Kindergarten to Grade 12 English Language Arts Curriculum Framework

A Living Document

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Kindergarten to grade 12 English language arts curriculum framework : a living document

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Introduction

Purpose

The purposes of the *Kindergarten to Grade 12 English Language Arts Curriculum Framework: A Living Document* are to

- support, nurture, and inspire the learning growth of all learners
- provide direction for learning design and assessment
- set out the philosophical and pedagogical foundations for English language arts learning
- present the four English language arts *practices* and their characterizing *elements*
- describe multiple ways that students engage in practices at various points in learning
- encourage educators and learners "to engage in vital, rigorous, and venturous forms of pedagogy" (Jardine and Friesen 4)

Background

In January 2011, the Western and Northern Canadian Protocol for Collaboration in Education, Kindergarten to Grade 12 (WNCP) prepared *Guiding Principles for WNCP Curriculum Framework Projects* in response to the significant changes in the ways people live and work in today's world.

In July 2011, the report *Implications of the OECD's Programme for International Student Assessment (PISA) for Curriculum, Instruction, and Professional Learning in Manitoba (and Canada)* (Manitoba Education) was developed for Manitoba to provide an analysis of Kindergarten to Grade 12 English language arts (ELA) curriculum, approaches to professional learning, and assessment practices across Canada.

In January 2012, Manitoba engaged focus groups of Manitoba educators in order to hear observations, insights, and feedback related to Kindergarten to Grade 12 ELA curriculum, supports, resources, and assessment.

A report for WNCP partners was published in March 2012: *English Language Arts in Canada and around the World: Renewal of the WNCP Framework and Associated Curricula Based upon Guiding Principles for WNCP Curriculum Framework Projects)* (Western and Northern Canadian Protocol for Collaboration).

In January 2013, Jardine and Friesen developed a follow-up document, *Implementation Guide: Guiding Principles for WNCP Curriculum Framework Projects*.

The Kindergarten to Grade 12 English language arts curriculum framework responds to multiple reports and reflects the WNCP guiding principles that aim to meet the current and future needs of learners as well as the needs of societies. This framework also responds to current research and literature in curriculum, English language arts, and pedagogies.

Shifts in curriculum design and growing knowledge related to changing educator practice require shifts in implementation models. Current processes must represent networked, connected, and emergent processes that engage educators deeply and in sustained ways in conversation, reflection, and action.

> Implementation no longer means simply imposing already fully understood principles to specific examples. This is the old industrial model of application and is no longer warrantable in the 21st century. Rather, it means allowing specific examples, locales, communities of work and cultural realities to question, shape, and supplement (Gadamer 1989, p. 39) those principles and to make them "fitting" for the circumstances of their application. (Jardine and Friesen 5)

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What Is English Language Arts?

Relationship between English Language Arts and Literacy

In all school subjects and in all facets of life, students are engaged in literate behaviours. Current understandings of literacy suggest that learners participate in multiple literacy communities and that each community has particular ways of thinking, doing, and using and creating text. Learners need to be flexible in their literacy learning in order to be active participants in a variety of communities both in school and in other places in their life. In all disciplines or fields of study, students should be engaged in literacy learning specific to each discipline. In science, for example, students learn about the texts that are authentic to that discipline and the particular ways of thinking about those texts. Reading for historical accuracy requires different processes than reading scientific data in order to make a judgment. Similarly, ELA has particular texts and particular ways of considering language and the world. English language arts recognizes that the particular discipline of ELA has both its own way of thinking and the responsibility to support the literacy learning that transfers through and between other disciplines. Literacy practices from all fields as well as those that are particular to ELA offer multiple ways for learners to engage with, connect with, and respond to their world.

In the Kindergarten to Grade 12 ELA curriculum, the word *texts* refers to the variety of resources that we use to make meaning. These include aural/oral, visual, print, digital, physical, gestural, and spatial texts, and the various combinations of these. For example, a news video could have gestural, oral, visual, and print components simultaneously. Many different objects are imbued with meaning and used for different purposes depending on how people create or attend to them.

Language and literacies are symbolic socio-cultural systems through which human beings create and share meanings. They do so by using the conventional meaning-making and meaning-sharing practices within their socio-cultural groups, while at the same time inventing new ones.

Guiding Principles

How English language arts is represented in the Kindergarten to Grade 12 curriculum and enacted in classrooms is anchored by guiding principles. Educators are called upon to interpret and live out curriculum through these principles and reflect on implications for their planning.

Language and literacies are central to all learning.

Language and literacies are tools for making meaning across any learning context—in and out of school. An ability to work across languages and literacies opens paths to social participation and learning. Today's learners need a broad communicative repertoire in order to interact with and navigate multiple forms of text and social contexts. This repertoire provides multiple ways to participate. Language particular to academic fields (e.g., the ways we make and communicate meaning in science) and fields and experiences beyond school (e.g., ways we make and communicate meaning within social groups and communities) helps us to participate more deeply. Understanding and using the particular language, ways of thinking, and the social norms and practices within particular contexts helps us to actively participate and engage more deeply.

Reflection:

- How do I design learning experiences so that learners have meaningful opportunities to use language and literacies in all facets of learning?
- How do I model and help surface the multiple ways that we use language and literacies in learning and life?
- How do I support learners as they notice, name, and strategically make decisions about the language and literacies they use within and across contexts?

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Language and literacies are context dependent.

Language differences are important. Multiple ways of knowing and seeing the world, multiple modes for making and communicating meaning, multiple variations of languages and dialects are critical to an evolving and equitable society.

There is a lot of divergence in the social languages we use. How we use language will shift as we navigate different contexts. For example, our practices will potentially be different in the context of a community feast compared to those on social media. How language and literacies are situated in contexts makes them valid and meaningful. Navigating cultural context, purposes, and audiences is therefore critical. This requires users to be discerning and thoughtful decision makers. When language and literacies are understood as situated, it is also understood that conventions will differ as well.

Reflection:

- How do I make space in learning environments to honour and celebrate the multiple ways that learners and communities make and communicate meaning?
- How do I harness knowledge, experiences, cultures, and languages of learners and their families to support and deepen the learning of all?
- How do I recognize and help others to recognize that the ways we use language and literacies will change based on context?
- How do I support learners in becoming discerning decision makers in relation to language and literacies?

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

Language and literacies are not something that one either has or does not have. Rather, language and literacies are multiple, dynamic, and malleable. Language and literacies are mobilized in multiple ways and in various contexts. Authentic language and literacy experiences engage learners in practice—drawing upon multiple skills, knowledge, strategies, processes, and resources all at once. Language and literacy learning is ongoing as we embrace and navigate new learning and contexts. Language and literacy learning is recursive. Through the process of returning to and reflecting back on learning, learning can then grow, deepen, and transform. Recursive learning facilitates deep, rich understanding and involves "building and rebuilding ideas in multiple contexts" (Shwartz, Sadler, Sonnert, and Tai 801). Reflection is key as it changes the way learning may be understood and opens up new learning

pathways. This process is generative, non-linear, and complex. Such learning does not always grow incrementally from simple to complex understandings, but rather can be characterized as an expanding, changing web of dynamic interactions, relationships, and experiences (Manitoba Education and Advanced Learning 57).

Reflection:

- How do my choices related to teaching, assessment, and resources reflect the idea of literacy as complex, continuous, and recursive?
- How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?
- How might planning, teaching, and assessment capture learning as expansive?

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Language and literacies develop differently for each individual.

Children and youth have unique and diverse ways of developing and expanding their language and literacies. There is not one singular model that represents learning development. Our learning environments are therefore rich in diversity, where learners and teachers share multiple ways of knowing

and diverse backgrounds and identities. Each learner, therefore, has a different way of "seeing" and processing. This adds depth, complexity, and opportunity in learning communities and requires a broad range of ways of tapping into, surfacing, expanding, and deepening learning. Educators are called upon to imagine rich, generous, and inclusive learning spaces and experiences in which all learners engage deeply and meaningfully. David Jardine offers the following analogy:

> When I go out into the garden with my young son, I don't send him off to a developmentally appropriate garden. I take him to the same garden where I am going to work. Now, once we get there and get to the work that place needs, of course, each of us will work as each of us is able. We are not identical in ability, experience, strength, patience, and so on. But both of us will be working in the same place doing some part of the real work that the garden requires. This garden[,] and the real work it requires, is itself rich and generous and multiple and varied enough to embrace our differences. This place, this topography, this topic, has room for us both. It is a place where we can gather together in our differences and work in ways that each of us has something to offer to this place that is irreplaceable. (Jardine, "Nature of Inquiry")

Reflection:

- How do I plan rich learning experiences that are inclusive, generative, and multi-faceted?
- How do I learn about and harness the different ways of learning/knowing in my classroom?

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Language and literacy learning and use are social.

Language and literacies offer us powerful tools and processes for communication and collaboration. The collaborative nature of language and literacy communities nurtures positive relationships and interactions. Even when interacting independently with texts, we are interacting with the creators of these texts. Language and literacies allow us to have, explore, share, and change our voice. Conversation and discussion in multiple forms are key to making meaning and creating vibrant learning communities.

Michele Jacobsen comments on the importance of collaboration: "Outside of formal schooling, almost all learning occurs in complex social environments . . . teachers who design for peer collaboration and individual reflection on learning cultivate stronger learning outcomes."

Ah-Young Song notes, "Networking with classmates, instructors, local partners, and wider communities through physical and digital environments can facilitate meaningful knowledge production as individuals learn to communicate with those who have shared or diverging interests, backgrounds, and experiences" (19).

Reflection:

- How do I create meaningful and ample opportunity for learners to build relationships and engage in deep talk with others?
- How do I support collaboration in my classroom?

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Language and literacy demands are evolving.

In today's world, language and literacies are defined as much more than the ability to speak a language or to read and write print text. The texts that fill the world of today's learners are multimodal, and combine print, digital, physical, aural/oral, gestural, spatial, and visual modes, along with many more. In this shifting and complex world, language and literacies are interconnected and codependent. We now have to navigate the multiple and particular uses of language and literacies in various contexts. What is deemed important (or foundational) for language and literacy has to capture the relevance, breadth, and depth of meaning for today's learners. Reading and writing print have relevance in today's language and literacies, but must exist within a more inclusive and rich understanding of language and literacies. Today's learners are expected to innovate, take risks, and negotiate diversity and uncertainty. This requires learners to have the capacity and capability to navigate multiple uses of language and literacies and a wide range of texts and contexts. This requires educators to reflect on approaches to the teaching and learning of language and literacies. As Marjorie Siegel says, "Language arts education can no longer ignore the way that our social, cultural, and economic worlds now require facility with text and practices involving the full range of representational modes" (65).

Reflection:

- How do I select, use, provide access to, and support the creation of multiple forms of text in my classroom?
- How do I harness the power of multiple modes to make meaning?
- How do I ensure that learners are able to innovate, take risks, and negotiate diversity, ambiguity, and change?

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

Language and literacies and identity are inextricably linked. Our language and literacy experiences both affect and are affected by how we define ourselves and how we construct personal identities. Limiting and narrow definitions of language and literacies can marginalize individuals and social groups. This curriculum framework is grounded in the belief that variety, divergence, and agency are critical factors for thriving learning communities. Each community member brings important and unique funds of knowledge, ancestries, and wisdom. Multiple modes of language become the ways that we express who we are (e.g., one's accent, vocabulary, gestures, images shared, ways we make meaning, tones). We explore, negotiate, and express personal identity through creating, using, and responding to texts and ideas. We reflect on ways that experiences do or do not reflect and shape personal, cultural, and societal beliefs and issues. Today's learners are, in fact, active users, participants, creators, and discerning consumers in their worlds. Their everyday language and literacy experiences require selectivity and flexibility. Learners decide with what, how, and when they engage. Our learners also find, join, and create affinity spaces and affinity groups where they engage with others in relation to shared passions and interests.

Reflection:

- How do I learn about and tap into the multiple identities of learners in my classroom/school?
- How do I support and build agency in learners?
- How do I support learners as thoughtful decision makers in language and literacies?
- How do I ensure meaningful engagement for learners?

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Language and literacies are enacted through inextricably connected practices.

Authentic literacy experiences draw from a range of practices all at once. Even our youngest learners use a range of language and literacy practices to make and communicate meaning. In a play scenario, for example, children make decisions about oral language conventions (e.g., role-playing gestures, tone of voice, word choice, and talk cues). They communicate meaning about their world (e.g., by creating and recreating stories). They use a range of modes and imagine different ways to create, and they may voice their values, concerns, and issues through the stories they tell. Educators notice, respond to, and plan for opportunities to support the development and deepening of learners' language and literacies. In the context of meaningful experiences, this teaching and learning is intentional and focused.

As Christine Leland and Jerome Harste say, "A good language arts program is one that expands the communication potential of all learners through the

orchestration and use of multiple ways of knowing for purposes of ongoing interpretation and inquiry into the world" (339).

Reflection:

- How do I ensure that learners have opportunity to meaningfully engage in practices?
- How do I support focused and intentional teaching within meaningful language and literacy experiences?
- How do learners draw upon multiple ways of knowing and resources to learn?

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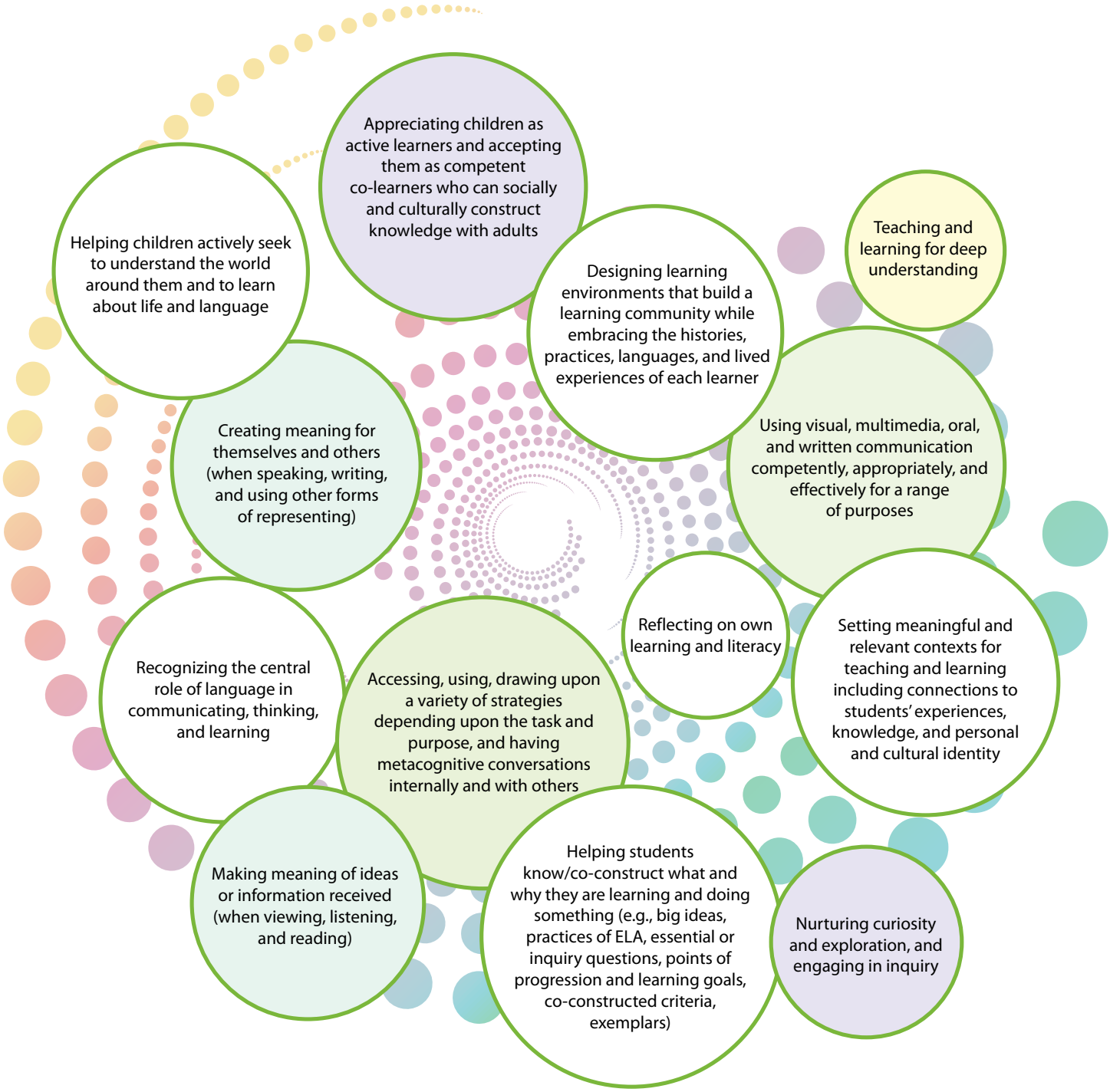
Powerful Practice in Kindergarten to Grade 12 English Language Arts

Powerful English language arts education in Kindergarten to Grade 12 is defined by understandings and beliefs about education informed by current research, theory, and practice. As educators, we never stop learning, and are constantly evolving, expanding, and deepening our teaching practices. There may be many other characteristics of powerful practices beyond those represented on the following page. Through deep, ongoing professional learning, inquiry, and reflective practice with the Kindergarten to Grade 12 English language arts curriculum and powerful teaching, learning, and assessment practices, teachers can help all learners develop and deepen their competencies and confidence as language users. "To inquire effectively, we have to be open-minded, persistent, self-critical, reflective, and empathetic to the positions of others; we have to allow ourselves to be uncertain, to stand back and examine our practice, and then use what we find as a basis for change," note the editors of *Education Gazette* in their "refresher" on teaching as inquiry.



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Language is central to all learning. Through the English language arts, learners become flexible, reflective, and critical thinkers who are able to interact with complex ideas about themselves, the world, and society. The English language arts encourage creativity and imagination. English language arts is a discipline or field in itself, while also acting as a support for learning that transfers through and among the other disciplines.

English language arts enables learners to increase the complexity and sophistication in the ways that they make sense of language, understand language as a system, and use language to explore and design, while being aware of the power of language and their and others' agency. Through comprehending, communicating, and critical thinking within rich learning experiences, learners develop and deepen competency in using language to meet personal and academic goals.

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The English Language Arts Learning Landscape

In the Kindergarten to Grade 12 English language arts curriculum framework, the landscape metaphor is used to convey the understanding that learning is dynamic and always in the process of being constructed. New ways of thinking about curriculum involve a "shift in the images we use, away from knowledge pictured as fragmented pieces put together, one piece at a time, in a linear fashion on an assembly line, to an image of knowledge as a complex organic network organized into living fields, territories or 'landscapes' " (WNCP 6).

English language arts in Manitoba is conceived as a learning landscape that represents a space for pedagogical possibility. In this space, learners, in relationship with other learners, educators, Elders, and the larger community, interact and learn together in the dynamic, complex, living field of English language arts.

The English language arts landscape provides multiple ways for diverse learners to enter and engage.

English Language Arts Goals

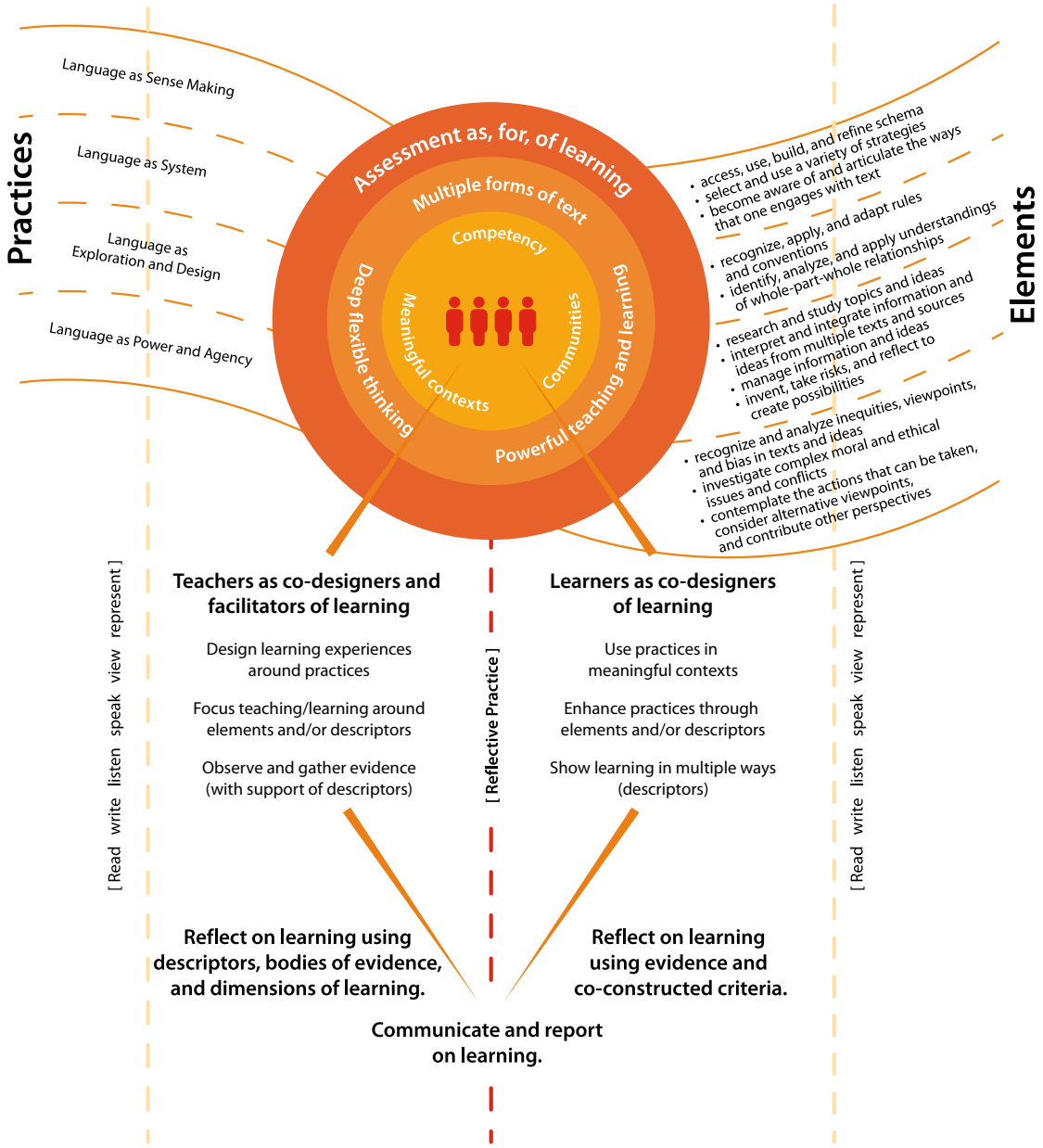
The goals of the Kindergarten to Grade 12 English language arts curriculum are to give students opportunities to

- practise within the field of English language arts as full participants
- develop flexible and versatile ways of thinking and using language to meet personal, social, and academic needs
- build a sense of self, identity, community, and the world
- sustain a lifelong sense of curiosity, a passion for learning, and an appreciation of the power and beauty of literature, language, and multiple forms of text

What Grounds the Design of the Kindergarten to Grade 12 ELA Curriculum?

The following graphic represents a large scale view of the Kindergarten to Grade 12 ELA curriculum—its conceptual framework. It represents the relationships and the environments that support English language arts learning. Subsequent pages explain each "part of the whole."

The English Language Arts Conceptual Framework



Competency, Communities, and Meaningful Contexts

The way that we view and position the learners in our schools and classrooms has an impact on the way that we approach teaching and learning. Members of our learning communities must continuously reflect on what we understand about learners as well as what we understand about learning.

Students, teachers and other school personnel, families, and communities work together to value, promote, and develop language and literacies that are necessary to be active participants in all areas of their lives. We recognize that each member of the community has competencies for living, working, and learning in meaningful contexts and communities.

Competency

The Manitoba Kindergarten to Grade 12 English language arts curriculum is grounded in the belief that all students have and continue to develop competencies as literacy learners. Competencies are

- deep and multi-faceted ways of knowing, doing, and being
- representative of the ways in which knowledge is held, passed on, worked with, and created in the world
- owned by the learner as a transferable tool for problem solving and decision making
- changeable over time to meet the needs of particular contexts

As previously stated, this document defines language and literacies as "symbolic socio-cultural systems through which human beings create and share meanings" (5). This means learners come to school as literate beings having experienced and engaged in language learning since birth. These experiences may be similar to the ones that they will engage in at school or they may be very different. They may be in a different language or be representative of different values, beliefs, and cultures than the dominant school context. The Kindergarten to Grade 12 English language arts curriculum supports these learners in building upon and developing their competencies, and working on those competencies that are specific for success in school, academic literacies, and life experiences beyond school. Students will flexibly and dynamically draw upon their ways of knowing, including their other languages, as they make and communicate meaning in English language arts. This drawing upon multiple languages and funds of knowledge is an effective strategy often used by students.

Anne Dyson argues that

> As educators, . . . we have a particular responsibility to work toward the respectful inclusion of our children as developing learners. In order to see and hear our children's strengths and weaknesses, we must move outside the narrow image of the 'ideal' child, and we must dismantle the myth of the singular path to language arts success. (as cited in Woods, Comber, and Iyer 48)

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Living, Working, and Learning in Meaningful Contexts and Communities

Considering contexts means recognizing the circumstances in which an event occurs or an idea is formed. The context frames the way that ideas and events are fully understood and considered. For example, a student who lives in a farming community, a student who is a Canadian newcomer from a tropical climate, and a student living in an urban setting may have different understandings and vocabulary around "seasons." The relevance, importance, and value that each of these students bring to the learning about seasons also affects the motivation to learn more.

Students need opportunities to develop, build upon, and deepen competencies within meaningful contexts or rich learning experiences. The Manitoba Kindergarten to Grade 12 English language arts curriculum considers English language arts learning to be done in rich and complex contexts/experiences rather than as a series of skills, strategies, or decontextualized content.

The context or experience provides focus for learning and gives students opportunities to explore significant and complex ideas about the world while enacting the practices of ELA. For example, students do not learn about "apples," but they may consider the idea of apples within a context of an environmental lens in which they would have opportunities to explore ways in which apples are considered as a sustainable crop.

Contexts or experiences can be developed within classrooms, but it is also important for teachers to value the cultural and social contexts in which students live and to use these contexts to help students make meaning and understand how they are positioning themselves in relation to the world and their learning.

Som Naidu says:

> [L]earning is a process of developing understanding through problem solving and critical reflection, and that learning is most effective and efficient when learners are engaged in learning by doing. Pedagogical designs that embody this [constructivist] perspective make use of learning scenarios, problems, incidents, stories and cases that are authentic (i.e., that reflect real life situations), to situate and anchor all learning experiences. (4–5)

As educators and students build deeper understandings of their communities, languages, and identities, they more deeply respect and value the diversity in classrooms, schools, and other communities and the multiple ways of coming to know within learning communities.

Tapping into students' identities and communities along with co-creating meaningful and rich contexts or experiences in English language arts can provide a focus for language learning and give students opportunities to explore significant ideas that have enduring value beyond the classroom. If Manitoba students are to understand, develop, and deepen their sense of identity/self, draw upon and harness multiple ways of knowing, thinking, and doing, and live well together in an interconnected world, students need many opportunities to explore questions and concerns about themselves and the world.

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Contexts, rich learning experiences, and lenses are illustrated and explained further in "Planning Effectively for English Language Arts."

English language arts teaching and learning are effective when they are purposeful, dynamic, fulfilling, and authentic. This curriculum invites and challenges educators to think about education, schooling, and English language arts as they might be rather than the way educators might currently know them to be.

Effective English Language Arts Planning, Teaching, and Learning

Effective English language arts planning, teaching, and learning are rooted in research-based practice that includes rich, authentic, and connected experiences in which students can engage in interconnected ways with language. These experiences should include the following:

- **Powerful teaching and learning:** Effective English language arts programming helps students to make decisions to use critical and powerful learning strategies. Students need to learn and use a range of language skills and strategies while engaged in authentic language learning experiences. Effective English language arts teachers employ a range of instructional approaches to help students move from teacher-supported and guided practice to independent learning that requires varied instructional methods and strategies. Teachers also consider multiple methods and opportunities to support expanding the breadth, depth, and transformation of learning for all learners.

  Jeffrey Wilhelm notes:

  > Good teaching requires trust in our students and in their capacity to make meaning. It requires trust in our own capacity to exert "pedagogical content knowledge"—knowing how to teach kids how to make meaning. This capacity is necessary to expert teaching and depends on conversation—whether we are sharing how to do something in the form of a think-aloud, modeling a problem-solving process, or providing meaningful contexts, instructional supports, and techniques that help students to speak, to listen, and to uptake each others' ideas, and then to justify and express their own. ("CODA: Classroom Conversation" 76)

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- **Multiple forms of text:** All learners should have opportunities to work with a variety of texts and resources, including print, non-print, human, electronic, and virtual. Texts should be current, relevant, credible, and representative of many viewpoints and world views, including the ways of knowing of Indigenous Peoples. Different texts should be accessible for different purposes. Learners can engage with more complex texts with appropriate support and may need different texts when being asked to independently access and construct meaning.

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- **Opportunities for deep and flexible learning:** All Kindergarten to Grade 12 students should have opportunities to explore significant and complex ideas and questions that lead to deeper understandings. English language arts provides opportunities for learners to use interrelated practices that are specific to the discipline and that also transfer across disciplines. Questions for deeper understanding can be used and/or co-constructed to initiate and guide inquiry and learning and to give students direction for developing deep understandings about a topic or issue. Learning that arises from student interests has the potential for rich and deep learning. Supporting deep and flexible thinking can help students grasp the important disciplinary ideas that are situated at the core of a particular curricular focus or context. Exploring ideas alone or with others helps students connect what they are learning to experiences and life beyond school. Deep and flexible thinking also encourages self-reflection and goal setting.

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Approaches and structures to support effective English language arts planning, teaching, and learning are described in "Planning Effectively for English Language Arts Teaching and Learning."

Assessment As, For, and Of Learning

Planning effectively for English language arts ensures ongoing and synergistic assessment as, for, and of learning. Assessment plays a major role in how students learn, their motivation to learn, and how teachers teach. Mills and O'Keefe ("Inquiry into Assessment" 7) suggest that there are three dimensions for collaborative inquiry through assessment: teachers knowing learners, learners knowing each other, and learners knowing themselves as learners. Co-gathering information related to these dimensions allows teachers to "create curriculum with and for students."

Rethinking Classroom Assessment with Purpose in Mind: Assessment for *Learning, Assessment* as *Learning, Assessment* of *Learning* outlines three purposes for which educators and learners (and other partners) engage in assessment.

Purposes of Assessment

Assessment *for* learning: Assessment helps teachers gain insight into what students know and do in order to plan and guide instruction, and provide helpful feedback to students.

Assessment *as* learning: Students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking an increased responsibility for their learning.

Assessment *of* learning: Assessment informs students, teachers and parents, as well as the broader educational community, of growth, progress, and achievement at a certain point in time in order to celebrate success, plan next steps, and support continued progress.

The nature of English language arts as a discipline requires ongoing assessment to support students' growth in learning. In many ways, learning in English language arts is similar across the grades, with many experiences deepening in complexity and sophistication. This deepening requires educators to notice the various ways that learning grows so that they can better support learners. Rather than a linear, sequential process, learning in English language arts expands, deepens, and transforms within and across new experiences.

Language learning often looks different and progresses in different ways for learners. Assessment in English language arts must be planned to accommodate for this diversity by providing learners with multiple ways to show their learning and understanding. In fact, much of students' learning is internal—inaudible and invisible—requiring educators to seek ways to make the invisible visible.

English language arts learning cannot be assessed by collecting evidence of discrete skills, but must be observed within a range of interconnected practices that demonstrate increasing independence, and increasing breadth, depth, and transformation of learning. To assess students' increasing competency in

English language arts, educators require a variety of tools and approaches: "No single source of information can accurately summarize a student's achievement or progress. A range of approaches is necessary in order to compile a comprehensive picture of the areas of progress, areas requiring attention, and what a student's unique progress looks like" (Te Kete Ipurangi [TKI]). Educators engage in conversations with students, observe students in a variety of learning experiences, contexts, and processes, and examine student work in progress. They also provide opportunities for students to take part in peer assessment and self-assessment. When learners are invited into the assessment process, educators are better able to plan with and for them.

Planning effectively for English language arts provides students with multiple ways to demonstrate learning and achievement. Bodies of evidence that contain multiple forms of artifacts provide rich opportunities for educators and learners to notice and communicate growth in authentic ways. Mills and O'Keefe ("Inquiry into Assessment") maintain that educators must adopt an inquiry stance toward assessment tools, processes, and the data gathered from these in order to enable congruence with teaching and learning. They emphasize that "when teachers begin asking questions about teaching, learning, curriculum, and assessment opportunities in light of their children's literacy growth, they grow as strategic, professional, decision makers and as responsive teachers" (7). The information that educators and students gain from assessment informs and shapes what happens in the classroom.

Reflect further on assessment in "Grade Bands, Learning Growth, and Dimensions of Learning."

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English Language Arts Practices

The concept of discipline specific practices suggests that each discipline or field has particular ways of thinking, doing, and being. These include the types of language and texts that are used and how these languages and texts are used.

English language arts provides opportunities for learners to use interrelated practices that are specific to the discipline and that also transfer across disciplines. Identifying language learning by practice rather than skill clarifies how language can be used for a variety of interconnected purposes. These practices also help teachers make decisions about text, method, and assessment (Luke and Freebody). Pennycook explains that reframing language as practice "moves the focus from language as an autonomous system that pre-exists its use . . . towards an understanding of language as a product of the embodied social practices that bring it about" (qtd. in Hoffman, Martinez, and Danielson 21).

The four practices that the curriculum identifies as English language arts practices are interconnected and interrelated, and are used during authentic experiences. In Manitoba, we are using the term *ELA practices* to describe the "work done by literate beings in classrooms and beyond in everyday social contexts." (Luke and Freebody as cited by Vasquez, Egawa, Harste, and Thompson xiv). Like Luke and Freebody's "families of practices," each ELA practice is a necessary part of literate practice, but not sufficient on its own. "It might be best to visualize the four families as inclusive, with each being necessary but not sufficient for the achievement of others" (4). Effective literacy learners draw on their full repertoire of literacy practices to fully engage in experiences with text. Serafini ("Expanding") stresses the multi-modal nature of texts and the implications for literate practices when proposing that "readers" are navigators, interpreters, designers, and interrogators. Practices also provide a way to make explicit the links between the learning experiences in classrooms and the authentic and purposeful ways that people engage in these experiences in all areas of their lives (Barton and Hamilton).

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The practice of using language as sense making

In order to make sense of the language that they are encountering in academic and personal settings, learners need opportunities to use multiple strategies, and opportunities to assess and reflect on the effectiveness of those strategies. Such opportunities would include working with texts that require them to activate prior knowledge, make connections, ask questions, summarize, and synthesize in the ways that are effective for the text and purpose.

When learners practise using language as sense making, they bring what they know from other experiences and texts and use them to understand and compose meaningful texts. Learners would ask the following:

- How do I understand what I hear, read, and view?
- How do I communicate to others when I write, represent, and speak?

Effective sense making includes the following **Elements**:

- access, use, build, and refine schema
- select from and use a variety of strategies
- become aware of and articulate the ways that one engages with text

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The practice of using language as system

In order for students to participate fully in learning, they need opportunities to investigate, understand, and apply the ways in which language works. Such opportunities would include exploring the patterns, relationships, and conventions that are important for communication and meaning making: decoding and coding, morphology, grammar, punctuation, spelling, vocabulary, forms, genres, and structures.

When learners practise using language as a system, they use what they know about how language operates and how the codes can be used to understand and compose meaningful texts. Learners would ask the following:

- How do I use what I know about how language works to read, write, represent, listen, speak, and view?

Effective use of language as a system includes the following **Elements**:

- 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)

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The practice of using language as exploration and design

In order to use language to learn about the world and contribute to the world, learners need opportunities to communicate about issues or topics that they may encounter in all academic contexts. Such opportunities would involve articulating questions and designing solutions to problems by analyzing, interpreting, and communicating their learning and understanding.

When learners practise using language as exploration and design, they make choices regarding the purpose and function of meaningful texts to help them uncover new ways of thinking and doing. Language is used to deepen their current understanding of topics both of a curricular nature and from individual interests, while also seeking ways to imagine and reimagine.

Learners would ask the following:

- How do I use texts to inform me about topics, ideas, and issues?
- How do I use language to create new ideas, solve problems, extend my knowledge, and communicate ideas to others?

Effective use of language as exploration and design includes the following **Elements**:

- 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

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The practice of using language as power and agency

In order for students to be active citizens, they need opportunities to use language and alternative symbol systems that reflect their identities and enable them to advocate for themselves, their communities, and the environment. Such opportunities would include examining and interrogating information from multiple sources, recognizing bias, and finding inaccuracies in the information they gather.

When learners practise using language as power and agency, they understand that all texts represent a particular way of thinking and that language can privilege some voices while silencing others. This understanding encourages them to question, interrogate, and reimagine meaningful texts. Learners would ask the following:

- How does what I hear, read, and view influence what I think?
- How do I use language to influence others when I write, represent, and speak?
- How do I decide what and whose stories to tell?

Effective use of language as power and agency includes the following **Elements**:

- 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

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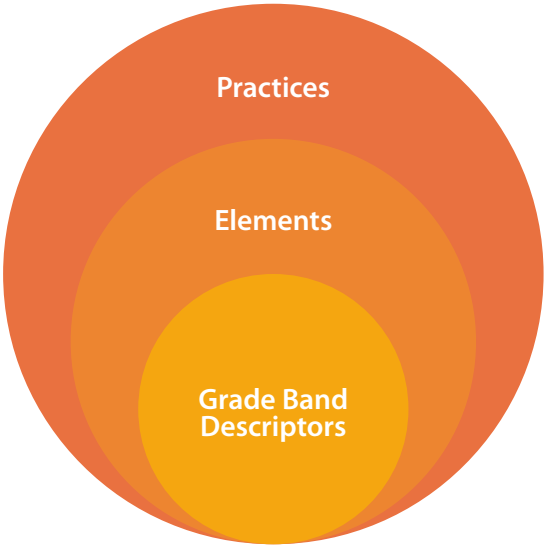
What is the Structure of the Kindergarten to Grade 12 ELA Curriculum?

The graphic below represents a more focused view of the Kindergarten to Grade 12 ELA curriculum—one that examines the structure and the infrastructure of curriculum. This nested system shows the interrelationship of components of curriculum while placing focus on how each has a particular function.

The Kindergarten to Grade 12 English language arts curriculum identifies the four big ideas (practices) that ground all teaching and learning in English language arts while also describing how learners might enact these practices at different points in time. The practices and the elements that characterize them are common across Kindergarten to Grade 12. Grade band descriptors support teachers in reflecting on student learning and progress by describing how students enact the four practices and their elements. Descriptors help teachers build profiles of student learning at points over time (e.g., end of grades and end of grade bands).

Each piece of the structural design must be viewed as part of a whole, where each plays a particular function when planning for, playing out, and reflecting on teaching, learning, and assessment in English language arts. Information follows to further explain each part and its function within the whole.

Structural Design of the Kindergarten to Grade 12 English Language Arts Curriculum



Practices: The Kindergarten to Grade 12 English language arts curriculum identifies four practices that represent the big ideas of the discipline. These practices name the valued ways of knowing, thinking, doing, and being meaningfully rich in English language arts. Although each practice presents a set of elements and grade band descriptors, the practices are not intended to be realized in isolation. The practices are to function together, in synchronized and integrated ways. Teachers would, therefore, design rich learning experiences in such a way that learners have opportunity to enact all four practices. Students use all of the language arts strands (listening, speaking, viewing, representing, reading, and writing) when engaging in practices.

Elements: Each practice is characterized by elements. These represent how the practices are generally enacted from Kindergarten to Grade 12. The elements can provide a focus for instruction, and students enhance and deepen their practice by improving their use of these elements.

Grade Band Descriptors: Sets of grade band descriptors support teachers in reflecting on student learning and progress by describing how students enact the four ELA practices and their elements. The descriptors should always be seen in the context of the practices, and their characterizing elements, as these describe the ways that learners enact the practices in rich learning experiences. The descriptors suggest that these enactments are a process that occurs over the course of the grade band. The ways that learners enact the practices should be continuously developed, elaborated, and transformed across novel and variant contexts (rich learning experiences) so that learning across grades and

grade bands becomes more sophisticated, more complex, deeper, and broader with time and new experiences and applications. Descriptors help teachers and learners describe learning and collect evidence of learning. Descriptors help teachers build profiles of practice at the end of a grade band as well as at all grade levels. Descriptors also help teachers to focus instruction and learning within rich learning contexts.

Grade bands support teacher teams, individual teachers, and multilevel teachers in taking a more longitudinal view of learning and planning for learning. The grade bands also provide support for teachers in planning for, teaching, and assessing student learning at various points along the continuum. Grade bands recognize that learning develops over time and across multiple contexts.

See "Grade Bands, Learning Growth, and Dimensions of Learning."

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Planning Effectively for Kindergarten to Grade 12 English Language Arts

The provincial time allotment for Grades 1 to 6 English language arts is 35 percent of instructional time and it is 27 percent for Grades 7 and 8. Teachers have considerable flexibility in the way that they plan for this instructional time, including integration with other subjects. Teachers need to be aware when integrating that each discipline has specific ways of thinking, being, and doing, and specific types of texts to comprehend and create. Teachers should consider the following when planning English language arts.

Planning for Rich, Meaningful Learning Experiences and Deeper Understanding

Effective English language arts planning provides opportunities to explore significant and complex ideas (e.g., extinction versus the topic of dinosaurs) and to consider questions for deeper understanding.

Questions for deeper understanding can be used to initiate and guide rich learning experiences and give students direction for developing deep understandings about a topic or issue. It is essential to develop questions that are evoked by students' interests and have potential for rich and deep learning. The process of constructing questions can help students to grasp the important disciplinary or transdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions will lead to more specific questions that can provide a framework, purpose, and direction for the learning experiences in a lesson, or series of lessons, and help students to connect what they are learning to their experiences and life beyond school.

In the context of play and inquiry, questions and wonderings could emerge during learners' engagements. Teachers would observe learners in action to notice these questions in order to help inform further and deeper learning. Prompts in many forms (e.g., objects, concepts, specimens, visuals, events, books) can also inspire wondering and questioning to guide deeper learning.

Through rich learning experiences and processes to deepen understanding, students are given opportunities to engage meaningfully in the four practices of English language arts. By exploring broad questions and significant ideas, students will be using language as sense making, system, exploration and design, and power and agency. When planning, teachers need to ensure that the learning experiences are rich enough to engage students meaningfully in all four practices.

Considering significant and complex ideas that are rich enough to meaningfully engage students in the four ELA practices provides the "content" for English language arts. Unlike science or social studies curricula that

indicate specific content to teach the skills, strategies, attitudes, and behaviours (or the practices) of the discipline, English language arts foregrounds the practices and allows teachers the flexibility to be responsive to the specific interests, contexts, and strengths of particular students. Teachers could consider the following examples:

- topics, issues, and questions of student interest
- topics, issues, and questions that arise in other curriculum areas
- topics, issues, and questions from life and literature

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Using Lenses to Plan Rich, Meaningful Learning Experiences

The following lenses provide both a focus on language learning so that students are able to enact the practices of English language arts while also providing opportunity for students to explore and investigate complex issues, ideas, and questions about themselves and the world. When students have opportunities to examine, investigate, and explore issues, ideas, and themes through the four lenses, they develop deep and flexible thinking. The lenses also support teachers in considering topics, issues, themes, and ideas from different perspectives: personal and philosophical; social, cultural, and historical; imaginative and literary; and environmental and technological. These lenses can also help teachers and students deepen their foci for learning experiences. When planning, teachers should reflect on the use of the lenses over the course of year to ensure a well-rounded, comprehensive engagement with English language arts.

Lenses to Support Planning Rich, Meaningful Learning Experiences

A **personal and philosophical lens** gives students opportunities to explore their identity and their self-concept. Fostering the learning spirit inside each student comes from the heart and mind connection that is revealed through each student's reflection on personal feelings, self-image, influential life forces, ideas, belief systems, values, and ways of knowing. Who am I, what is my place, and where am I going? What does the future hold for me?

A **social, cultural, and historical lens** gives students opportunities to explore relationships with others, community, culture, customs, multiple ways of knowing, national and international events and issues, and the history of humanity. What are my rights and responsibilities in communities, cultures, and economies? How and who am I in relation to communities, cultures, and economies? How am I defined by these relationships?

An **imaginative and literary lens** gives students opportunities to use their intuition and imagination to explore alternative worlds and possibilities; different types of classical and contemporary genres, such as fantasy, science fiction, and humour; and particular authors. How do I use my imagination and intuition and that of others to understand and relate to people, the community, the world, and society in a positive way? How do I foster imaginative ideas of self and others? How do I use intuitive hunches to support creative problem solving or inquiry?

An **environmental and technological lens** gives students opportunities to explore the natural and constructed worlds including the land, the sky, animals, the sea, space, technologies, and environmental and technological issues. How do I describe, analyze, and shape the world around me? How do the natural and technological worlds affect and shape me?

Adapted from Saskatchewan Ministry of Education. *English Language Arts 3*. Regina, SK: Saskatchewan Ministry of Education, 2010.

Rich learning experiences can be related to and developed through one or more of these lenses. All lenses can be used and applied at all grade levels and grade bands. Each lens provides opportunities for integration with topics, issues, and questions arising from other subject areas.

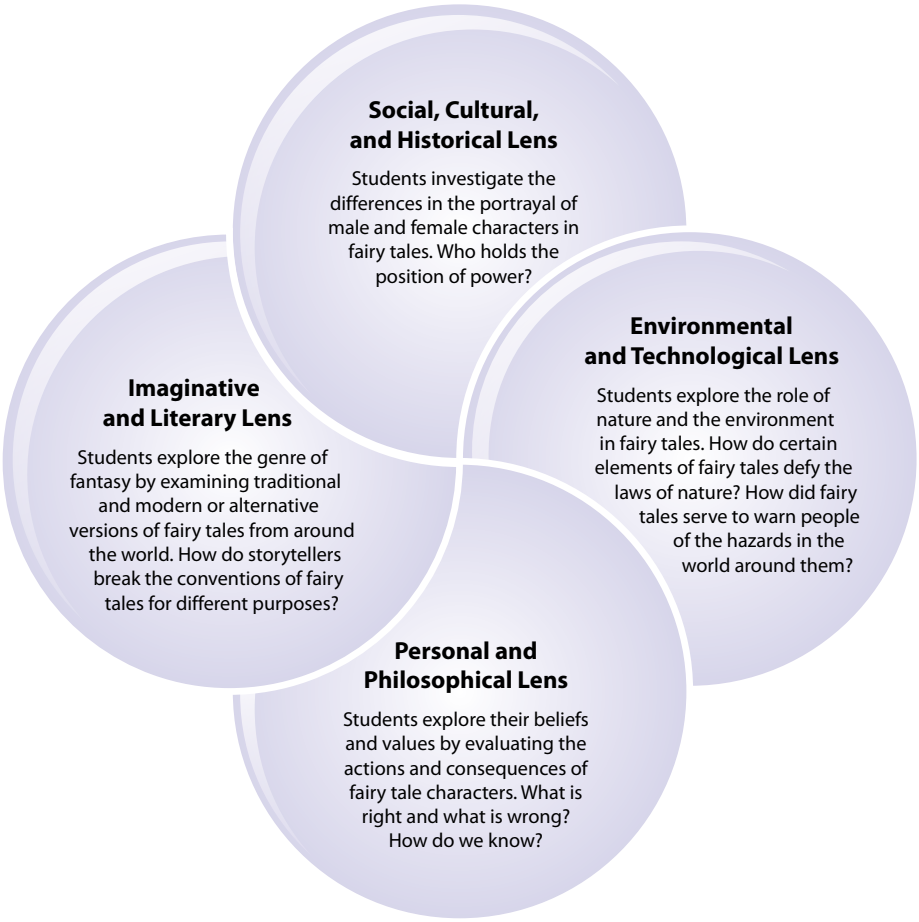
Using Lenses to Focus and Deepen Learning Experiences

The following charts provide examples of how lenses can be used to focus and deepen learning experiences.

Using Lenses to Deepen Learning Experiences

From	To
Students learn about apples.	Students explore ideas of sustainability through consideration of Canadian apple crops. (environmental)
Students learn about fairy tales.	Students explore the literary devices used in fairy tales and experiment with breaking conventions to create new texts. (imaginative and literary)
Students read and study Shakespeare.	Students consider *The Merchant of Venice* and other sources as artifacts in order to interrogate issues related to anti-Semitism in different periods of time, and from the perspectives of different cultures, values, and beliefs. (social, cultural, historical)
Students write a five-paragraph essay on character development in a novel study.	Students examine and use persuasive writing in a variety of forms to communicate a position related to inquiry/study about whether identity is fixed or not. (personal and philosophical)

Example: Exploring Fairy Tales through Multiple Lenses



English language arts learning, designed around significant questions, themes, topics, and issues, can ensure that students engage with and deepen their English language arts practices in meaningful and multiple ways.

Designing and Organizing Teaching and Learning within Rich and Meaningful Learning Experiences

Educators can approach the design of learning experiences in various ways depending on purpose and needs. Educators use a variety of approaches to instructional design and consider many structures in order to embed focused and targeted teaching and learning within these designs. They will want to consider designs that provide opportunity for learners to practise meaningfully in the field of English language arts.

Approaches to Instructional Design

The following instructional designs provide different ways for learners to engage in learning. Educators will need to consider their learners and purposes in relation to their instructional designs. Educators should use different designs over the course of the year.

Multi-genre thematic design is built around a theme or topic and includes a range of prose fiction and non-fiction, poetry, plays, and other texts. This is the most common type of English language arts design because it allows teachers to vary learning experiences within a broad theme or topic to suit the differing ability levels of students while supporting their learning. For example, a class may engage in learning about the importance of water by engaging in and creating a variety of texts. Various forms of texts provide a range of ideas, information, and perspectives on the theme or topic.

Inquiry and/or interdisciplinary design is usually built around a theme or topic that is related to one or more important questions for inquiry and research. Although teachers consistently engage students in an inquiry stance, they may at times use approaches that guide and focus inquiry processes. The emphasis in an inquiry design is on exploring the possible answers to a question or questions that the students have about the theme or topic and then using inquiry processes to guide their work in the design. When the design is interdisciplinary, it considers and addresses both English language arts practices while valuing other discipline-specific practices.

An **author or genre study** design focuses on the works of a specific author or illustrator or on a specific genre (e.g., poetry). This focus considers the craft of writing and/or illustrating as well as thinking about big ideas around literature and writing. Teachers will need to remember to set this particular design within rich learning experiences. For example, students might engage in learning about how poetry exists in their lives, how different storytellers draw upon cultural beliefs, or how one can be persuasive. Author or genre study can also be set within an inquiry and interdisciplinary design. For example, teachers might incorporate the study of legends and tales into an inquiry of "the place of story in communities."

In English language arts classrooms, it is also important to plan for structures that allow for the targeted instruction and practice of particular skills, strategies, and processes. This focused and responsive teaching and learning should be embedded in rich and meaningful learning contexts where it is related directly to the topic, theme, or inquiry. For example, small group targeted instruction on particular reading processes can be embedded in and relate to the larger theme, topic, or inquiry. Responsive instruction may also come in the form of short, direct, and responsive one-on-one conversations with learners.

Setting this focused work within rich learning experiences provides better opportunity for students to engage meaningfully. If this programmatic planning is set apart from rich learning contexts, it should not be more than half of the ELA instructional time. Teachers will need to design ways to support students with transferring and applying learning from distinct programmatic structures to rich learning experiences.

Embedding and Connecting Programmatic Structures in Rich Learning Experiences

The following programmatic structures are best embedded in and connected to rich learning experiences:

Workshop models: Workshop models provide a time structure that allows teachers to differentiate instruction and allows students to use the ELA practices. The common components of a workshop model include the following: mini-lesson, goal setting, independent reading, writing, and conferring, small group instruction, response and reflection, and sharing. For example, teachers may include workshop opportunities within the context of a larger rich learning experience to support students as they engage in design work.

Centre models: Centre models provide a structured way for students to use ELA practices while the teacher either confers with individuals or small groups, or observes students while they are engaged in work. Centres could include, for example, language play, dramatic play, independent reading and writing, inquiry and research groups, design space, and literature discussions. Centres could connect directly to the big idea or question that drives a rich learning experience. Features, purposes, and foci of these centres would be supportive and complementary.

Small group targeted instruction: Targeted instruction allows teachers to respond to specific needs of small groups of students. Through formative assessment, teachers identify a common skill, strategy, or process that several students need and teach to that need. Students follow up with independent practice. Groups are formed based on need not on level of ability, and are

frequently disbanded and reformed with different students. Teachers would plan intentionally for targeted instruction as they design rich learning experiences. Focus for targeted instruction would also emerge as students engage within rich learning experiences.

Routines: Teachers may address programmatic needs by building in regular whole class routines. For example, when planning, teachers should ensure that students are read aloud to daily and have at least 30 minutes of time on text in addition to targeted instruction time. These daily routines could connect directly to the larger ideas/questions that are the focus of a rich learning experience.

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Grade Bands, Learning Growth, and Dimensions of Learning

The Manitoba Kindergarten to Grade 12 English language arts curriculum describes learning in grade bands. The grade bands (Kindergarten to Grade 2, Grades 3 to 5, Grades 6 to 8, Grades 9 to 12) support teacher teams, individual teachers, and multilevel teachers in taking a more longitudinal view of learning and planning for learning. The grade bands provide support for teachers in planning for, teaching, and assessing student learning at various points along the continuum. Grade bands recognize that learning develops over time and across multiple contexts. Grade levels provide a way to look at learning in shorter periods of time.

Enacting the Practices and Dimensions of Learning Growth: Independence, Breadth, Depth, and Transformation

Teachers and students maintain consistent focus on enacting practices in rich learning experiences and, over time and across contexts, on how learners' use of these grows, deepens, and transforms. Sets of grade band descriptors provide an illustration of how learners in a grade band might take up these practices within rich learning experiences. Descriptors must, therefore, always be seen in the context of the practices and their characterizing elements. The language of descriptors (e.g., *learners are using . . .* or *learners are responding . . .*) suggests that these enactments are a process that occurs over the course of the grade band. The ways that learners enact the practices should be continuously developed, elaborated, and transformed across novel and varied contexts (rich learning experiences) so that learning across grades and grade bands becomes more sophisticated, more complex, deeper, and broader with time and new experiences and applications. In this way, learning development is seen as an expanding field rather than a linear sequence.

Descriptors help teachers and learners describe learning and collect evidence of learning over the course of rich learning experiences. Over time and across contexts, this body of evidence would show how learners grow in relation to various dimensions of learning.

Teacher judgments are dependable and valid when based on this body of evidence:

> Teacher judgment for sharing information on progress and achievement for reporting purposes has an added complexity because the judgment is made on a range of evidence. Teachers draw on and apply the evidence gathered up to a particular point in time, in order to make a judgment about a student's progress and achievement.
>
> The use of a range of evidence builds dependability in decisions.
> (Te Kete Ipurangi [TKI]).

Bodies of evidence embody conversations, observations, and products/processes: "When . . . teachers collect, interpret, and teach out of naturally occurring data, their assessment practices are theoretically congruent with their instruction" (Mills and O'Keefe, "Inquiry into Assessment Strategies" 2). When educators include data from externally developed assessment tools, they must critically examine how this data relates to (or does not relate to) other data from classroom-based assessment, to curriculum, and to knowledge of learners and learning.

Practices, elements, and grade band descriptors speak to the "what" of ELA, while the dimensions of learning support teachers and learners in considering "to what extent or degree." Descriptors and evidence of learning also help teachers plan for intentional teaching and learning within rich learning experiences in order to support continued learning growth.

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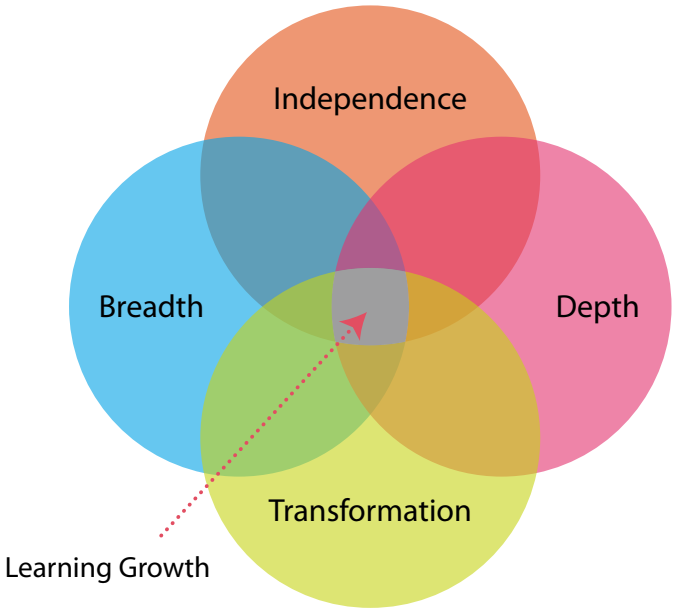
Interrelated Dimensions of Learning Growth

There are various ways through which one can observe learning growth. The following diagram presents four interrelated and overlapping dimensions of learning that represent learning as a recursive and expanding process. These dimensions allow educators and learners to plan for, observe, and reflect on learning growth over time and across meaningful contexts. (Click on each dimension for more information—below.)



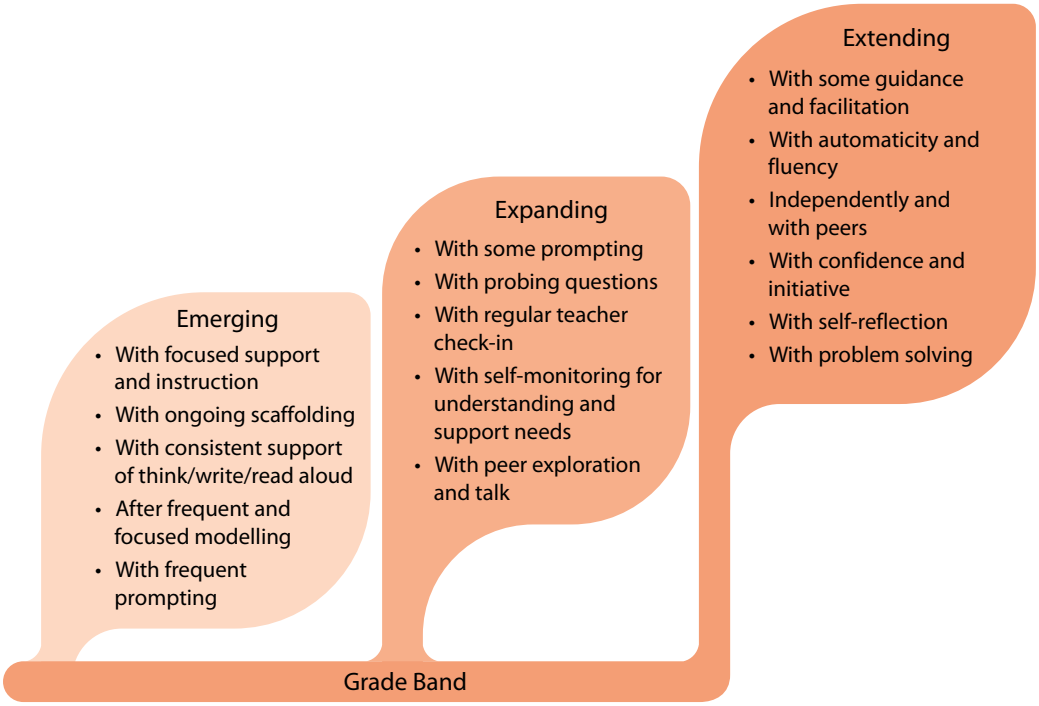
Independence

Over the course of a grade and a grade band, teachers would observe learners showing evidence of practices, elements, and their sets of descriptors as they engage in rich learning experiences over time. Teachers will also notice and take note of the degrees of support that learners need over time and across contexts. Because learners progress at different paces and rates, teachers should expect that learners in their classrooms would require different degrees of support at different times and for different purposes. This process of reflecting on learning and scaffolding needs is responsive and ongoing.

When it comes time for teachers to report on student learning, teachers analyze their reflections and documentation, collection of bodies of evidence, and notes related to the degrees of support in order to see patterns and draw conclusions. Teachers will consider what their documentation and students' bodies of evidence tell them about reporting categories. For example, teachers will notice what the evidence tells them about students' comprehension, communication,

and critical thinking, and consider patterns related to degrees of support and independence to make professional judgments. Although the diverse students in our schools will show evidence of any stage of learning throughout a grade band (e.g., a learner in Kindergarten may show consistent evidence of self-regulation), for reporting purposes, one would expect learners to be emerging early in the grade band and extending by the end of the grade band. Bodies of triangulated evidence of learning (conversation, observations, products and processes) allow teachers to make valid and reliable judgments about learning.

Observing and Communicating Learning Growth through Evidence of Increasing **Independence**



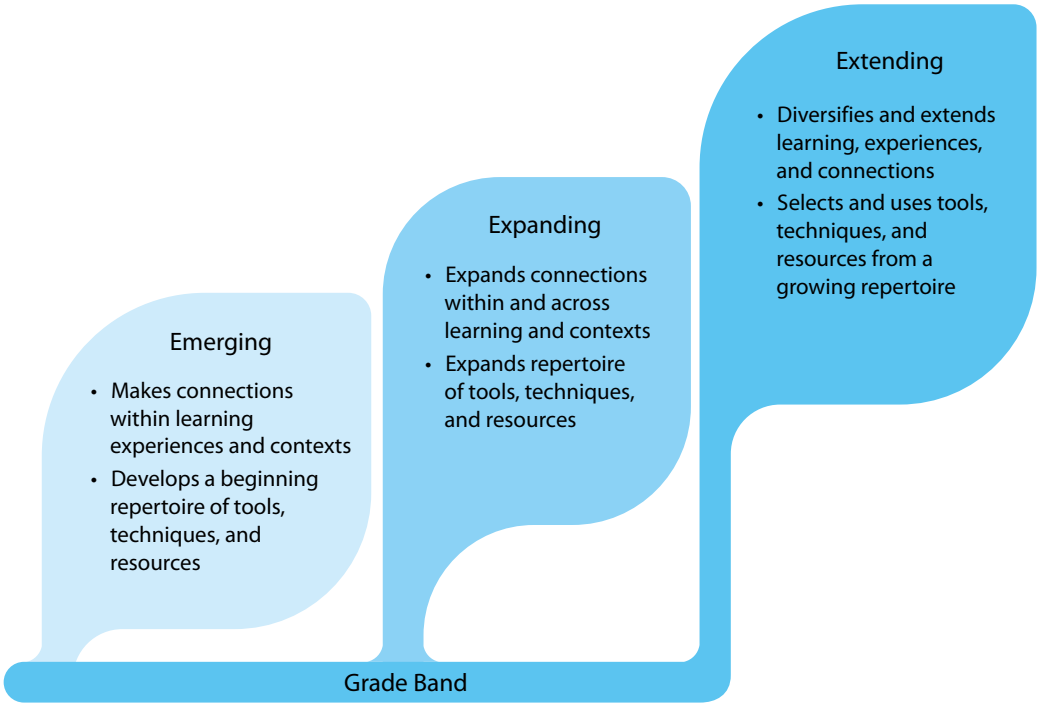
Breadth

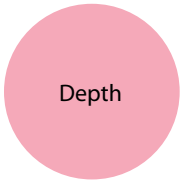
Breadth

All learners need opportunities to meaningfully engage in practices within and across a range of rich learning experiences. These experiences allow learners to expand their repertoire of ways they enact the practices and the tools and techniques for doing so. Over the course of a grade and a grade band, teachers will notice how learners apply learning within and across learning contexts—increasing breadth. Because learners progress at different paces and rates, teachers should expect that learners in their classrooms would expand and apply their learning in different ways and to different degrees. This process of reflecting on breadth of learning is responsive and ongoing.

When it comes time for teachers to report on student learning, teachers will analyze their reflections, documentation, and collection of bodies of evidence to notice growth in breadth. Teachers will consider what their documentation and students' bodies of evidence tell them about reporting categories. For example, teachers will notice what the evidence tells them about students' comprehension, communication, and critical thinking, and consider patterns related to degrees of breadth to make professional judgments. Although the diverse students in our schools will show evidence of any stage of learning throughout a grade band (e.g., a learner in Kindergarten may show consistent evidence of application across contexts), for reporting purposes, one would expect students to be emerging early in the grade band and extending by the end of the grade band. Bodies of triangulated evidence of learning (conversation, observations, products and processes) allow teachers to make valid and reliable judgments about learning.

Observing and Communicating Learning Growth through Evidence of Increasing **Breadth**



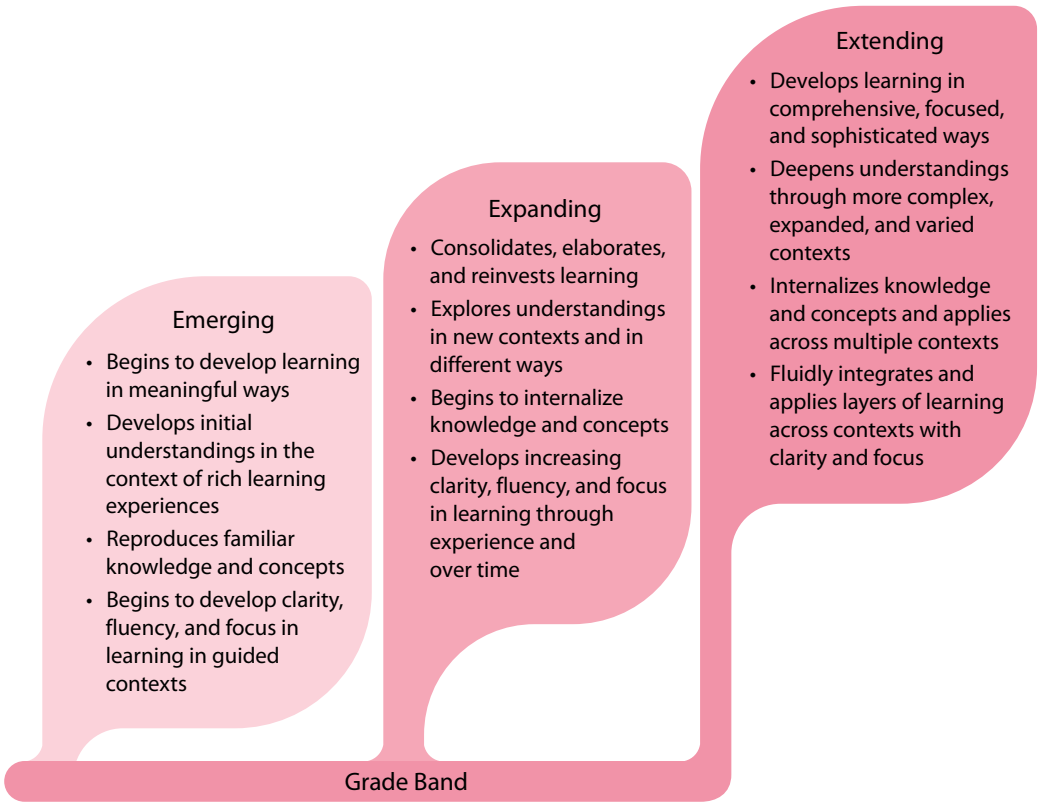


Depth

All learners need opportunities to meaningfully engage in practices within and across a range of rich learning experiences. These experiences allow learners to deepen their practice and learning. Over the course of a grade and a grade band, teachers will notice how learners build deeper understandings, how they create and communicate in deeper ways, and how they engage in learning that is increasingly multi-faceted and complex. Learners' intensity and focus deepen as do the ways that learners integrate learning. Because learners progress at different paces and rates, teachers should expect that learners in their classrooms would deepen their learning in different ways and to different degrees. This process of reflecting on depth of learning is responsive and ongoing.

When it comes time for teachers to report on student learning, teachers will analyze their reflections, documentation, and collection of bodies of evidence to notice growth in depth. Teachers will consider what their documentation and students' bodies of evidence tell them about reporting categories. For example, teachers will notice what the evidence tells them about students' comprehension, communication, and critical thinking, and consider patterns related to degrees of depth to make professional judgments. Although the diverse students in our schools will show evidence of any stage of learning throughout a grade band (e.g., a learner in Kindergarten may show consistent evidence of deeper understandings) for reporting purposes, one would expect students to be emerging early in the grade band and extending by the end of the grade band. Bodies of triangulated evidence of learning (conversation, observations, products and processes) allow teachers to make valid and reliable judgments about learning.

Observing and Communicating Learning Growth through Evidence of Increasing **Depth**



Transformation

Transformation

All learners need opportunities to meaningfully engage in practices within and across a range of rich learning experiences. These experiences allow learners to transform their learning and themselves as learners:

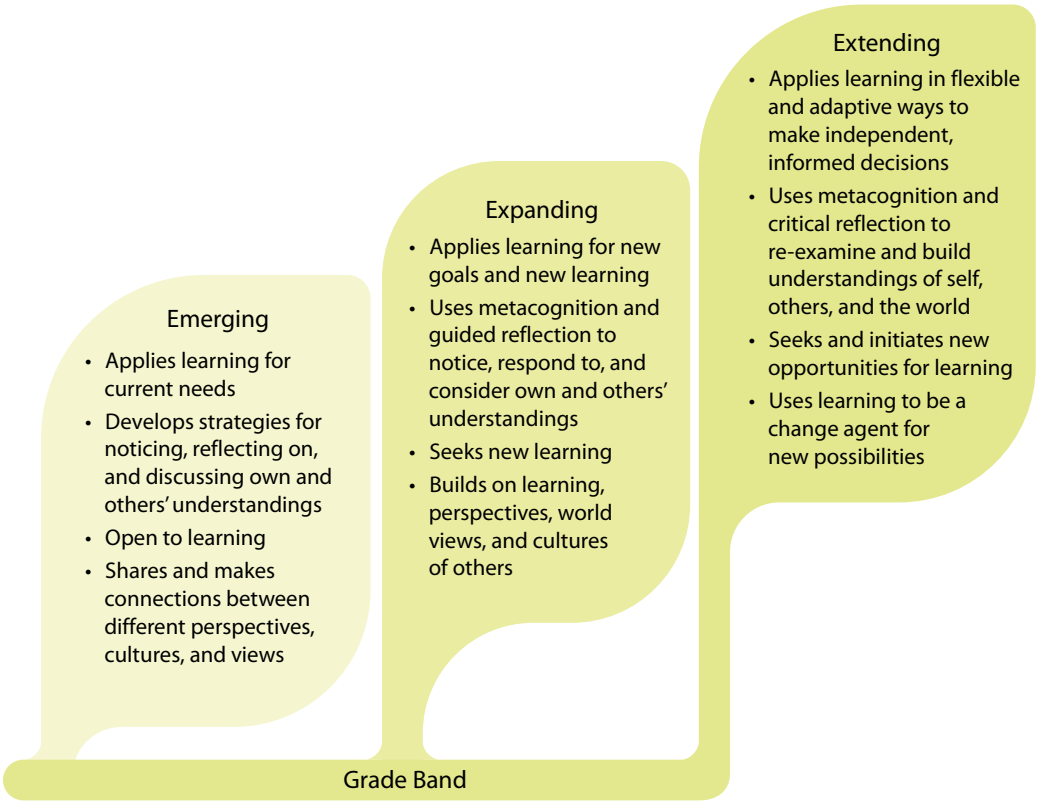
> Transformative learning involves experiencing a deep, structural shift in the basic premises of thought, feelings, and actions. It is a shift of consciousness that dramatically and permanently alters our way of being in the world. Such a shift involves our understanding of ourselves and our self-locations; our relationships with other humans . . . ; our visions of alternative approaches to living; and our sense of possibilities for social justice and peace and personal joy. (O'Sullivan et al. xvii)

Over the course of a grade and a grade band, teachers will notice growth in learners' ability to critically reflect on and discuss learning, their increasing sense of empowerment and agency, and their increasing initiative, leadership, flexibility, and adaptability. Learners will show change in their capacities to

see and know the world in different ways and from different perspectives. Because learners progress at different paces and rates, teachers should expect that learners in their classrooms would transform their learning in different ways and to different degrees. This process of reflecting on transformation of learning is responsive and ongoing.

When it comes time for teachers to report on student learning, teachers will analyze their reflections, documentation, and collection of bodies of evidence to notice transformation. Teachers will consider what their documentation and students' bodies of evidence tell them about reporting categories. For example, teachers will notice what the evidence tells them about students' comprehension, communication, and critical thinking, and consider patterns related to degrees of transformation to make professional judgments. Although the diverse students in our schools will show evidence of any stage of learning throughout a grade band (e.g., a learner in Kindergarten may show consistent evidence of critical reflection), for reporting purposes, one would expect students to be emerging early in the grade band and extending by the end of the grade band. Bodies of triangulated evidence of learning (conversation, observations, products and processes) allow teachers to make valid and reliable judgments about learning.

Observing and Communicating Learning Growth through Evidence of Increasing **Transformation**



Grade Band Descriptors

Sets of grade band descriptors support teachers in reflecting on student learning and progress by describing how students enact the four ELA practices and elements. The descriptors should always be seen in the context of the practices, and their characterizing elements, as these provide descriptions of the ways that learners enact the practices in rich learning experiences. The descriptors suggest that these enactments are a process that occurs over the course of the grade band. The ways that learners enact the practices should be continuously developed, elaborated, and transformed across novel and variant contexts (rich learning experiences) so that learning across grade bands becomes more sophisticated, more complex, deeper, and broader with time and new experiences and applications. Descriptors help teachers and learners describe learning and collect evidence of learning. Descriptors help teachers build profiles of practice at the end of a grade band as well as at all grade levels. Descriptors also help teachers to focus instruction and learning within rich learning contexts.

It is important to note:

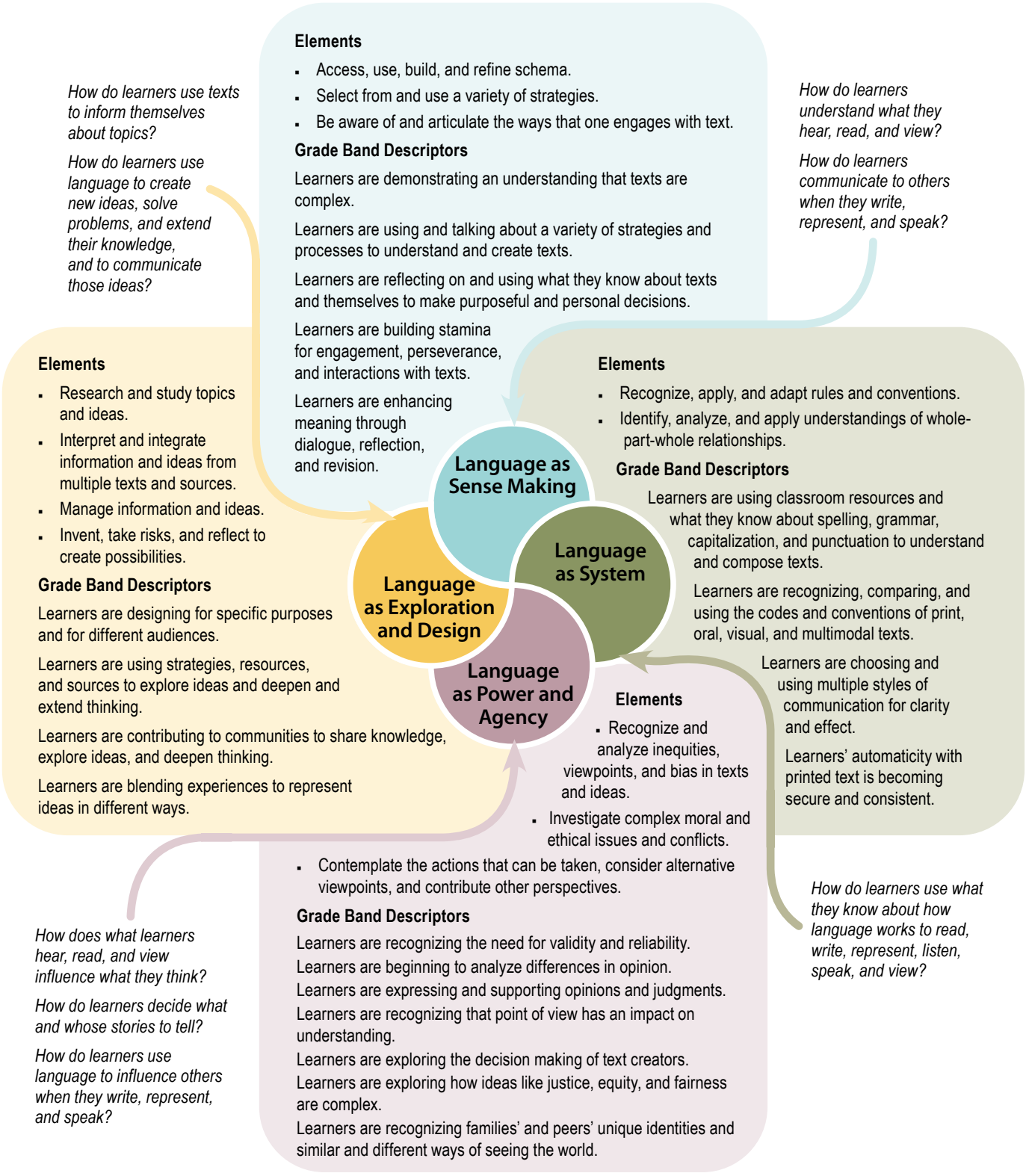
> Learners will show evidence of multiple descriptors at one time as they enact practices in meaningful, rich learning experiences. Descriptors are not intended to be fragmented and isolated; doing so would result in teachers and learners losing sight of the practices.

The following graphics provide bird's-eye views of the ELA practices, elements, and grade band descriptors for Kindergarten to Grade 2, Grades 3 to 5, and Grades 6 to 8. The guiding questions help to design rich learning experiences and to observe students enacting the four ELA practices.

Senior Years educators can expect more specific consultations and more focused development in the near future, and are encouraged to continue phasing in this *Kindergarten to Grade 12 English Language Arts Curriculum Framework* in their planning and practice.

Enacting the Four ELA Practices in the K to 2 Grade Band

Enacting the Four ELA Practices in the 3 to 5 Grade Band



Enacting the Four ELA Practices in the 6 to 8 Grade Band

Enacting the Four ELA Practices in the 9 to 10 Grade Band (pending)

Enacting the Four ELA Practices in the 11 to 12 Grade Band (pending)

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.

Language as System

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, journalling, 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, an 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.

Language as Sense Making

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.

Language as Exploration and Design

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.

Language as Power and Agency

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.

Grades 6 to 8

Language as Sense Making

- **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.

Language as System

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.

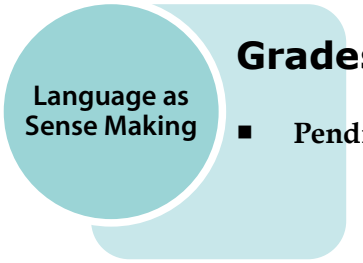
Learners may show in **many other ways** how they explore their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts.

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.



Grades 9 to 12

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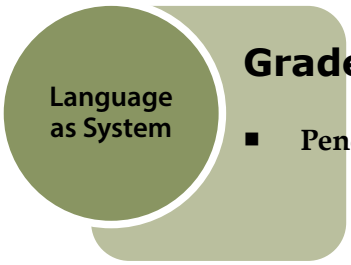

Grades 9 to 12

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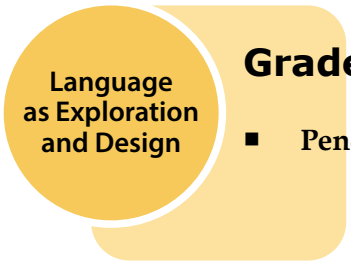

Grades 9 to 12

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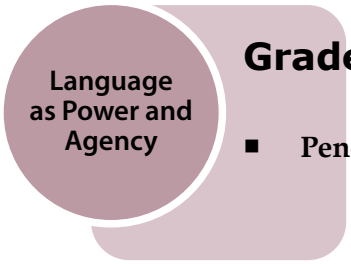

Grades 9 to 12

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