
Grade 6: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 6, students will:

- communicate in various contexts and for a variety of purposes;
- demonstrate an understanding of simple oral texts, including short stories;
- demonstrate an understanding of vocabulary and language structures appropriate for this grade;
- demonstrate an understanding of elements of grammar appropriate for this grade;
- read a variety of print materials in the writing system used in the program;
- write for a variety of purposes in the writing system used in the program;
- demonstrate knowledge and understanding of aspects of the Native culture under study.⁹

Specific Expectations

Oral Communication

By the end of Grade 6, students will:

- participate in simple conversations;
- demonstrate an understanding of spoken language in various situations and contexts (e.g., summarize a Native story told to the class by a Native speaker from the community);
- participate in a variety of structured oral language activities appropriate for the grade (e.g., classify nouns as animate or inanimate, identify kinds of verbs);
- use the pronunciation used by Native speakers in the community;
- participate in oral presentations (e.g., prepare a presentation on a Native tradition or custom).

Reading

By the end of Grade 6, students will:

- read a variety of simple written texts (e.g., traditional Native stories and legends, short stories by Native authors);
- demonstrate an understanding of the information and ideas conveyed in written materials (e.g., identify the main ideas in short stories);
- participate in a variety of structured reading activities appropriate for the grade (e.g., identify types of sentences in a written text);
- use a variety of reading strategies appropriate for the grade (e.g., consider word endings, word order, context);
- read sentences aloud using proper intonation to convey meaning.

9. Native-language teachers may wish to approach knowledgeable members of the community for assistance with this expectation.

Writing

By the end of Grade 6, students will:

- write a variety of materials (e.g., informal notes, letters, descriptions), using vocabulary and language structures appropriate for the grade;
- participate in a variety of structured writing activities appropriate for the grade (e.g., describe an experience using different verb tenses);
- use correct spelling in their writing, drawing on a variety of resources (e.g., classroom–displayed vocabulary lists, print and electronic dictionaries, spell-check feature of software programs);
- demonstrate knowledge and understanding of aspects of the Native culture studied in their writing.

Grammar, Language Conventions, and Vocabulary

Students should develop and apply knowledge of the language elements, vocabulary, and spelling items listed below through communicative activities in all three strands. The language elements and vocabulary introduced in a specific grade are not repeated in subsequent grades unless they are combined with new elements or studied in a new context. This method of citing language elements and vocabulary is not meant to imply that students will work with the language elements and vocabulary of a given grade only while they are in that grade. On the contrary, it is expected that students will continue to work with all the language elements, vocabulary, and spelling items listed in the document as they advance through the grades, and that they will apply them in progressively more complex and sophisticated contexts.

Since a number of different Native languages are used in Ontario, the most commonly used language elements have been selected, and all the examples have been given in English. Native-language teachers will need to adapt these lists and prepare their own materials to accommodate the distinctive features of the Native language being studied.

Language elements

nouns and pronouns

- gender of nouns (animate and inanimate – Algonquian; masculine, feminine, and neuter – Iroquoian)
- various classes of nouns (e.g., nouns that designate human beings, kin terms, proper nouns, functional nouns)
- indefinite pronouns (e.g., *someone, something*)

verbs

- various kinds of intransitive verbs
- different kinds of past tenses (e.g., immediate past, recent past, remote past)

conjunctions

- conjunctions used to join simple sentences (e.g., *but, because*)

syntax

- various interrogative sentences using new vocabulary (e.g., *Could you pass the salt? What is the name of this fruit?*)
- simple negative sentences with plural pronouns (e.g., *No, they are not eating*)

Vocabulary

- words used in subtraction (e.g., *take away, take from*)
- words associated with eating, nutrition, and table setting

Spelling

- correct spelling of words and phrases studied
- use of resources to confirm spelling (e.g., personal lexicon, classroom–displayed vocabulary lists, print and electronic dictionaries, syllabics chart, spell-check feature of software programs)