

## Appendix: Elaborations

The following elaborations are designed to help educators reflect on, make sense of, and unpack grade band descriptors in the context of grade bands. Elaborations can support reflection and conversation among colleagues to build understandings of practices, elements, and grade band descriptors.

It is important to note the following:

- The elaborations do not capture all possibilities or ways that a descriptor might be seen in the context of a grade band.
- They are intended to provide information to support interpretation of grade band descriptors.
- The elaborations are not intended to be used as checklists of learning expectations or teaching points.
- There will be overlap among descriptors (and elaborations), as grade band descriptors should be seen as a set, rather than as discrete ideas.

Language as  
Sense Making

### Kindergarten to Grade 2

- Access, use, build, and refine schema.
- Select from and use a variety of strategies.
- Be aware of and articulate the ways that one engages with text.

Learners are responding to text in different ways to build and share understanding.

Over time and across multiple contexts, learners respond to text in different ways to build and share understanding. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Learners in this grade band respond to text orally, visually, and/or in writing. They respond to various text elements as encountered in various models used in the classroom (e.g., main ideas, characters, details, beginning/middle/end, setting, visual focus). Kindergarten to Grade 2 learners will make many personal connections to text, they will ask many questions of text, and will share their responses and questions with others. They will also share their experiences and opinions. Kindergarten to Grade 2 learners will play with and re-enact stories, jokes, riddles, and rhymes in various ways. With experience, learners will connect to others' responses and questions. In this grade band, responding to text occurs in the context of rich learning experiences, play, and exploration.

Learners may show in **many other ways** how they respond to texts to build and share understanding.

### Learners are using what they know about texts and themselves to reflect, set goals, and make decisions.

Over time and across multiple contexts, learners use what they know about texts and themselves to reflect, set goals, and make decisions. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Early in the grade band, learners may require a lot of modelling and guided practice as they make and explain their decisions about text. In Kindergarten and earlier in Grade 1, this may look like learners participating in conversations about decisions in the context of Read Aloud and Shared Reading/Viewing/Listening as a whole class. With time and practice, learners in this grade band will select text for independent and shared reading with co-constructed criteria in mind. They will choose text and explain their choices (e.g., interest, want to know more, to read with a parent/guardian/older sibling/buddy, challenge, reread). With teacher guidance, learners discuss and reflect on areas of strength and challenge (e.g., what I do well and what I am working on). In Kindergarten, teachers and learners may work together to set whole class goals in the context of play and other authentic exploration contexts. Teachers support Kindergarten to Grade 2 learners as they set and reflect on personal goals in the context of rich learning experiences.

Learners may show in **many other ways** how they use what they know about texts and themselves to reflect, set goals, and make decisions.

### Learners are using and talking about familiar strategies to understand and create new texts.

Over time and across multiple contexts, learners use and talk about familiar strategies to understand and create new texts for meaningful and authentic purposes. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). With experience and support, Kindergarten to Grade 2 learners make predictions, make connections, and make simple inferences. They compare, ask questions, reread/review/re-listen, and retell in their own words. With time and guidance, they can find main ideas and key information and details. Later in the grade band, learners monitor their comprehension and stop when it breaks down. They can also identify strategies they use and share reasons. Kindergarten to Grade 2 learners take turns, revise/confirm their thinking, express opinions, sketch ideas, and brainstorm with others. When creating text, Kindergarten to Grade 2 learners use mentor texts and revise with others. Kindergarten to Grade 2 learners will notice and identify the strategies used with the teacher and others (e.g., during play, Read Aloud, Shared Writing, active listening, group discussion, conference). In the

Kindergarten to Grade 2 classroom, using strategies and creating text occurs in the context of play and rich learning experiences.

Learners may show in **many other ways** how they use and talk about familiar strategies to understand and create new texts.

### Learners are using what they know about texts to understand and create new texts.

Over time and across multiple contexts, learners use what they know about texts to understand and create new texts. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). With guidance and with time, learners use known text features (e.g., turn-taking cues, talk structures, story elements, diagrams, table of contents, visual displays and formats). Kindergarten to Grade 2 learners will use modelled structures, mentor texts, and styles to create new texts (e.g., author/illustrator styles, information text structures, presentation structures, storytelling approaches, real-life experiences as mentor texts for play/pretending). By the end of the grade band, learners may experience digital text and its different features/structures with teacher guidance (e.g., class blog, storytelling software, child-friendly web pages).

Learners may show in **many other ways** how they use what they know about texts to understand and create new texts.

### Learners are making decisions about how to communicate ideas.

Over time and across multiple contexts, learners make decisions about how to communicate ideas. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Learners will use language and vocabulary modelled and displayed in the classroom and other contexts in their own speaking and writing. With time, learners begin to make oral, visual, and written communication more interesting and developed. Kindergarten to Grade 2 learners experiment with a variety of sentence types in oral and, with support, in written work. Through lots of teacher modelling and practice, learners will begin considering audience and purpose (e.g., class letter to the mayor to invite/persuade/request). By the end of the grade band, teachers would guide learners in considering audience and purpose in their own creations as well. Kindergarten to Grade 2 learners are beginning to revise ideas with others as well. By the end of the grade band, learners will make changes to their creations as they are creating based on clarity and artistry. In Kindergarten this may look like, for example, learners changing play scenarios, roles, events, or how they might work together to create something. With experience, learners use classroom-set criteria with support.

Learners may show in **many other ways** how they make decisions about how to communicate ideas.

## Kindergarten to Grade 2

- Recognize, apply, and adapt rules and conventions (e.g., form, genre, grammar, register, punctuation, elements of design, spelling, legibility).
- Identify, analyze, and apply understandings of whole-part-whole relationships (e.g., function and relationship of parts within a whole design, cueing systems, fluency, word study).

### Learners are demonstrating an understanding that legibility enhances communication.

Over time and across multiple contexts, learners demonstrate an understanding that legibility enhances communication. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). As learners engage in communicating to others, they learn not only about the content and style of their work, but also the importance of clarity and legibility for an audience. Kindergarten to Grade 2 learners use models when creating and organizing their work. Over time, learners will use legible print with consistent size, shape, and spacing in their writing for others. With teacher and peers, learners in this grade band consider how they combine words, images, and other features (e.g., placement, layout, colour) as well. Learners also experiment with, practise, and develop articulation in their oral language in the context of authentic conversation, play, and discussion. It is important for Kindergarten to Grade 2 learners to develop a sense of identity as creators of text, an understanding that we create text for purposes and audiences, and that creators make decisions about their work, including decisions about legibility. Work on legibility should, therefore, occur (as much as possible) in the context of real communications. Over time, learners will consider the impact of their legibility choices on an audience. It is important that learners early in the grade band have opportunities to experiment with communications in the context of play.

Learners may demonstrate an understanding that legibility enhances communication in **many other ways**.

### Learners are recognizing that English has conventional spellings.

Over time and across multiple contexts, learners recognize that English has conventional spellings. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Early on in the grade band, learners experiment with print, noticing that one can communicate with a code, drawing upon what they know about sounds, letters, and words, and using invented spellings. With time and experience, learners will use classroom resources (e.g., word walls, class charts) to spell familiar words in writing. With teacher support, they will notice spelling in their reading. Learners will

use many approximations in their writing, with approximations largely used for unknown and more complex words by the end of the grade band. By the end of the grade band learners will notice and use word patterns and families with support, and they will notice Canadian spelling with teacher guidance. Kindergarten to Grade 2 learners learn about and explore spelling in authentic reading, viewing, and communicating contexts.

Learners may show in **many other ways** that they recognize that English has conventional spellings.

### Learners are experimenting with, using, and adjusting conventions of familiar print, oral, and visual texts to enhance communication.

Over time and across multiple contexts, learners experiment with, use, and adjust conventions of familiar print, oral, and visual texts to enhance communication. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Learners in this grade band will experiment with new and use familiar features of visual texts for clarity (e.g., colour, size, placement, sound, speed, graphics, zoom out boxes, captions, sizing, speech bubbles). Kindergarten to Grade 2 learners will play with oral language conventions (e.g., register, tone, gestures, volume) appropriate to different situations (e.g., using vocal expression and gestures for storytelling and presenting/sharing/reading aloud, using tone to represent different characters or roles, using specific words for a familiar topic, playing with gestures, intonation, and tone during imaginative play). Early in the grade band, learners will exhibit understanding of conventions in the context of play (e.g., turn-taking cues, pretend roles and situations) and in shared contexts (Read Aloud, shared writing/representing, play in centres). With time and experience, learners will use specific signs and symbols for punctuation for writing (e.g., period, exclamation point, question mark). They will also respond to conventions when reading (e.g., stopping/pausing at periods, rising intonation at question marks). Kindergarten to Grade 2 learners need many opportunities to authentically explore and use conventions in the context of play, inquiry, and exploration as well as for real audiences and purposes.

Learners may show in **many other ways** how they experiment with, use, and adjust conventions of familiar print, oral, and visual texts to enhance communication.

### Learners are developing automaticity with printed text.

Over time and across multiple contexts, learners develop automaticity with printed text. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Early in the grade band, this may look like learners noticing the difference between drawing and writing, knowing that books

have a front and a back, recognizing letters, matching letters and sounds, associating spoken words to printed words, and using scribble writing to communicate. With time, learners use both pictures and print to read and write, they notice and use upper and lower case letters, they move from left to right when reading and writing, when appropriate, and notice the difference between letters, words, and sentences. Learners will begin to notice and use space between words and will recognize and use familiar words. With time and experience, learners read aloud familiar and practised texts as well as their own work fluently and accurately. Later in the grade band, learners will read teacher-selected text with fluency and comprehension. Kindergarten to Grade 2 learners need many opportunities to authentically explore and create print text in the context of play, inquiry, and exploration as well as for real audiences and purposes.

Learners may show how they develop automaticity with printed text in **many other ways**.

Language  
as Exploration  
and Design

## Kindergarten to Grade 2

- Research and study topics and ideas.
- Interpret and integrate information and ideas from multiple texts and sources.
- Manage information and ideas.
- Invent, take risks, and reflect to create possibilities.

### Learners are making design choices for different purposes.

Over time and across multiple contexts, learners make design choices for different purposes. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Kindergarten to Grade 2 learners discuss with teachers and peers how design choices affect the communication of ideas and/or how to respond to a need. They explore various design features (e.g., size, shape, texture, colour, placement, function, parts and whole) together and, with support, suggest different ways to design and represent ideas and explain why. With teacher modelling and guidance, Kindergarten to Grade 2 learners will notice how the parts of a design work together. It is important for teachers and learners to discuss how making work public affects our choices as designers. Teachers and learners reflect together on changes to and evolution of designs and how these connect to purpose and audience.

Learners may show in **many other ways** how they make design choices for different purposes.

### Learners are actively partaking in communities to explore ideas and deepen thinking.

Over time and across multiple contexts, learners actively partake in communities to explore ideas and deepen thinking. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Kindergarten to Grade 2 learners participate in partner groups, small groups, and/or whole class contexts to further understand information and ideas. They contribute their ideas about a topic, issue, idea, or play scenario, or experiment in pairs, small groups, and with the whole group. Learners in this grade band listen to and ask questions about others' ideas, and engage in conversations with adults and peers. With teacher support, learners co-construct interview questions to gather information about a topic/issue from peers, family, community members, experts, and guests. As a class, students track and discuss findings and their implications.

Learners may show in **many other ways** how they actively partake in communities to explore ideas and deepen thinking.

### Learners are using different sources to explore ideas and to deepen and extend thinking.

Over time and across multiple contexts, learners use different sources to explore ideas and to deepen and extend thinking. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Kindergarten to Grade 2 learners explore ideas through a variety of strategies (e.g., pretending, play, talking, visualization, acting out, sketching, journaling, brainstorming with teacher and peers). With time, learners make notes to explore ideas, problems, or issues, and to understand and use information for own texts. Learners use new ideas learned through a variety of sources (e.g., oral, visual, and print sources, personal experiences, family and community knowledge, popular culture, personal and classroom artifacts and materials) in their own work. Many Kindergarten to Grade 2 learners will design play, drama-based games, songs, art, stories, objects, as well as other forms of creating based on popular culture and traditional texts. In whole class contexts, learners will contribute sources of information for exploring big questions/ideas. With time, teacher modelling, and guidance, learners discuss the quality of particular resources to find information (e.g., quality, relevance, reliability, amount of information). By the end of the grade band, the classroom community may begin acknowledging authors/creators and titles of sources in modelled, shared, and guided contexts.

Learners may show in **many other ways** how they use different sources to explore ideas and to deepen and extend thinking.

Learners are imagining and exploring different ways to represent thinking and ideas.

Over time and across multiple contexts, learners imagine and explore different ways to represent thinking and ideas. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). With teacher guidance, learners notice how writing, visuals, and/or sound represent ideas differently, and talk about the ways that writing, visuals, and/or sound work together. Kindergarten to Grade 2 learners will experiment with different modes to share and communicate ideas. Kindergarten to Grade 2 learners re-create, re-enact, and/or play with stories in ways that transform them. Learners use a range of tools, which allow for different forms of expression, to make their ideas, thoughts, theories, and perspectives visible. Kindergarten to Grade 2 learners will creatively play with, blend, and transform known songs, stories, rhymes, jokes, and other familiar texts.

Learners may show in **many other ways** how they imagine and explore to represent thinking and ideas.

Language  
as Power and  
Agency

## Kindergarten to Grade 2

- Recognize and analyze inequities, viewpoints, and bias in texts and ideas.
- Investigate complex moral and ethical issues and conflicts.
- Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives.

Learners are recognizing that different experiences, opinions, and ideas have an impact on understanding.

Over time and across multiple contexts, learners recognize that different experiences, opinions, and ideas have an impact on understanding. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Kindergarten to Grade 2 learners talk about characters' or people's motivations, opinions, and actions, and compare to their own experiences, understanding, and opinions. They will predict what another person or character might think. With time and support, learners in this grade band notice different opinions or ways of thinking and may notice differences in experiences over time (e.g., generations, history) and across families/cultures. Later in the grade band, learners identify point of view with support.

Learners may show in **many other ways** how they recognize that different experiences, opinions, and ideas have an impact on understanding.



### Learners are recognizing that texts have different audiences, purposes, agendas, and points of view.

Over time and across multiple contexts, learners recognize that texts have different audiences, purposes, agendas, and points of view. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Kindergarten to Grade 2 learners notice, with teachers and others, differences in the ways that creators of text represent similar ideas (e.g., two different authors address a same idea differently; a videographer and other information source attend to the same issue differently). With teachers and others, learners will talk about purposes of texts. Learners will also talk about the purpose and effect of images in picture books, advertisements, and other mixed media texts. With guidance and experience, learners will talk with others about what they believe text creators want them to think. Later in the grade band, learners will notice overt and implied messages in text. Kindergarten to Grade 2 learners need many opportunities to authentically explore texts in the context of play, inquiry, and exploration.

Learners may show in **many other ways** how they recognize that texts have different audiences, purposes, agendas, and points of view.

### Learners are expressing opinions and judgments.

Over time and across multiple contexts, learners express opinions and judgments. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Kindergarten to Grade 2 learners express their own opinions and share preferences, likes, and dislikes. With time, they will share reasons for these. With guidance, learners in this grade band learn to disagree respectfully with texts' or others' opinions or ideas and they will offer alternate ideas.

Learners may show in **many other ways** how they express opinions and judgments.

### Learners are understanding the role of the text creator.

Over time and across multiple contexts, learners understand the role of the text creator. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). With experience, Kindergarten to Grade 2 learners comment on text creators' choices and notice the impact of illustrations in stories. They talk with others about particular effects that texts can have and suggest how they might change the ways a story is told or how information is communicated. Over time, learners in this grade band will wonder about and discuss what might be true or false and fact or fiction. With teacher support, Kindergarten to Grade 2 learners notice the proliferation and effect of mass produced text

(e.g., ads, commercials, billboards, signs, products). Through meaningful experiences, learners see themselves as text creators and become increasingly aware of the decisions they make.

Learners may show in **many other ways** how they understand the role of the text creator.

### Learners are using language appropriately to meet needs and to share their identities.

Over time and across multiple contexts, learners use language appropriately to meet needs and to share their identities. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Kindergarten to Grade 2 learners talk about, connect to, and represent family and culture, and they make connections to one's other language(s) when applicable. They build awareness of themselves, noticing differences in personal feelings and actions in different contexts (e.g., public event versus familiar, intimate context). They use language to make decisions with others. Kindergarten to Grade 2 learners co-construct criteria for quality talk, discussion, and collaboration. Over time and with teacher support, they use these criteria in guided reflection.

Learners may show in **many other ways** how they use language appropriately to meet needs and to share their identities.

### Learners are understanding that they can resist, change, or accept ideas, points of view, and opinions.

Over time and across multiple contexts, learners understand that they can resist, change, or accept ideas, points of view, and opinions. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Kindergarten to Grade 2 learners learn to disagree respectfully with text and others and to provide alternative perspectives and ideas. Learners in this grade band realize that they can choose the way a story is told or how information is shared. With experience, learners can also explain why they believe that an idea, a source, or a character should or should not be believed or trusted. With support, learners learn about and discuss community issues from different perspectives. Kindergarten to Grade 2 learners work with teachers and others to use problem-solving processes to address challenges and issues.

Learners may show in **many other ways** how they understand that they can resist, change, or accept ideas, points of view, and opinions.

## Grades 3 to 5

- Access, use, build, and refine schema.
- Select from and use a variety of strategies.
- Be aware of and articulate the ways that one engages with text.

### Learners are demonstrating an understanding that texts are complex.

Over time and across multiple contexts, learners demonstrate an understanding that texts are complex. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Learners in this grade band explore various genres, and work at questioning and interpreting a variety of texts. Grades 3 to 5 learners engage in discussing themes and bigger ideas with teachers and others and connect different events and ideas to a larger idea. Learners identify main and supporting ideas in own and other texts and, with support, summarize various ideas in texts. In Grades 3 to 5, learners notice and, with support, use different features of digital text (e.g., titles, headings, bold print, pictures, diagrams, bullets, maps, hyperlinks, embedded ads, navigation bars). Learners also begin to notice and play with language, word choice, structures, visuals, formats, and voice. Grades 3 to 5 learners increasingly include more ideas and further develop ideas in writing, speaking, representing, and multimodal creations.

Learners may demonstrate an understanding that texts are complex in **many other ways**.

### Learners are using and talking about a variety of strategies and processes to understand and create texts.

Over time and across multiple contexts, learners use and talk about a variety of strategies and processes to understand and create texts. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Grades 3 to 5 learners notice and use a variety of strategies to talk about and understand texts. They also use a range of strategies and processes to create texts. Learners need opportunities to talk about and re-examine different texts to deepen their understandings of text. Learners in this grade band will make many connections and generate questions in order to understand texts and to create new texts. With experience and guidance, learners will notice the differing strategies and processes (e.g., using prior knowledge, making predictions and confirming or revising them, setting a purpose, making connections, asking questions, previewing, making inferences, drawing conclusions, using context clues, rereading/reviewing, chunking and summarizing, brainstorming, mapping, drafting, revising, discussing, listing, highlighting, annotating) that

they and others use to make sense of and create texts. By the end of the grade band, learners are more aware of and discuss their own selection of strategies and how these help or do not help with making sense of and/or creating different types of text. Learners' repertoires of strategies, processes, and approaches will grow over time, with experience, exposure, and reflection.

Learners may show in **many other ways** how they use and talk about strategies and processes to understand and create texts.

### Learners are reflecting on and using what they know about texts and themselves to make purposeful and personal decisions.

Over time and across multiple contexts, learners reflect on and use what they know about themselves to make purposeful and personal decisions. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Grades 3 to 5 learners use various strategies to choose texts to read, view, and listen to (e.g., seek recommendations, consider purpose and context, consider interests, consider experience with similar texts or creators of texts, motivation, challenge), and make decisions about forms and types for own creations. Grades 3 to 5 learners need many opportunities to talk about and reflect on the texts they read, viewed, and listened to with others (e.g., choices, questions that arose, reflections, preferences, and judgments). It is important for Grades 3 to 5 learners to begin expanding the range and variety of texts they choose, explore, and create.

Learners may show in **many other ways** how they reflect on and use what they know about texts and themselves to make purposeful and personal decisions.

### Learners are building stamina for engagement, perseverance, and interactions with texts.

Over time and across contexts, learners build stamina for engagement, perseverance, and interactions with texts. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Learners in this grade band read independently for increasingly sustained periods of time and use strategies to sustain focus or to refocus when consuming or creating text (e.g., interact by asking questions and making connections, use other materials, think about purpose, create a plan, make notes/sketch/doodle, pause and review, discuss with a peer). They sustain engagement with longer and/or multi-layered text over time. Grades 3 to 5 learners also create increasingly longer and/or more time-intensive texts. Learners find increasingly strategic and different ways to participate in order to interact, engage, and/or solve problems.

Learners may show in **many other ways** how they build stamina for engagement, perseverance, and interactions with texts.

## Learners are enhancing meaning through dialogue, reflection, and revision.

Over time and across contexts, learners enhance meaning through dialogue, reflection, and revision. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Over time and with support, Grades 3 to 5 learners use revision strategies with peers (e.g., use co-constructed criteria, models, and references; circle, star, underline, annotate, and rearrange; talk through process and clarify to revise; consider and try different options) and provide and respond to feedback. To support practice in revision, teachers and learners set relevant foci for revision. By the end of the grade band, learners apply revision strategies as they engage independently in text creation. Learners in this grade band need many opportunities to reflect with teachers and others on strengths, challenges, and next steps. Learners use models, reference charts, visualization, trials, and feedback, and teacher modelling/guidance to enhance their work. With experience, they begin to adjust thinking, where appropriate, based on discussions and dialogue with others.

Learners may show how they enhance meaning through dialogue, reflection, and revision in **many other ways**.

### Language as System

## Grades 3 to 5

- Recognize, apply, and adapt rules and conventions (e.g., form, genre, grammar, register, punctuation, elements of design, spelling, legibility).
- Identify, analyze, and apply understandings of whole-part-whole relationships (e.g., function and relationship of parts within a whole design, cueing systems, fluency, word study).

## Learners are using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts.

Over time and across multiple contexts, learners use classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Grades 3 to 5 learners use an increasing variety of strategies to spell and edit words during writing (e.g., visual memory, breaking words down into parts and syllables, drawing upon other similar words and patterns, drawing on word families, prefixes, and suffixes). They also use various resources to support editing during writing (e.g., word walls, logs, dictionaries, spell check, previous work). They use a variety of punctuation based on classroom experiences in writing (e.g., various end

punctuation and, with time, commas, dialogue markers, and apostrophes). Grades 3 to 5 learners also pay increasing attention to a variety of sentence structures based on classroom experiences in writing (e.g., from simple sentences to compound sentences). With guidance and over time, learners in this grade band will also pay increasing attention to the use of present, past, and future verb tenses, subject-verb agreement, and singular and plural markers in writing. Learners will use capitalization in writing (e.g., sentence beginnings, proper names, and titles). With time, learners increasingly sustain engagement, focus, and productivity during peer editing. They also review their own work to locate areas needing checking/editing (e.g., circling/underlining areas of uncertainty in drafts). Grades 3 to 5 learners use punctuation, capitalization, and grammar as cues while reading (e.g., pause, stop, raise tone, notice proper name, make connections to referent).

Learners may show in **many other ways** how they use classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose text.

### Learners are recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts.

Over time and across multiple contexts, learners recognize, compare, and use the codes and conventions of print, oral, visual, and multimodal texts. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). With teachers and peers, learners will notice and use characteristics of powerful models and mentor texts. They experiment with different oral language features (e.g., tone, volume, pace, inflection, gestures), styles, and registers (e.g., public, private, formal, informal, academic) for different contexts. Grades 3 to 5 learners will recognize and talk about different elements (e.g., setting, problem, solution, characters, plot, key events, theme, lesson) and genres of stories and storytelling (including multicultural and Indigenous stories). Over time and with support, learners will consider structure in their own expository writing (e.g., paragraphs with topic sentences and details), oral communication (e.g., introductions, chunking ideas, conclusion), narrative writing and storytelling (e.g., consideration of elements), and digital and visual communications (e.g., basic layout features, choice of font size and style, use of images, sequence). Learners will begin to recognize and explore different organizational patterns in texts (e.g., sequence, main ideas and supporting details, explanation, compare and contrast, cause and effect). With guidance, Grades 3 to 5 learners will also compare rules and conventions of different forms and genres (e.g., fantasy, fairy tales, historical, traditional Indigenous stories) explored personally and in class.

Learners may show in **many other ways** how they recognize, compare, and use the codes and conventions of print, oral, visual, and multimodal texts.

Learners are choosing and using multiple styles of communication for clarity and effect.

Over time and across multiple contexts, learners choose and use multiple styles of communication for clarity and effect. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Grades 3 to 5 learners make decisions about and explain their communication choices (oral, print, visual, multimodal features). Later in the grade band, they also make decisions about and explain writing/word processing styles for different purposes (e.g., print, font, styles, cursive, blends). With time, learners in this grade band select from and integrate different styles explored in models and mentor texts.

Learners may show in **many other ways** how they choose and use multiple styles of communication for clarity and effect.

Learners' automaticity with printed text is becoming secure and consistent.

Over time and across multiple contexts, learners' automaticity with printed text becomes secure and consistent. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Learners read chosen and practised texts with fluency, phrasing, expression, and comprehension. They solve problems and use different strategies while reading unfamiliar text and unfamiliar words. Grades 3 to 5 learners begin adjusting their speed, rate, and focus to work at comprehension of more difficult text. Learners will also notice and adjust when meaning breaks down. Learners' writing becomes more focused on getting ideas down—the act of writing words, chunks of words, and sentences becomes more fluid and automatic.

Learners may show in **many other ways** how their automaticity with printed text is becoming secure and consistent.

## Grades 3 to 5

- Research and study topics and ideas.
- Interpret and integrate information and ideas from multiple texts and sources.
- Manage information and ideas.
- Invent, take risks, and reflect to create possibilities.

### Learners are designing for specific purposes and for different audiences.

Over time and across multiple contexts, learners design for specific purposes and for different audiences. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Grades 3 to 5 learners create an increasing variety of texts and create for various purposes (e.g., to solve problems, to share information, to persuade, to entertain, to express an opinion, to address a need). Learners will emulate and draw from the choices made in relation to purpose and audience in models and mentor texts for their own work. Over time and with support, learners will explain their design choices to others. With experience and guidance, learners will also plan and create texts with an audience in mind. With time, learners may determine their own audience. Learners need lots of opportunity to create work using multiple texts and forms.

Learners may show in **many other ways** how they design for specific purposes and for different audiences.

### Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking.

Over time and across multiple contexts, learners use strategies, resources, and sources to explore ideas and deepen and extend thinking. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Grades 3 to 5 learners will ask initial questions and focus these questions as they gather information. They will find answers and information using an increasing number and variety of sources. Learners will often collect evidence through discussion with peers, teachers, and others. Learners need multiple opportunities to test their ideas and thinking and get feedback from peers and others. They revise their ideas and thinking based on gathered information and feedback. With guidance, learners in this grade band engage in different processes, sources, and forms of text to learn (e.g., interviewing people, Internet searches, books, imagination). Over time and with support, learners also explore strategies to locate and extract information (e.g., skimming, scanning, browsing, interviewing, surveying). Learners experience different



ways to organize information and ideas to support learning (e.g., graphic organizers, notetaking/note making, journalling/logging, use of digital tools). In Grades 3 to 5, learners acknowledge their sources by citing authors/creators and titles.

Learners may show in **many other ways** how they use strategies, resources, and sources to explore ideas and deepen and extend thinking.

### Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking.

Over time and across multiple contexts, learners contribute to communities to share knowledge, explore ideas, and deepen thinking. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). In Grades 3 to 5, learners engage in focused conversation and listening with peers, teachers, family/community members, and experts. Learners choose to share ideas and personal knowledge with the class and larger audiences in different ways. With support, learners begin asking different types of questions to extend thinking and to find solutions (e.g., clarifying questions, probing questions). Learners in this grade band are supported in adding to, stretching, and redirecting ideas to share and build knowledge (e.g., sharing a different viewpoint or an opposing idea, building on and adding to ideas, imagining/brainstorming). Grades 3 to 5 learners practise providing constructive feedback to peers.

Learners may show in **many other ways** how they contribute to communities to share knowledge, explore ideas, and deepen thinking.

### Learners are blending experiences to represent ideas in different ways.

Over time and across multiple contexts, learners blend experiences to represent ideas in different ways. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Learners in Grades 3 to 5 play with mixing or weaving modes (e.g., blending visual, oral, media, and/or print). Learners experiment with changing a text from one mode to another (e.g., visual to print). Over time and with support, learners play with changing key elements or features of a text to create a new message or effect. With support, learners compare and discuss the effects of different modes and features.

Learners may show in **many other ways** how they blend experiences to represent ideas in different ways.

## Grades 3 to 5

- Recognize and analyze inequities, viewpoints, and bias in texts and ideas.
- Investigate complex moral and ethical issues and conflicts.
- Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives.

### Learners are recognizing the need for validity and reliability.

Over time and across multiple contexts, learners recognize the need for validity and reliability. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Grades 3 to 5 learners use increasingly different sources to gather and check ideas and information. They begin questioning sources, and noticing contradictions, gaps, similarities, and differences. With time and guidance, learners discuss qualities of a good source for different purposes. Learners in this grade band explain and justify their ideas and opinions.

Learners may show in **many other ways** how they recognize the need for validity and reliability.

### Learners are beginning to analyze differences in opinion.

Over time and across multiple contexts, learners begin to analyze differences in opinion. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Learners find, sort, and note reasons for opinions. With guidance, they identify authors' or creators' opinions and reasons. With peers, they brainstorm alternative ideas to those of authors/creators. With time, learners evaluate the views and reasons presented by others and disagree and/or challenge ideas constructively.

Learners may show in **many other ways** how they are beginning to analyze differences in opinion.

### Learners are expressing and supporting opinions and judgments.

Over time and across multiple contexts, learners express and support opinions and judgments. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Grades 3 to 5 learners connect their own and others' opinions to real-life experiences. With time and support, learners will connect opinions presented in text to details. They will notice different ways to express opinions and will state their personal opinions with supporting reasons and explanations. Over time, learners will group multiple reasons together to support arguments and opinions.

Learners may show in **many other ways** how they express and support opinions and judgments.

### Learners are recognizing that point of view has an impact on understanding.

Over time and across multiple contexts, learners recognize that point of view has an impact on understanding. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Learners in this grade band will notice how characters and people can have different points of view on ideas. They talk about an author's or a creator's intent and what he/she may have wanted them to think. Over time and with support, learners will consider a challenge/issue/problem from different points of view and notice differences. Learners will talk about and experiment with how a story or information might be presented and changed from a different character's, person's, or group's point of view.

Learners may show in **many other ways** how they recognize that point of view has an impact on understanding.

### Learners are exploring the decision making of text creators.

Over time and across multiple contexts, learners explore the decision making of text creators. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Learners in Grades 3 to 5 discuss the purpose and context of authors'/creators' work and notice the decisions made with teachers and others. With experience and guidance, learners also notice and talk about potential secondary, hidden, or subtle purposes of texts (e.g., advertising, product placement, opinion). Learners need opportunities to discuss positive and negative ways of interacting in different contexts (e.g., social media, group work, public contexts, formal contexts). With guidance, learners will reflect on their own decision making as text creators.

Learners may show in **many other ways** how they explore the decision making of text creators.

### Learners are exploring how ideas like justice, equity, and fairness are complex.

Over time and across multiple contexts, learners explore how ideas like justice, equity, and fairness are complex. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Grades 3 to 5 learners will begin noticing nuances and different ways of thinking about complex ideas. They will also notice and talk about possible reasons and motivations for decisions related to complex ideas with others. Learners will make connections to characters and

events in the texts that they have read/viewed/listened to. Over time and with guidance, learners explore different perspectives around complex ideas and reflect on how their and others' understanding of these can change.

Learners may show in **many other ways** how they explore the complexity of ideas like justice, equity, and fairness.

**Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.**

Over time and across multiple contexts, learners recognize families' and peers' unique identities and similar and different ways of seeing the world. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Learners need many guided opportunities to notice and talk about important beliefs, values, and traditions that are similar and different for families and communities. With teacher guidance, Grades 3 to 5 learners explore and make connections to the oral traditions and valued texts of Indigenous Peoples and other peoples. Learners will also notice and talk with teachers and others about how creators of text represent different cultures and ideas. Learners in this grade band will observe and discuss how people respond differently to differences. Learners in culturally and linguistically diverse classrooms may also notice and discuss how different languages can represent ideas/concepts in different ways or may not represent certain ideas/concepts at all.

Learners may show in **many other ways** how they recognize families' and peers' unique identities and similar and different ways of seeing the world.

### Language as Sense Making

## Grades 6 to 8

- Access, use, build, and refine schema.
- Select from and use a variety of strategies.
- Be aware of and articulate the ways that one engages with text.

**Learners are monitoring, reflecting on, and discussing processes for making sense of and creating texts.**

Over time and across multiple contexts, learners show that they are monitoring, reflecting on, and discussing processes in various ways. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Over time, teachers would notice learners discussing and sharing what goes on in their minds when they read/view/listen to text, and learners share how they solve problems or how their processes are helpful. With practice, learners annotate text with their thinking, notice and name their strategies and

processes, reflect on successes and roadblocks, and explain how they attended to these roadblocks. With practice, learners in this grade band will adjust and use different strategies to make sense of text, and they might seek and consider feedback from others and use this to revise their thinking and work. Learners may recognize their levels of interest and/or focus with different tasks and texts and determine what to do about it, such as selecting strategies to refocus or re-engage (e.g., interact by asking questions and making connections; use connected and complementary materials in different forms; set and confirm/reconfirm purpose; create a plan/approach; make notes/sketch/doodle; chunk, pause, and review; discuss and reflect with peers). Grades 6 to 8 learners often set goals to extend or sustain engagement, focus, and time with tasks and texts.

Learners may show in **many other ways** how they monitor, reflect on, and discuss processes for making sense of and creating texts.

### Learners are strategically selecting and applying strategies and processes for making sense of and creating different types of text for different purposes and audiences.

Over time and across multiple contexts, learners show how they can strategically select and apply strategies and processes for making sense of and creating different types of text for different purposes and audiences. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Grades 6 to 8 learners recognize purposes of texts and identify intended audiences in order to frame and contextualize their reading/viewing/listening. Learners in this grade band will draw upon different strategies while reading/viewing/listening to various texts for different purposes (e.g., get the gist, problem solve, examine closely, respond personally or critically, extract specific information, appreciate, learn the truths and wisdoms of others, provide alternate perspectives). With practice, learners make decisions about and adjust their processes and strategies based on what they are noticing about the features and structures of different texts. With time and experience, learners in this grade band use particular strategies to navigate digital texts and navigate across multiple texts. Learners experiment with different strategies and processes (e.g., ideating, finding inspiration, imagining, visualizing, creating a plan, researching, finding focus/purpose, using models and mentor texts, co-constructing criteria, drafting, mapping, working with peers, tracking progress and goal setting, revising, editing), creating a variety of oral, print, visual, digital, and multimodal texts for specific audiences and purposes.

Learners may show in **many other ways** how they select and apply strategies and processes for making sense of and creating different types of text for different purposes and audiences.

## Learners are using a variety of thinking processes to make sense of and respond to increasingly varied and complex text.

Over time and across multiple contexts, learners use a variety of thinking processes (e.g., computational, imaginative, creative, interpretive, critical, reflective, metacognitive) to make sense of and respond to a range of texts, including texts of varying complexity. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Grades 6 to 8 learners will explore and respond to ideas within, among, and beyond texts in various ways. With experience and guidance, they use methods to examine texts and ideas (e.g., examining the whole and parts, deconstructing, using debate protocols, questioning, comparing and contrasting, posing problems, finding evidence/reasoning). With practice and support, learners will consider text genre, form, and purpose to determine and use supportive ways of making sense of and responding to texts (e.g., ways one might read and think about literary text, propaganda, new articles, oral stories). Learners will also experiment with different ways of thinking about texts and ideas (e.g., taking a critical stance, using imagination to interpret or expand on ideas, approaching through empathy, using a perspective/point of view).

Learners may show in **many other ways** how they use a variety of thinking processes to make sense of and respond to increasingly varied and complex text.

## Learners are using and integrating background knowledge and sources of information purposefully to make sense of increasingly varied and complex text.

Over time and across multiple contexts, learners use and integrate background knowledge and sources of information purposefully to make sense of increasingly varied and complex text. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Learners in this grade band connect, compare, and contrast ideas from texts with personal knowledge, experiences, other texts, and world knowledge. They will use prior knowledge of ideas, topics, and texts to interact with a range of texts, and they will draw on known vocabulary, expressions, and language structures to make sense of texts. Learners are encouraged to draw on ways of knowing, world views, and cultural/social practices, and to connect to personal resources (e.g., other languages, cultural backgrounds and knowledge). Learners in Grades 6 to 8 will draw on a range of schema.

Learners show in **many other ways** how they use and integrate background knowledge, language, cultural resources, and sources of information purposefully to make sense of increasingly varied and complex text.

## Grades 6 to 8

- Recognize, apply, and adapt rules and conventions (e.g., form, genre, grammar, register, punctuation, elements of design, spelling, legibility).
- Identify, analyze, and apply understandings of whole-part-whole relationships (e.g., function and relationship of parts within a whole design, cueing systems, fluency, word study).

Learners are more consistently and strategically applying knowledge of and using various resources for spelling, grammar, punctuation, and capitalization.

Over time and across multiple contexts, learners more consistently and strategically apply knowledge of and use various resources for spelling, grammar, punctuation, and capitalization. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Learners in this grade band engage in focused and detailed independent and peer editing using various resources. With guidance, they focus attention on Canadian spelling while editing. During writing processes, learners use a range of sentence types and consider appropriate punctuation. They notice and make decisions about run-on sentences and fragments depending on form and purpose. Over the course of this grade band, learners would become more aware of and make decisions about conventions related to different contexts (e.g., formal publications, texting, characters' dialogue in fiction, marketing). Learners may also notice and experiment with breaking conventions with purpose. Over time, learners would explore conventions related to quotations and referencing in mentor texts and their own writing. Learners in this grade band may stretch and take risks with more complex language structures, which would affect their use of conventions.

Learners may show in **many other ways** how they more consistently and strategically apply knowledge of and use various resources for spelling, grammar, punctuation, and capitalization.

Learners are using their understanding of a range of text structures and features to understand and communicate clearly and effectively.

Over time and across multiple contexts, learners use their understanding of a range of text structures and features to understand and communicate clearly and effectively. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Learners in this grade band often show their understanding by using various structures and organization patterns (e.g., chronological, sequence, description, definition, compare/contrast, cause/effect) and features (e.g., use of space, line, layout, emphasis, angles, colour/

lighting/shading in visual text; hypertext, embedded images and advertising, navigation paths, use of icons in digital text; length, chunking, titles/subtitles, images/charts/graphs, line breaks in print text; rhythm, silences, intonation, volume, and pace in audio text) when navigating and creating oral, print, visual, digital, and multimodal text. They will use visual, print, and oral signals to predict and make sense of text (e.g., oral cues, pauses, visual symbols, colour, transitional devices). Grades 6 to 8 learners will also emulate, experiment with, and apply different structures and features from models and mentor texts in their own creations. Over time, learners in this grade band will become more focused on considering organizational structures and features for creating more coherent, longer, layered, and multimodal texts.

Learners may show in **many other ways** how they use their understanding of a range of text structures and features to understand and communicate clearly and effectively.

Learners are assessing and applying their understanding of how the English language works to understand more challenging and unfamiliar texts, as well as for clarity, precision, and accuracy in own creations.

Over time and across multiple contexts, learners assess and apply their understanding of how the English language works to understand more challenging and unfamiliar texts, as well as for clarity, precision, and accuracy in their own creations. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Grades 6 to 8 learners will apply their knowledge of familiar words, word parts and families, and patterns to decode, and, with guidance, to use more technical, specialized, and disciplinary language in their own creations. Learners will use various context clues and other resources to unpack unfamiliar and/or challenging words and language. Over time and with guidance, learners will use knowledge and experiences with literary devices and figurative language when engaging with and creating literary text. They will carefully select vocabulary and language for their own creations to communicate clearly and precisely.

Learners may show in **many other ways** how they assess and apply knowledge of how the English language works to understand more challenging and unfamiliar texts, as well as for clarity, precision, and accuracy in own creations.

Learners are examining, considering, and using knowledge of conventions of a growing range of forms and genres.

Over time and across multiple contexts, learners examine, consider, and use knowledge of conventions of a growing range of forms and genres. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). With



guidance, learners in this grade band will compare and contrast conventions of different forms and genres in the context of navigating or creating them. Learners will experiment with conventions from models or mentor texts in their own creations and they will adjust and use conventions in response to feedback. Grades 6 to 8 learners will notice when conventions are broken or different conventions are used. They can talk about the impact and purposes of these decisions with guidance. Learners will also notice when forms and genres are blended, combined, or mixed. Learners will co-construct and use criteria related to conventions with others.

Learners may show in **many other ways** how they examine, consider, and use knowledge of conventions of a growing range of forms and genres.

Language  
as Exploration  
and Design

## Grades 6 to 8

- Research and study topics and ideas.
- Interpret and integrate information and ideas from multiple texts and sources.
- Manage information and ideas.
- Invent, take risks, and reflect to create possibilities.

Learners are participating in, extending, and discussing creative processes for designing.

Over time and across multiple contexts, learners participate in, extend, and discuss creative processes for designing. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). With experience, learners will ask questions to help clarify, extend, and deepen their own and others' thinking. They work together to brainstorm, sort, and analyze multiple ideas, solutions, and possibilities. Grades 6 to 8 learners will collaborate to organize and plan, make changes along the way, and justify these changes. Learners will reflect back on processes to see if things worked, did not work, and why. They co-construct and fine-tune criteria. They can explain the impact of a solution and/or design and, with guidance, connect their decision making to an audience and purpose. Learners in this grade band are able to reflect on multiple types of creations. Learners should experience inviting peers and others to test, extend, reinterpret, and rethink processes, ideas, and designs. In the collaborative classroom, Grades 6 to 8 learners will reflect on, deconstruct, and share design processes with each other.

Learners may show in **many other ways** how they participate in, extend, and discuss creative processes for designing.

### Learners are selecting, assessing, and organizing a variety of sources and information for different purposes.

Over time and across multiple contexts, learners select, assess, and organize a variety of sources and information for different purposes. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Learners in this grade band will increasingly use and work within and across a variety of texts and sources. With time and guidance, they will begin using reliable, valid, accurate, and useful sources and discard others based on purpose. Earlier in the grade band, learners will use organizational tools/methods to collect and convey information and sources. Later in the grade band, learners may adapt and/or create their own tools/methods. With time and guidance, learners will apply conventions for quoting and referencing. Grades 6 to 8 learners will practise summarizing, synthesizing, translating, and communicating information in meaningful ways.

Learners may show in **many other ways** how they select, assess, and organize a variety of sources and information for different purposes.

### Learners are reconstructing, manipulating, and remixing existing texts or sets of texts to create new ideas, forms, purposes, and messages.

Over time and across multiple contexts, learners reconstruct, manipulate, and remix existing texts or sets of texts to create new ideas, forms, purposes, and messages. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Grades 6 to 8 learners will experiment with changing the form or mode of a text to convey a new understanding, meaning, or effect (e.g., changing a poem to text messages; transforming a novel excerpt into Readers' Theatre). Learners may make connections between/among texts with different formats to create new texts (e.g., blending music and editorial to create something new). Learners in this grade band will create multimodal texts that draw on different modalities to communicate in interesting and effective ways. Grades 6 to 8 classroom communities will reflect on the impact of manipulating text for different purposes (e.g., using existing part(s) of a text for different purposes). Over time and with teacher guidance, learners will discuss fair use of reworking and remixing found items.

Learners may show in **many other ways** how they reconstruct, manipulate, and remix existing texts or sets of texts to create new ideas, forms, purposes, and messages.

Learners are tapping into and combining experiences with ideas, images, and sounds from various sources to create something new.

Over time and across multiple contexts, learners tap into and combine experiences with ideas, images, and sounds from various sources to create something new. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Learners will experiment with pulling together and blending different experiences into a new text (e.g., with new styles, techniques, content). With time and guidance, Grades 6 to 8 learners notice how texts can draw on various sources (e.g., mythology, historical events, pop culture, cultural understandings). With support, learners will also consider and reflect on the various influences within their own creations (e.g., combination of elements of fantasy, manga, and a social issue).

Learners may show in **many other ways** how they tap into and combine experiences with ideas, images, and sounds from various sources to create something new.

Language  
as Power and  
Agency

## Grades 6 to 8

- Recognize and analyze inequities, viewpoints, and bias in texts and ideas.
- Investigate complex moral and ethical issues and conflicts.
- Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives.

Learners are recognizing that one's identities are influenced by various factors and change over time and contexts.

Over time and across contexts, learners recognize that one's identities are influenced by various factors and change over time and contexts. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). With teachers and peers, learners reflect on the makeup, factors, and layers of identity. Based on experiences and within text, learners notice and explain how identities can be shaped and influenced by multiple factors, and they make connections between identity and character development/change in text. Learners in this grade band are beginning to discuss how one's identities influence one's perspectives. They also consider the ways people use language to identify people/groups of people and its impact. Exploring one's identity as a reader and writer of multiple forms of text is an ongoing occurrence in the ELA classroom. Learners will reflect with more focus and depth on preferences, habits, strengths, weaknesses, attitudes, viewpoints, beliefs, values, and changing identities. Grades 6 to 8 learners also reflect on and

monitor personal growth over time. It is critical for Grades 6 to 8 learners to explore and stretch their range as readers and writers of multiple forms of text.

Learners may show in **many other ways** how they recognize that one's identities are influenced by various factors and change over time and contexts.

### Learners are understanding that texts represent and promote particular beliefs, values, and ideas.

Over time and across contexts, learners understand that texts represent and promote particular beliefs, values, and ideas. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). With guidance and experience, Grades 6 to 8 learners recognize assumptions, bias, and stereotyping in texts and understand that choices of text creators (e.g., colours, symbols, images, words) can represent bigger beliefs, values, and/or ideas. Over time and with guidance, learners reflect on the contextual nature of beliefs, values, and ideas (e.g., historically, geographically, culturally). Early in the grade band, learners will recognize nuanced language (e.g., connotations, loaded language, slant). Later in the grade band, learners will be more strategic in using language in their own communications. Learners in the grade band will also recognize and experiment with persuasive techniques to promote beliefs, values, and ideas.

Learners may show in **many other ways** how they understand that texts represent and promote particular beliefs, values, and ideas.

### Learners are exploring multiple perspectives, points of view, and interpretations.

Over time and across contexts, learners explore multiple perspectives, points of view, and interpretations. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Grades 6 to 8 learners need guidance and many opportunities to identify and discuss the role and impact of perspectives. Learners explore a variety of text forms to understand opinions, perspectives, and points of view, and they experiment with demonstrating perspective and point of view in a variety of text forms. They work at identifying perspectives present or missing in text, explain how perspectives shape text, and examine topics for a variety of viewpoints and perspectives and/or from multiple viewpoints. With time and guidance, learners in this grade band will notice how perspectives can be shaped historically, geographically, and experientially. They may also recognize that bias exists in all perspectives and points of view. With practice, learners will explain interpretations using support (e.g., examples, details, references) from texts. With experience and guidance, Grades 6 to 8 learners will notice and explore different interpretations of a same text.

Learners may show in **many other ways** how they explore multiple perspectives, points of view, and interpretations.

Learners are exploring their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts.

Over time and across contexts, learners explore their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). Grades 6 to 8 learners will draw upon and use background experiences to describe their identities. They explore how background and personal, social, and cultural contexts influence their identities and personal narratives. Learners are beginning to understand the factors/influences that shape their ideas and the ideas of others, and they ask questions and reflect on their own stories and the stories of others. Grades 6 to 8 learners use a variety of modalities to express their own personal narratives and to assess and reflect on the texts of others. Learners need rich opportunities to explore ways that people can transform their personal narratives and identities.

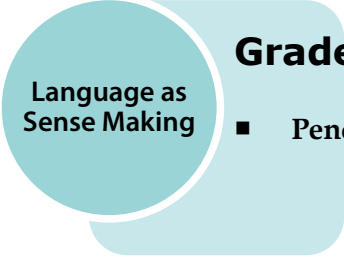
Learners may show in **many other ways** how they explore their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts.

Learners are collaborating to investigate challenging social issues, moral dilemmas, and possibilities for social justice.

Over time and across contexts, learners collaborate to investigate challenging social issues, moral dilemmas, and possibilities for social justice. This is supported by classroom experiences (e.g., modelling, guided practice, other structures and supports within the context of rich learning experiences). With guidance, Grades 6 to 8 learners use co-constructed collaboration norms, strategies, protocols, and practices as appropriate to the social context. They respectfully listen to the opinions of others, ask questions of one another's opinions, and ask probing questions, in ways that are appropriate and relevant to context. Grades 6 to 8 learners work at paraphrasing and building on others' ideas and using productive language to disagree. With time, learners in this grade band will ask questions related to bigger ideas. They will use an increasing variety of texts and sources to investigate ideas and draw from a variety of opinions. With guidance, learners collect answers/responses in different ways, including collaborating with experts and others outside the classroom and through various media/environments. Learners need many opportunities to explore different opinions, to hear/learn through empathy, and to work at understanding the contexts of different opinions. Grades 6 to 8 learners grow to understand that there are many layers, nuances, and

complexity to social issues and moral dilemmas. They are able to explore how actual people and how characters navigate issues and dilemmas. Learners in this grade band work together to propose to take action and to take action in different ways.

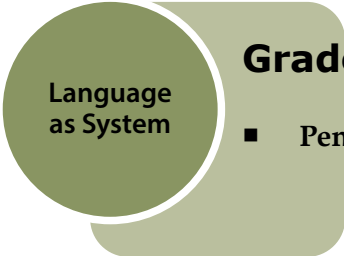
Learners may show in **many other ways** how they collaborate to investigate challenging social issues, moral dilemmas, and possibilities for social justice.

A graphic consisting of a light blue circle on the left containing the text "Language as Sense Making", and a light blue rounded rectangle on the right containing the text "Grades 9 to 12" and "Pending".

Language as Sense Making

**Grades 9 to 12**

■ Pending

A graphic consisting of a dark green circle on the left containing the text "Language as System", and a dark green rounded rectangle on the right containing the text "Grades 9 to 12" and "Pending".

Language as System

**Grades 9 to 12**

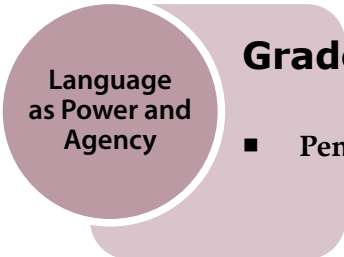
■ Pending

A graphic consisting of a yellow circle on the left containing the text "Language as Exploration and Design", and a yellow rounded rectangle on the right containing the text "Grades 9 to 12" and "Pending".

Language as Exploration and Design

**Grades 9 to 12**

■ Pending

A graphic consisting of a purple circle on the left containing the text "Language as Power and Agency", and a purple rounded rectangle on the right containing the text "Grades 9 to 12" and "Pending".

Language as Power and Agency

**Grades 9 to 12**

■ Pending

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