The Triangle Book page 4</p> <p><u>Strategy Units:</u> Analyzing page 53 Evaluating pages 28, 56, 61 Inferring pages 37, 38, 43, 59, 76, 93 Making Connections pages 50, 55</p>

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<p>(continued)</p> <ul style="list-style-type: none"> • use a range of strategies in writing and other ways of representing to <ul style="list-style-type: none"> – frame questions and design investigations to answer their questions – find topics of personal importance – record, develop and reflect on ideas – compare their own thoughts and beliefs to those of others – describe feelings, reactions, values, and attitudes – record and reflect on experiences and their responses to them – formulate goals for learning – practise and apply strategies for monitoring learning 	<p>Predicting pages 66, 72 Self-Monitoring pages 58, 71 Sequencing page 60 Synthesizing page 55</p> <p><u>Book Club Unit:</u> Hero of Another World pages 46, 47</p>
<ul style="list-style-type: none"> •select appropriate note-making strategies from a growing repertoire 	<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</p>

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Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 6
(continued) • select appropriate note-making strategies from a growing repertoire	Self-Monitoring pages 47, 59 Sequencing pages 31, 45
• make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing	<p><u>Program and Planning Guide</u> pages 44, 65, 77, 81, 82, 184–192</p> <p><u>Literacy Support Guide</u> pages 158, 159</p> <p><u>Guided Reading:</u> Fish With Attitude page 8 I Think I Like It Talking About Art page 2 The Substitute page 4 The Colours of Mexico page 4 The Wooden Loon page 4 White Out page 4 Meeting Makwa page 7 Rocket Science page 4 The Fastest Game page 4 To Tell the Truth page 4 Your Baffling Brain page 4 A Flock of Small Wings page 4 Clash of the Titans page 8 Icarus and the Fates page 8 Illustrious page 4 Cryptids Club of Canada page 4 What Ever Happened to Canada’s Arrow? page 4 Stop the Press page 8 The Great Wave page 8</p> <p><u>Strategy Units:</u> Analyzing pages 20, 24 – 47 Evaluating pages 23, 25, 30 – 32, 37, 66 Inferring pages 25, 37, 48, 52, 53, 63, 65, 66 Making Connections pages 23, 39 Predicting pages 26, 33, 44, 45 Self-Monitoring pages 56, 57 Sequencing pages 29, 30 Synthesizing pages 28, 36</p> <p><u>Book Club Units:</u> Mission: Space pages 13, 23, 24 From Page to Stage pages 26, 27</p>

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(continued) • make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing	Hero of Another World pages 22, 23 When Disaster Strikes pages 23, 24
General Curriculum Outcome 9. Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.	
• create written and media texts using an increasing variety of forms - demonstrate understanding that particular forms require the use of specific features, structures, and patterns	<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</p>

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<p>(continued)</p> <ul style="list-style-type: none"> • create written and media texts using an increasing variety of forms - demonstrate understanding that particular forms require the use of specific features, structures, and patterns 	<p>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>
<ul style="list-style-type: none"> •address the demands of an increasing variety of purposes and audiences -make informed choices of form, style and content for specific audiences and purposes 	<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</p>

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Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 6
<p>(continued)</p> <ul style="list-style-type: none"> • address the demands of an increasing variety of purposes and audiences -make informed choices of form, style and content for specific audiences and purposes 	<p>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 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>
<ul style="list-style-type: none"> • Invite responses to early drafts of their writing/media productions -use audience reaction to help shape subsequent drafts -reflect on their final drafts from a readers' /viewers'/ listeners' point of view 	<p><u>Program and Planning Guide</u> pages 141, 142, 144, 145 – 147, 151, 152, 154 - 156, 165 – 168, 170, 175</p> <p><u>Literacy Support Guide</u> pages 18, 25, 26, 232, 233, 236 – 306, 380, 381</p> <p><u>Guided Reading:</u> Don't Whistle Up the Wind page 7 Jimmy's Parents Are Aliens page 4 World News page 4 Fish Attitude The Shark Book page 8 I Think I Like It Talking About Art page 4 The Substitute page 4 Victory On Ice The Stanley Cup Story page 4 Wireless Waste page 4 Space Diving page 4 Tales of a Reluctant Camper page 8 The Colours of Mexico page 4 The Wooden Loon pages 7, 8 White Out page 4 Charlie on Tour pages 7, 8 Meeting Makwa page 7 The Fastest Games pages 7, 8 To Tell the Truth page 4</p>

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Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 6
<p>(continued)</p> <ul style="list-style-type: none"> • Invite responses to early drafts of their writing/ media productions -use audience reaction to help shape subsequent drafts -reflect on their final drafts from a readers’/viewers’/ listeners’ point of view 	<p>Your Baffling Brain page 4 A Flock of Small Wings page 8 Clash of the Titans page 7 Icarus and the Fates page 8 Illustrious page 4 What Ever Happened to Canada’s Arrow? page 4 Stop The Press! page 7 The Triangle Book page 4</p> <p><u>Strategy Units:</u> Analyzing pages 39, 46 -53 Evaluating pages 21, 28, 45, 54 - 61 Inferring pages 26, 27, 37, 42, 48, 59, 70, 76, 87 -93 Making Connections pages 34, 49 - 55 Predicting pages 28, 40, 57, 65 - 72 Self-Monitoring pages 28, 47, 58, 59, 66 - 71 Sequencing pages 25, 31, 45, 53 - 60 Synthesizing pages 17, 33, 41, 49 – 55</p> <p><u>Book Club Units:</u> From Page to Stage page 25 Hero of Another World pages 40 - 47 Mission: Space pages 14, 15, 23, 24</p>
<p>General Curriculum Outcome 10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.</p>	
<ul style="list-style-type: none"> • select from a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations 	<p><u>Program and Planning Guide</u> pages 142, 147–149, 155–157, 165–168, 175</p> <p><u>Literacy Support Guide</u> pages 307 -371, 385 - 389, 407 – 409</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</p>

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Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 6
<p>(continued)</p> <ul style="list-style-type: none"> • select from a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations 	<p>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</p> <p>Sequencing pages 30, 37 – 41, 53 - 60 Synthesizing pages 25 – 29, 49 - 55</p> <p><u>Book Club Units:</u> From Page to Stage pages 40, 41 Hero of Another World pages 28, 29 – 47 Mission: Space pages 27, 28 - 33 When Disaster Strikes pages 25, 26 - 30</p>
<ul style="list-style-type: none"> • use the conventions of written language in final products 	<p><u>Literacy Support Guide</u> pages 311, 312, 385, 386</p> <p><u>Guided Reading:</u> Robot Museum Tour Gone Wrong page 3 Fish With Attitude The Shark Book page 5 Victory On Ice The Stanley Cup Story page 3 Making Money Minting and Printing page 2 Meeting Makwa page 2 The Fastest Game page 3 Web Tools For Kids page 5 Your Baffling Brain page 2 What Ever Happened To Canada’s Arrow? page 2 Stop The Press! page 6</p>

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Moving Up with Literacy Place, Grade 6**

Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 6
<p>(continued)</p> <ul style="list-style-type: none"> • use the conventions of written language in final products 	<p><u>Strategy Units:</u> Analyzing page 50 Evaluating page 60 Inferring page 90 Making Connections pages 52, 54 Predicting page 68 Self-Monitoring page 69 Sequencing page 56 Synthesizing page 52</p> <p><u>Book Club Unit:</u> Hero of Another World page 43</p>
<ul style="list-style-type: none"> • use technology with increasing proficiency to create, revise, edit, and publish texts 	<p><u>Program and Planning Guide</u> page 179 – 183</p> <p><u>Literacy Support Guide</u> page 32</p> <p><u>Guided Reading:</u> World News page 4 Fish With Attitude The Shark Book page 8 Your Baffling Brain page 4 A Flock of Small Wings page 7 Stop The Press! page 8</p> <p><u>Strategy Units:</u> Analyzing pages 20, 52 Evaluating page 60 Making Connections page 54 Sequencing page 59</p>
<ul style="list-style-type: none"> • demonstrate commitment to shaping pieces of writing and other representations 	<p><u>Program and Planning Guide</u> pages 142, 147–149, 155–157, 165–168, 175</p> <p><u>Literacy Support Guide</u> pages 20, 23 – 25, 68, 226 – 228, 234 – 236, 239 – 241</p> <p><u>Guided Reading:</u> Fish With Attitude The Shark Book page 8 The Substitute page 4 Making Money Minting and Printing page 4 The Colours of Mexico page 4 Meeting Makwa page 7 The Fastest Game pages 7, 8 Your Baffling Brain page 4 Clash of the Titans pages 7, 8</p>

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Specific Outcome Statements	Scholastic Moving Up with Literacy Place Grade 6
<p>(continued)</p> <ul style="list-style-type: none"> • demonstrate commitment to shaping and reshaping pieces of writing and other representations through stages of development and refinement 	<p>The Great Wave pages 7, 8</p> <p><u>Strategy Units:</u> Analyzing pages 39, 47 Evaluating page 58 Inferring pages 37, 76, 88 Making Connections pages 21, 53 Predicting page 66 Self-Monitoring pages 28, 67 Sequencing page 54 Synthesizing pages 17, 50</p> <p><u>Book Club Units:</u> Hero of Another World page 41</p>
<ul style="list-style-type: none"> •select, organize, and combine relevant information, from three to five sources 	<p><u>Program and Planning Guide</u> pages 144, 145, 156, 175</p> <p><u>Literacy Support Guide</u> pages 228, 229, 246 – 253, 410 – 420</p> <p><u>Guided Reading:</u> The Substitute page 4 Victory On Ice The Stanley Cup Story page 4 The Colours of Mexico page 4 The Wooden Loon pages 7, 8 Charlie on Tour pages 7, 8 Meeting Makwa pages 7, 8 Web Tools For Kids pages 7, 8</p> <p><u>Strategy Units:</u> Analyzing pages 14, 22, 48, 55 Evaluating pages 59, 63 Inferring pages 91, 95 Making Connections pages 12, 14, 53, 57 Predicting pages 15, 29, 32, 39, 41, 46, 69, 74 Self-Monitoring pages 38, 68, 73 Sequencing pages 29, 54, 62 Synthesizing pages 39, 53, 57</p> <p><u>Book Club Units:</u> From Page to Stage pages 31, 41 Hero of Another World pages 12, 44, 49 Mission: Space pages 24, 26, 28, 38 When Disaster Strikes page 26</p>