KINDERGARTEN VISION OF THE LITERATE LEARNER

GLOBAL COMPETENCIES KEY:
Creativity – CY, Critical Thinking – CT, Collaboration – CL, Communication, CM, Connection to Self-CS, Citizenship – CZ

Purpose:

- The purpose of this document is to provide a clear picture of the foundational student literacy behaviours that are observable **daily** in early years classroom

VISION OF A LITERATE LEARNER OBSERVABLES As a OIT Team, collaboratively rate where your students are for each of the Vision of a Literate Learner observable in column 1		OUR VISION FOR OUR STUDENTS What we will see students DOING and DEMONSTRATING in the class	OUR VISION FOR OUR EDUCATORS What we will see teachers DOING and DEMONSTRATING in the class	OUR VISION FOR OUR TASKS IN THE CLASSROOM:	Teacher Resources	OUR VISION FOR OUR ASSESSMENTS IN THE CLASSROOM
ORAL LANGUAGE CONNECTIONS	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**OLC-S1**- Student shares thoughts and ideas of personal interest or connections through speaking opportunities. **CS, CY, CM** **OLC-S1b**- Students uses new vocabulary correctly and appropriately when speaking, sharing relevant ideas, and asking relevant questions during classroom discussions and conversations. **CM**	**OLC – E2 -** Educator models and guides students on ways to share personal information and present items/information related to a topic	OLC T2		**OLC – A2**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**OLC-S2**– Student uses phonological awareness skills to hear, identify, produce, and manipulate oral language sound properties (rhyming, sentences, syllables, onset/rime, and phonemes) to **orally** make new and/or change words.	**OLC-E3 –** Educator provides students with explicit instruction on the key elements of phonological awareness continuum (Listening and Oral Language Skill Development) including listening, rhyming, alliteration, sentences, syllables, onset-rime, phonemes)	OLC T3	Phonological Awareness Resources	**OCL-A3**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**OLC-S3** – Student uses phonemic awareness skills to manipulate, isolate, blend, segment, delete, add, and substitute individual sounds (phonemes) in words.	**OLC-E4-** Educator provides students with explicit instruction on phonemic awareness, including how to say sounds (phonemes) correctly/precisely from simple to complex which includes isolation, blending, segmentation and manipulation (addition, deletion, and substitution)	OLC T4	Phoneme Awareness Resources	OCL- A4
READING DECODING Print to Speech	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-D-S1** – Student identify some letter symbol names and some letter sounds (in random order). **CS**,	**R-D-E1 –** Educator names, writes, or shows students letter symbols and precisely pronounces their corresponding sound. Example – letter/sound wall	R-D-T1		**R-D-A1**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-D-S2 –** Student starts to use initial sound at unknown words.	**R-D-E2 –** Educator demonstrates how to match individual letters with their sounds to read unknown or unfamiliar words. (Phoneme-grapheme relationship)	R-D-T2		**R-D-A2**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-D-S3-**Student can 1-1 match and return sweep when reading.	**R-D-E3-** Educator provides students with explicit instruction on and modeling of 1-1 match, return sweep, and learning the connection between the sound/symbol connection (phonics – letter symbol connections)	R-D-T3	Phonics Resources	**R-D-A3**
READING COMPREHENSION	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-C-S1 -**Student shares understanding of the books they hear and view by: ○ retelling a story using manipulatives ○ inferring what a character is feeling or thinking and where a story takes place by using clues located in a book's illustrations ○ orally identifying characters, settings, and problem/solution and describing a story in sequential order ○ orally sharing information, interests, and ideas about books they hear and view. ○ sharing (orally or pictorially) a connection they make from a text **CS, CY, CM, CL, CZ**	**R-C-E1**- Educator provides students with explicit instruction on and demonstrates how to • use manipulatives when retelling stories • use language such as, beginning, middle, end; first, then, next, last/finally with prompts. • share information about books they hear and/or view • make personal connections to text	R-C-T1	Reading Comp Resources	**R-C-A1**
WRITING ENCODING: TRANSCRIPTION SKILLS Speech to Print	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-E-S1-**Student attempts to record letter symbols that represent that sound (example: label pictures they have drawn).	**W-E-E1-** Educator models and explicitly teaches how to record the sounds that represent a word	W-E-T1	Encoding Resources	W-E-A1
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-E-S2-**Student can correctly form letters using a variety of materials (examples: pencil, markers, paint, playdough, and Lego). **CS, CY**	**W-E-E2-** Educator models and describes correct letter formation.	W-E-T2		**W-E-A2**
WRITING: COMPOSITION SKILLS	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-CI -V-S1** -Student writes using topics they have chosen that are related to their **own** interests, enjoyment, and experiences in and outside of the classroom. • writing contains both words and pictures (* **words** will appear as a progression over time including scribbles, letters, words etc.), **CS, CY, CM**	**W-CI -V-E1 (Volume)** -Educator provides opportunities for **daily** writing using structures such as the **Writing Workshop** approach (Example: Mini Lessons, Writing/Conferring Time, Sharing Time) • Educator teaches, supports and motivates students by sharing and showing how different authors create texts (published texts, teacher-made texts, student-made texts) that contain words and illustrations/diagrams using their own generated topics and idea	W-CI-T1 **Create books (contain pictures and words)**	Writing Resources	W-CI A1

Communicating Ideas	Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐	**W-CI-C-S1a**-- Student selects their **own** writing topic, using ideas from books they hear or read, personal experiences, and topics they know well and enjoy. **CS, CY** **W-CI-C-S1b-** Student elaborates on their writing topic/ideas through conversations with their teacher. **CS, CY, CM, CL** **W-CI-C-S1c**– Student selects topic, genre or form they are writing **OR** select the topic of their choice that they are interested in, during a teacher selected genre study **CS, CY, CM**	**W-CI-C-E1a (Choice)** -Educator demonstrates how to <u>make a book (in part or whole)</u> from an idea based on interests, events and experiences • Educator teaches students strategies through mini-lessons or while conferring, how authors generate their **own** writing idea by showing examples of books that contain ideas where authors (published books, teacher-made books, or student-made books) created books where the idea was generated by writing about but not limited to: o Things the author did once or things they do often o Thing the author liked or did not like o Things the author could do well or knew a lot about o Memories that come to mind when you look at pictures, words, titles, charts etc. that are in books made by other authors (Texts of Inspiration) that inspire the generation and selection of writing topics and ideas. **NOTE:** student' own idea does not have to match the ideas or topic from a specific book, as individuals can be inspired by words, events, and/or illustrations from a text, in unique and in different ways • Educator sets up writing experiences to facilitate each student writing on their own topic of interest • Educator teaches students how to create writing, that stems from an original and unique idea by showing them what they have created or what other students have created.	W-CI-T2		W-CI-A2
	Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W – CI – M-S1a** – Student revises their writing to make it better. **CS, CY** (example: add a sun to their picture or a label if relevant) **W – CI –M- S1b -**Student chooses and uses authors' craft moves ideas they have seen and learned about, to make their writing and illustrations better (Example: Adding "big eyes" for expression on characters they have drawn in their books) **CS, CY**	**W – CI – M-E1a(Modelling) -** Educator selects portions of their own writing and demonstrates how to make it better (example: adding details or labels to pictures) • Educator models how to: o point at specific parts of an illustration when reading their writing o communicate and describe changes (adding or deleting) that they make to an illustration, to make their writing better **W – CI – M-E1b -** Educators use a variety of text (including published texts, student-made texts, and teacher-made texts) to explicitly teach, model and demonstrate a variety of writing and illustrating techniques • Educator models/demonstrates how to: o add details to a drawing, to better represent their ideas o describe decisions that were made in the revision process o label illustrations and other drawings (examples: diagrams) • Educators provide students time to "Turn and Talk" to a peer, to share how they have or may use new learning in their own writing	W-CI-T3 **Turn and Talk Sharing Time**		W-CI-A3
	☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-CI-F- S1a** – Student reads and shares their writing with peers and their teacher • Student share thoughts and wonderings when looking at and listening to a peer sharing writing they created. **CS, CM, CL** **W-CI-F- S1b –** Student shares their progress and ask questions about their writing when talking to their teacher. **CS, CY, CM, CL**	**W-CI-F- S1a(Feedback)** - Educator explicitly models how to provide thoughts and wonderings, about another person's writing, in a helpful and supportive way, by using "I notice" and "I enjoyed" statements, and "I wonder" questioning techniques • Educator provides students with time to engage in "sharing" conversations (I wonder, I notice, I enjoyed) **W-CI-F- E1b** Educators conducts brief 'shoulder to shoulder' conversations (conferencing) with a small number of students everyday using such prompts that support students' thinking and decision-making skills such as: o What are your plans for the day? o What type of book are you making? (Genre) o What would you like to share with me today? What are you doing well? o How might I help you?	W-CI-T4 **Turn and Talk Sharing Time**		W-CI-A4 **Shoulder-to Shoulder Quick Check Conferences**
CRITICAL THINKING	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**CT-S1-**In response to a critical thinking question, student: • **states** a position • **uses** *critical thinking question criteria* to anchor thinking • **assesses** the degree their unique thinking has shifted when presented with new information • **develops** a *sound* judgment **CS, CT, CM, CZ**	**CT-E1-** Educator incorporates critical thinking into classroom instructional practices which include: • Educator **designs** <u>critical thinking questions</u> containing **clear criteria** to guide student investigation and decision making • Educator **designs** critical thinking tasks that connect to <u>real-world context</u> that reflect students' interests • Educator **uses** <u>thinking scales</u> to get their students to show their *degree of thinking* (Example: Strongly agree, somewhat agree, somewhat disagree, strongly disagree) • Educator **asks** students <u>probing questions</u> and/or <u>statements of direction</u> to facilitate and guide student thinking, while investigating a sound judgment, such as: o How does looking at more than one voice/perspective influence your decision? o Where does your thinking presently fall on the thinking scale? Explain your reasons why your thinking is presently on that part of the scale. • Educator **encourages** and **provides** opportunities for students to express their sound thinking using a variety of modes (orally, visually, or in writing) • Educator focuses on supporting students' understanding of a **sound plausible answer** rather than a <u>right</u> answer • Educator focuses on supporting students' understanding of a sound plausible answer versus a weak answer			

GRADE 1 VISION OF THE LITERATE LEARNER

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Creativity – CY, Critical Thinking – CT, Collaboration – CL, Communication, CM, Connection to Self-CS, Citizenship – CZ

Purpose:

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VISION OF A LITERATE LEARNER OBSERVABLES As a OIT Team, collaboratively rate where your students are for each of the Vision of a Literate Learner observable in column 1		OUR VISION FOR OUR STUDENTS What we will see students DOING and DEMONSTRATING in the class	OUR VISION FOR OUR EDUCATORS What we will see teachers DOING and DEMONSTRATING in the class	OUR VISION FOR OUR TASKS IN THE CLASSROOM:	Teacher Resources	OUR VISION FOR OUR ASSESSMENTS IN THE CLASSROOM
ORAL LANGUAGE CONNECTIONS	☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometimes ☐Rarely	**OLC-S1a** Student participates in partner and group discussions and listens to peer contributions by sharing relevant ideas and asking relevant questions. CZ, CT, CY, **CM,** CL **OLC-S1b**- Students uses new vocabulary correctly and appropriately when speaking, sharing relevant ideas, and asking relevant questions during classroom discussions and conversations. **CM**	**OLC – E1a** Educator explicitly demonstrates and reinforces how to share, contribute, take risks, provided feedback, and listen during class discussions. Including how to ask and answer questions. **OLC – E1b -** Educator identifies new vocabulary including language found in read alouds and content related discussions and demonstrates how to use new vocabulary in context, both appropriately and correctly.	OLC T1a OLC T1b		**OLC A1a** **OLC A1b**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**OLC-S2 -** Student uses their phonological awareness skills to identify and orally make changes to the parts (example: syllables, onset, or rime) and individual sounds in words.	**OLC-E2 –** Educator provides instruction from the phonological awareness continuum of skills (See Literacy Portal for examples	OLC – T3	Phonological Awareness Resources	**OLC A3**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**OLC-S3-** Student uses phonemic awareness skills (hear, identify, produce, and manipulate sounds) to **orally** make new words. • Student recognizes that words are made up of individual sounds	**OLC-E3 –** Educator explicitly teaches and demonstrates how to use various phonemic awareness skills and provides students with opportunities for guided practice **Phoneme (individual sounds) Skills**: isolation, blending, segmentation, addition, deletion, substitution • Educator monitors students to ensure they can hear, isolate, and manipulate sounds in words • Educator explicitly instructs how to say phonemes correctly, precisely, and accurately including how to manipulate and blend letters without the *schwa* sound.	**OLC-T4**	Phoneme Awareness Resources	**OLC A4**
READING DECODING Print to Speech	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-D S1**-Student engages in reading behaviours to support problem solving, self-monitoring, and understanding texts they read: • **Print Concepts**: One to one match of print to words, return sweep. • **Visual/Phonics Decoding** -using letter/sound knowledge to sound out unfamiliar words • **Meaning and Structure Cues** - use information related to meaning and structure (grammar) when reading What would make sense within the text? Does is sound right? Try again and reread CT , CS	**R-D-E1**- Educator provides direct instruction of reading strategies and problem-solving behaviours to students including using information related to phonics decoding/visual, meaning and structure information, as well as cross-checking and monitoring	**R-D-T1**		**R-D-A1**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-D-S2** Student makes reading sound like talking (fluency) by reading accurately and using appropriate pausing, pacing, and phrasing. **CM**	**R-D-E2**- Educator models fluent reading including expression, appropriate pacing, phasing and intonation	**R-D-T2**		**R-D-A2**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-D-S3** – Student uses their phonics skills when reading to identify specific letter sounds when reading *unfamiliar* or unknown words ▪ Student recognizes that letters are spoken/oral language sounds written down (alphabetic principle) ▪ Student can produce letters sounds and then identify the letters that make those sounds by connecting their knowledge of sounds and letters (phoneme-grapheme relationship)	**R-D-E3—** Educator explicitly teaches and demonstrates how to use skills related to phonics including: • Educator provides explicit instruction of the alphabet principle, phoneme (sounds) and grapheme (letter or letter combination that make sounds) relationship using a systematic and sequential approach. • Educator makes review and practice of phoneme/grapheme relationships a regular part of new skill instruction. • Educator explicitly teaches students vocabulary related to using phonics.	R-D-T3	Scarborough Reading Rope	**R-D-A3**
READING COMPREHENSION	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-C-S1-**Student shares understanding and respond to fiction and non-fiction texts (orally, pictorially, or through writing) they read, using comprehension strategies and methods including: • Re-telling the story in order. • Inferring – talk about the information they learn from pictures that add meaning to a text. • Making predictions using background knowledge of texts, information from illustrations and graphics, personal experiences • Asking questions • Sharing important facts, information, and new learning • Making Connections – text to text, self, and/or world CZ, CT, CY, **CM**	**R-C-E1-** Educator models how retell a story using picture prompts and charts • Educator chooses appropriate text to use when teaching how to make connections, inferences and predictions. • Educator provides prompts for discussion Examples: 'What clues is the author giving us?' and "I think ___ will happen next". • Educator brings attention to real photographs, table of contents, text boxes during comprehension instruction. • Educator provides instruction and modelling on how to use the features of non-fiction text including, how to gain information using real photographs, table of contents, and text boxes	**R-C-T1**	Reading Comp Resources	**R-C-A1**

WRITING ENCODING: TRANSCRIPTION SKILLS Speech to Print	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-E-S1**-Student says a word slowly to hear and record sounds (CVC, blends, digraphs, vowel pairs).	**W-E-E1-** Educator demonstrates how to say words slowly, precisely, clearly, and accurately, and models how to record their sounds. • Educator r guides and demonstrates how to make the connections between reading and writing skills	W-E-T1	Encoding Resources	**W-E-A1**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-E-S2**- Student uses models of writing (mentor texts), writing strategies, and tools (example: anchor charts that support using convention, word walls), to support them making decisions independently, when editing their writing for correctness (spelling, word spacing, punctuation, capital letters). **CY, CT, CM, CS**	**W-E-E2-** Educator provides instruction (example: mini-lessons) on how to edit written work for correctness (spelling, punctuation, capitalization) • Educator shares and shows mentor texts including published texts, and texts made by the teacher and/ or students that highlight how to incorporate conventions in writing to make it "correct" • Educator provides students with tools to support editing written work for correctness	**W-E-T2** **W-E-T3**	Writing Resources	**W-E-A2** **W-E-A3**
WRITING: COMPOSITION SKILLS Communicating Ideas	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-CI -V-S1** -Student write using from topics they have chosen related to their **own** interests, enjoyment, and experiences. • writing contains both words and pictures • pictures (and/or diagrams) represent and enhance their writing **CY, CM, CS**	**W-CI -V-E1 (Volume)** • Educator provides opportunities for **daily** writing using structures such as the **Writing Workshop** approach (Example: Mini Lessons, Writing/Conferring Time, Sharing Time) • Educator teaches, supports and motivates students by sharing and showing how different authors create texts (published texts, teacher-made texts, student-made texts) that contain words and illustrations/diagrams using their own generated topics and idea	W-C1-T1 **Create books (contain pictures and words)**		**W-C1-A1**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-CI-C-S1a**-- Student selects their **own** writing topic, using ideas from books they hear or read, personal experiences, and topics they know well and enjoy. **CY, CS** **W-CI-C-S1b-** Student elaborates on their writing topic/ideas through conversations with their teacher. **CY, CM, CS** **W-CI-C-S1c**– ---- Student selects topic, genre or form they are writing **OR** select the topic of their choice that they are interested in, during a teacher selected genre study. **CY, CS**	**W-CI-C-E1a (Choice)** -Educator demonstrates how to make a book (in part or whole) from an idea based on interests, events and experiences • Educator teaches students strategies through mini-lessons or while conferring, how authors generate their **own** writing idea by showing examples of books that contain ideas where authors (published books, teacher-made books, or student-made books) created books where the idea was generated by writing about but not limited to: o Things the author did once or things they do often o Thing the author liked or did not like o Things the author could do well or knew a lot about o Memories that come to mind when you look at pictures, words, titles, charts etc. that are in books made by other authors (Texts of Inspiration) that inspire the generation and selection of writing topics and ideas. **NOTE:** student' own idea does not have to match the ideas or topic from a specific book, as individuals can be inspired by words, events, and/or illustrations from a text, in unique and in different ways • Educator sets up writing experiences to facilitate each student writing on their own topic of interest • Educator teaches students how to create writing, that stems from an original and unique idea by showing them what they have created or what other students have created.	**Create Ideas Book/List**		**W-C1-A2**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W – CI – M-S1a** – Student revises their writing, to make it better **CT, CY, CM, CS** **W – CI –M- S1b -**Student chooses and uses authors' craft moves, they have seen and learned about, to make their writing and illustrations **CT, CM**	**W –CI –M-E1a (Modelling) -** Educator selects and revises one line from their own writing and demonstrates how they make decisions to make their writing better • Educator schedules small moments of time each day (Example: 2 mins) for students to revise their writing and/or illustrations by **adding, deleting, changing, and/or moving** a word, phrase, and/or detail in an illustration and/or diagram to make their **writing better.** **W – CI – M-E1b-** Educator uses a variety of text (including published texts, student-made texts, and teacher-made texts) to explicitly teach, model and demonstrate a variety of writing and illustrating techniques (craft moves) • Educator provides students time to "Turn and Talk" to a peer, to share new discoveries, their plans to incorporate new learning, and/or how they have used highlighted new learning, into their own writing • Educator engages students in conversations and discussions through explicit instruction about different authors' and illustrators craft moves, that are showcased in mentor texts that make a text better and/or match qualities and characteristics about a text's form/genre,	W-C1-T3 **Daily/Regular Flash Revision**		**W-C1-A3**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-CI-F- S1a** – Student reads and shares their writing with others **CZ,** **W-CI-F-S1b** -Student provides and receives feedback from their peers and teacher. better **CZ, CT, CY, CM, CL, CS** • Student reflects on and considers feedback when making changes to their writing • Students share their progress and ask questions about their writing when talking to their teacher	**W-CI-F-E1a and b (Feedback)** – Educator explicitly models how to provide feedback on another person's writing, that is both helpful and supportive, using "I notice" statements and "I wonder" questioning techniques **W-CI-F-E1b** Educator provides students with time to engage in feedback conversations during "Turn and Talk" or at another time, that support revision using suggested prompts (I notice, I wonder) • Educator conducts 'shoulder to shoulder' conversations with a small number of students everyday using prompts that support students' thinking and decision-making skills such as: o What are your plans for the day? o What type of book are you making? (Genre) o What would you like to share with me today? What are you doing well? o How might I help you?	**Peer Feedback Sharing Time: "I wonder…" "I noticed…"** **Turn and Talk Sharing Time**	Writing Conferences **Shoulder-to Shoulder Quick Check Conferences**	**W-C1-A4**
CRITICAL THINKING	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**CT-S1-**In response to a critical thinking question, student: • **states** a position • **uses** *critical thinking question criteria* to anchor thinking • **assesses** the degree their unique thinking has shifted when presented with new information • **develops** a *sound* judgment **CZ, CT, CM, CS**	**CT-E1-** Educator incorporates critical thinking into classroom instructional practices which include: • Educator **designs** critical thinking questions containing **clear criteria** to guide student investigation and decision making • Educator **designs** critical thinking tasks that connect to real-world context that reflect students' interests • Educator **uses** thinking scales to get their students to show their *degree of thinking* (Example: Strongly agree, somewhat agree, somewhat disagree, strongly disagree) • Educator **asks** students probing questions and/or statements of direction to facilitate and guide student thinking, while investigating a sound judgment, such as: o How does looking at more than one voice/perspective influence your decision? o Where does your thinking presently fall on the thinking scale? Explain your reasons why your thinking is presently on that part of the scale. • Educator **encourages** and **provides** opportunities for students to express their sound thinking using a variety of modes (orally, visually, or in writing) • Educator focuses on supporting students' understanding of a **sound plausible answer** rather than a right answer • Educator focuses on supporting students' understanding of a sound plausible answer versus a weak answer			

GRADE 2 VISION OF THE LITERATE LEARNER

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ORAL LANGUAGE CONNECTIONS	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**OLC-S1a -** Student engages listening during classroom discussions and shares relevant ideas and ask relevant questions. **CS, CT, CY, CM, CL, CZ** **OLC-S1b**- Students uses new vocabulary correctly and appropriately when speaking, sharing relevant ideas, and asking relevant questions during classroom discussions and conversations. **CM**	**OLC – E1a –** Educator provides structures to support the building of classroom discussion. ▪ Teacher demonstrates how to ask relevant questions and respond appropriately during classroom discussion. **OLC – E1b -** Educator identifies new vocabulary including language found in read alouds and content related discussions and demonstrates how to use new vocabulary in context, both appropriately and correctly.	**OLC -T1a** **OLC -T1b**		**OLC -A1a** **OLC -A1b**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**OLC-S2 -** Student uses their phonological awareness skills to identify and orally make changes to the parts (example: syllables, onset, or rime) and individual sounds in words	**OLC-E2 –** Educator provides instruction from the phonological awareness continuum of skills (See Literacy Portal for examples	**OCL-T3**	Phonological Awareness Resources	**OCL-A3**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**OLC-S3-** Student uses phonemic awareness skills to manipulate sounds (isolate, blend, segment, delete, add, and substitute sounds) to **orally** make new words **orally** make new words. Example: Substitution - Say *dot*. Now change /t/ to /g/	**OLC-E3– –** Educator explicitly teaches and demonstrates how to use various phonemic awareness skills and provides students with opportunities for guided practice. **Phoneme (individual sounds) Skills**: isolation, blending, segmentation, addition, deletion, substitution ▪ Teacher monitors students to ensure they can hear, isolate, and manipulate sounds in words ▪ Teacher explicitly instructs how to say phonemes correctly, precisely, and accurately including how to manipulate and blend letters without the *schwa* sound.	**OLC- T4**	Phoneme Awareness Resources	**OCL- A4**
READING DECODING Print to Speech	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-D-S1-**Student problem solves and self-monitors their reading. ▪ **Visual/Phonics Decoding**: Does it look right? ▪ **Meaning**: Does it make sense? ▪ **Structure**: Does it sound right? **CS, CT**	**R-D-E1-** Educator explicitly teaches and models problem solving when reading using phoneme/grapheme phonics skills, meaning, structure, cross-checking	**R-D-T1**		**R-D-A1**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-D-S2-** Student reads increasingly difficult text smoothly, and correctly, using the proper pacing, expression, and intonation. **CM**	**R-D-E2-** Educator models the difference between fluent and non-fluent reading. ▪ Educator demonstrates fluent reading by reading with accuracy, using the correct pacing and intonation. ▪ Educator demonstrates how fluent reading sounds in conversation whereas non-fluent is robotic and choppy.	**R-D-T2**		**R-D-A2**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-D-3 -**Student uses their phonics skills when reading unfamiliar or unknown words such as identifying sounds and letters (phonemes and graphemes) including those present in diagraphs, blends, vowel pairs, and syllable types (Examples: closed, open, controlled r, silent e,)	**R-D-E3 -** Educator uses a systematic and sequential approach when teaching phonics skills (phoneme/grapheme relationship) building on skills and knowledge with easier tasks building on more complicated ones Example: closed before open syllable types. ▪ Educator explicitly teaches vocabulary related to using phonics to support reading (Example: grapheme, phoneme, syllable type ▪ Educator models using phonics skill knowledge when reading.	**R-D-T3**	Phonics Resources	**R-D-A3**
READING COMPREHENSION	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-C-S1**-Student shares their understanding of books they read (orally, pictorially, or through writing), by using comprehension strategies and methods including: • Re-telling -beginning, middle and end. • Inferring - illustrations, photos, and prior knowledge • Predicting - text illustrations, photos, textual clues, with prior knowledge • Summarizing information in a clear and logical way • Questioning – including simple and deep-thinking questions • Making Connections – Text to self, text, and/or world **CS, CT, CY, CM, CL, CZ**	**R-C-E1-** Educator instructs concepts such as story elements, re-telling, author's purpose, beginning, middle, and end, and demonstrates how to use different comprehension strategies. • Teacher instructs and models how to make, connections, predictions and inferences and provides insights on how and why the author included those details in a story. • Teacher describes and demonstrates how to use different types of questions, including within, beyond, and about text the text questions	**R-C-T1**	Reading Comp Resources	**R-C-A1**
WRITING ENCODING: TRANSCRIPTION SKILLS Speech to Print	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-E -S1**- Student applies their knowledge of letters and their corresponding sounds to delete, add, and manipulate letters to read and create new words when writing.	**W-E -E1-** Educator demonstrates how to deliberately connect phonics reading skills to writing words. ▪ Teachers provide opportunities for students to link reading skills to writing.	**W-E-T1**	Encoding Resources	**W-E-A1**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-E-S2**- Student uses models of writing (mentor texts), writing strategies, and tools (example: anchor charts that support using convention), to support them making decisions independently, when editing their writing for correctness (spelling, punctuation, capital letters). **CS, CM**	**W-E-E2-** Educator provides instruction (example: mini-lessons) on how to edit written work for correctness (spelling, punctuation, capitalization) • Educator shares and shows mentor texts including published texts, and texts made by the teacher and/ or students that highlight how to incorporate conventions in writing to make it "correct" • Educator provides students with tools to support editing written work for correctness	**W-E-T2** **W-E-T3**	Writing Resources	**W-E-A2** **W-E-A3**

WRITING: COMPOSITION SKILLS Communicating Ideas	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-CI -V-S1** -Student writes using from topics they have chosen related to their **own** interests, enjoyment, and experiences. • writing contains both words and pictures • pictures (and/or diagrams) represent and enhance their writing **CS, CY, CM,**	**W-CI -V-E1 (Volume)** • Educator provides opportunities for **daily** writing using structures such as the **Writing Workshop** approach (Example: Mini Lessons, Writing/Conferring Time, Sharing Time) • Educator teaches, supports and motivates students by sharing and showing how different authors create texts (published texts, teacher-made texts, student-made texts) that contain words and illustrations/diagrams using their own generated topics and idea	**W-C1-T1** **Create books (contain pictures and words)**		**W-C1-A1**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely Consistently ☐Usually ☐Sometimes ☐Rarely	**W-CI-C-S1a**-- Student selects their **own** writing topic, using ideas from books they hear or read, personal experiences, and topics they know well and enjoy. CS, CY **W-CI-C-S1b-** Student elaborates on their writing topic/ideas through conversations with their teacher CS, CY, CM, CL **W-CI-C-S1c**– Student selects topic, genre or form they are writing **OR** select the topic of their choice that they are interested in, during a teacher selected genre study CS, CY, CM,	**W-CI-C-E1a (Choice)** -Educator demonstrates how to make a book (in part or whole) from an idea based on interests, events and experiences • Educator teaches students strategies through mini-lessons or while conferring, how authors generate their **own** writing idea by showing examples of books that contain ideas where authors (published books, teacher-made books, or student-made books) created books where the idea was generated by writing about but not limited to: o Things the author did once or things they do often o Thing the author liked or did not like o Things the author could do well or knew a lot about o Memories that come to mind when you look at pictures, words, titles, charts etc. that are in books made by other authors (Texts of Inspiration) that inspire the generation and selection of writing topics and ideas. **NOTE:** student' own idea does not have to match the ideas or topic from a specific book, as individuals can be inspired by words, events, and/or illustrations from a text, in unique and in different ways • Educator sets up writing experiences to facilitate each student writing on their own topic of interest • Educator teaches students how to create writing, that stems from an original and unique idea by showing them what they have created or what other students have created.	**W-C1-T2** **Create Ideas Book/List**		**W-C1-A2**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely Consistently ☐Usually ☐Sometimes ☐Rarely	**W – CI – M-S1a** – Student revises their writing, to make it better CS, CY, CM **W – CI –M- S1b -**Student chooses and uses authors' craft moves, they have seen and learned about, to make their writing and illustrations better. CS, CY, CM,	**W –CI –M-E1a (Modelling) -** Educator selects and revises one line from their own writing and demonstrates how they make decisions to make their writing better • Educator schedules small moments of time each day (Example: 2 mins) for students to revise their writing and/or illustrations by **adding, deleting, changing, and/or moving** a word, phrase, and/or detail in an illustration and/or diagram to make their **writing better.** **W – CI – M-E1b-** Educator uses a variety of text (including published texts, student-made texts, and teacher-made texts) to explicitly teach, model and demonstrate a variety of writing and illustrating techniques (craft moves) • Educator provides students time to "Turn and Talk" to a peer, to share new discoveries, their plans to incorporate new learning, and/or how they have used highlighted new learning, into their own writing • Educator engages students in conversations and discussions through explicit instruction about different authors' and illustrators craft moves, that are showcased in mentor texts that make a text better and/or match qualities and characteristics about a text's form/genre,	**W-C1-T3** **Daily/Regular Flash Revision**		**W-C1-A3**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely Consistently ☐Usually ☐Sometimes ☐Rarely	**W-CI-F- S1a** – Student reads and shares their writing with others. **CM, CL** **W-CI-F-S1b** -Student provides and receives feedback from their peers and teacher. • Student reflects on and considers feedback when making changes to their writing • Student shares their progress and ask questions about their writing when talking to their teacher **CS, CT, CY, CM, CL,**	**W-CI-F- E1a and b (Feedback)** - Educator explicitly models how to provide feedback on another person's writing, that is both helpful and supportive, using "I notice" statements and "I wonder" questioning techniques **W-CI-F- E1b** Educator provides students with time to engage in feedback conversations during "Turn and Talk" or at another time, that support revision using suggested prompts (I notice, I wonder) • Educator conducts 'shoulder to shoulder' conversations with a small number of students everyday using such prompts that support students' thinking and decision-making skills such as: o What are your plans for the day? o What type of book are you making? (Genre) o What would you like to share with me today? What are you doing well? o How might I help you?	**Peer Feedback Sharing Time: "I wonder…" "I noticed…"** **Turn and Talk Sharing Time**		**W-C1-A4**
CRITICAL THINKING	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**CT-S1-**In response to a critical thinking question, student: • **states** a position • **uses** *critical thinking question criteria* to anchor thinking • **assesses** the degree their unique thinking has shifted when presented with new information • **develops** a *sound* judgment **CS, CT, CM, CZ**	**CT-E1-** Educator incorporates critical thinking into classroom instructional practices which include: • CT-E1a -Educator **designs** critical thinking questions containing **clear criteria** to provoke student thinking, support their investigation and decision-making • CT-E1b -Educator **designs** critical thinking tasks that connect to real-world context that reflect students' interests that enable students to develop a sound plausible answer rather than a single right answer. • CT-E1c Educator **uses** thinking scales regularly to get their students to show their *degree of thinking* (Example: Strongly agree, somewhat agree, somewhat disagree, strongly disagree) • CT –E1d Educator **asks** students probing questions and/or statements of direction to facilitate and guide student thinking, while investigating a sound judgment, such as: o How does looking at more than one voice/perspective influence your decision? o Where does your thinking presently fall on the thinking scale? Explain your reasons why your thinking is presently on that part of the scale. o Your job is to focus on developing a sound answer versus a single correct answer. • CT – E1d- Educator regularly use critical thinkings tools to build background knowledge on a toipc or area of study. • CT-E1e- Educator **designs**, **demonstrates** the use of and **supports** students' using *thinking organizers* to park their unique thinking so ongoing student reflection and analysis can occur • CT-E1f - Educator **encourages** and **provides** opportunities for students to express their sound thinking using a variety of modes (orally, visually, or in writing)			

PREP FOR THE NEXT MEETING:
Prior to our next meeting, we want a clearer picture of reality regarding the student distribution for our most urgent #1 observable. How many students are at a rarely level? Are there any students functioning at a sometimes, usually, or consistently level? If yes, how many? Using one of your own formative assessment tools, collect some data on what your student distribution looks like regarding our most urgent student observable #1. Come prepared to share your data at next week's meeting. NOTE: As a team, you ARE NOT creating a common formative assessment for this observable.

 ____# Consistently. ___# Usually ___# Sometimes ___# Rarely

GRADE 3 VISION OF THE LITERATE LEARNER

Purpose:

- The purpose of this document is to provide a clear picture of the foundational student literacy behaviours that are observable **daily** in the early years classroom.

GLOBAL COMPETENCIES KEY:
Creativity – CY, Critical Thinking – CT, Collaboration – CL, Communication, CM, Connection to Self-CS, Citizenship – CZ

VISION OF A LITERATE LEARNER OBSERVABLES As a OIT Team, collaboratively rate where your students are for each of the Vision of a Literate Learner observable in column 1		OUR VISION FOR OUR STUDENTS What we will see students DOING and DEMONSTRATING in the class	OUR VISION FOR OUR EDUCATORS What we will see educators DOING and DEMONSTRATING in the class	OUR VISION FOR OUR TASKS IN THE CLASSROOM:	Teacher Resources	OUR VISION FOR OUR ASSESSMENT
ORAL LANGUAGE CONNECTIONS	☐**Consistently** ☐**Usually** ☐**Sometimes** ☐**Rarely** ☐**Consistently** ☐**Usually** ☐**Sometimes** ☐**Rarely**	**OLC -S1a** Student engages in listening during classroom discussions and makes unique thinking observable by: • Asking relevant questions. • Asking for clarification. • Giving, receiving, and utilizing feedback. **CS, CT, CY, CM, CL, CZ** **OLC-S1b-** Students uses new vocabulary correctly and appropriately when speaking, sharing relevant ideas, and asking relevant questions during classroom discussions and conversations. **CM**	**OLC– E1a –** Educator co-creates and reviews classroom discussion expectations. • Educator demonstrates how to ask relevant questions, ask for clarification, provide feedback. • Educator co-creates with students, guidelines on how to self-assess work and seek feedback from others. **OLC – E1b -** Educator identifies new vocabulary including language found in read alouds and content related discussions and demonstrates how to use new vocabulary in context, both appropriately and correctly.	**OLC-T1a** **OLC-T1b**		**OLC-A1a** **OLC-A1b**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**OLC-S2 -** Student uses their phonological awareness skills to identify and orally make changes to the parts (example: syllables, onset, or rime) and individual sounds in words.	**OLC-E2 –** Educator provides instruction from the phonological awareness continuum of skills (See Literacy Portal for examples	**OLC-T3**	Phonological Awareness Resources	**OLC-A3**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**OLC-S3-** Student uses phonemic awareness skills to manipulate sounds, (isolate, blend, segment,-delete, add, and substitute sounds in words) to **orally** make new words. Student recognizes that words are made up of individual sounds.	**OLC-E3–** Educator explicitly teaches and demonstrates how to use various phonemic awareness skills and provides students with opportunities for guided practice. **Phoneme (individual sounds) Skills**: isolation, blending, segmentation, addition, deletion, substitution ▪ Educator monitors students to ensure they can hear, isolate, and manipulate sounds in words ▪ Educator explicitly instructs how to say phonemes correctly, precisely, and accurately including how to manipulate and blend letters without the *schwa* sound.	**OLC-T4**	Phoneme Awareness Resources	**OLC-A4**
READING DECODING Print to Speech	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-D-S1-**Student problem solves and self-monitors their reading. • **Visual/Phonics Decoding**: Does it look right? Does the letter sound match the letter symbol? • **Meaning**: Does it make sense? ▪ **Structure**: Does it sound right? **CS, CT**	**R-D-E1-** Educator demonstrates and teaches self-monitoring strategies (Phonics Decoding/visual, structural, meaning)	**R-D-T1**		**R-D-A1**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-D-S2**- Student reads increasingly difficult texts with fluency and greater accuracy using expression, appropriate pacing, phrasing, intonation. **CM**	**R-D-E2**- - Educator models fluent reading including expression, appropriate pacing, phrasing and intonation.	**R-D-T2**		**R-D-A2**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-D-S3** – Student uses their phonics skills when reading unfamiliar or unknown words such as identifying sounds and letters (phonemes and graphemes) including those present in different syllable types, complex letter combinations. and multi-syllabic words.	**R-D-E3 -** Educator uses a systematic and sequential approach when teaching phonics skills (phoneme/grapheme relationship) building on skills and knowledge • Educator explicitly teaches vocabulary related to using phonics to support reading (Examples: six syllable types, grapheme, phoneme, digraph, trigraph • Educator demonstrates how to use phonics skill knowledge when reading.	**R-D-T3**	Phonics Resources	**R-D-A3**
READING COMPREHENSION	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-C-S1**-Student shares understanding of and responds to books they read (orally, pictorially, or through writing), using comprehension methods such as: • Visualizing (In my mind I see...) • Inferring (When I read this, I thought the author meant...) • Retelling (First, then, next, finally) • Predicting (I think that next...) • Summarizing information in a clear and logical way • Questioning – including "quick" lower-level questions and "deeper" higher level questions • Making Connections – Text to self, text, and/or world. **CS, CT, CY, CM, CL, CZ**	**R-C-E1-** Educator uses multiple formats to teach comprehension strategies including visualizing, inferring, retelling, predicting, making connections, and summarizing. • Educator explicitly teaches questioning techniques including lower level/surface questions and higher level/deep thinking questions that require inferring and thinking deeper beyond the text	**R-C-T1**	Reading Comp Resources	**R-C-A1**
WRITING ENCODING: TRANSCRIPTION SKILLS Speech to Print	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-E-S1**-Student applies their understanding of high frequency words and their knowledge of letter-sound relationships to record words, including new or unfamiliar words.	**W-E-E1**- Educator reviews phonics skills (word families, blends, diphthongs, digraphs, short and long vowels, syllable types) and models and demonstrates how to use these skills to support the writing of words.	**W-E-T1**	Encoding Resources	**W-E-A1**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-E-S2 -** Student uses models of writing (mentor texts) and tools (example: anchor charts that support using convention), to support them making decisions independently, when editing their writing for correctness (spelling, punctuation, capital letters). **CS, CT, CM**	**W-E-E2-** Educator provides instruction (example: mini-lessons) on how to edit written work for correctness (spelling, punctuation, capitalization) • Educator shares and shows mentor texts including published texts, and texts made by the teacher and/ or students that highlight how to incorporate conventions in writing to make it "correct" • Educator provides students with tools to support editing written work for correctness	**W-E-T2** **W-E-T3**	Writing Resources	**W-E-A2** **W-E-A3**

WRITING: COMPOSITION SKILLS Communicating Ideas	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-CI -V-S1** -Student writes using topics they have chosen related to their **own** interests, enjoyment, and experiences. • writing contains both words and pictures • pictures (and/or diagrams) represent and enhance their writing CS, CT, **CM**	**W-CI -V-E1 (Volume)** • Educator provides opportunities for **daily** writing using structures such as the **Writing Workshop** approach (Example: Mini Lessons, Writing/Conferring Time, Sharing Time) • Educator teaches, supports and motivates students by sharing and showing how different authors create texts (published texts, teacher-made texts, student-made texts) that contain words and illustrations/diagrams using their own generated topics and ideas.	W-C1-T1		**W-C1-A1**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-CI-C-S1a**-- Student selects their **own** writing topic, using ideas from books they hear or read, personal experiences, and topics they know well and enjoy. CS, CY **W-CI-C-S1b-** Student elaborates on their writing topic/ideas through conversations with their teacher. CS, CY, **CM,** CL **W-CI-C-S1c**– ---- Student selects topic, genre or form they are writing **OR** select the topic of their choice that they are interested in, during a teacher selected genre study. CS, CY, **CM**	**W-CI-C-E1a (Choice)** -Educator demonstrates how to make a book (in part or whole) from an idea based on interests, events and experiences • Educator teaches students strategies through mini-lessons or while conferring, how authors generate their **own** writing idea by showing examples of books that contain ideas where authors (published books, teacher-made books, or student-made books) created books where the idea was generated by writing about but not limited to: o Things the author did once or things they do often o Thing the author liked or did not like o Things the author could do well or knew a lot about o Memories that come to mind when you look at pictures, words, titles, charts etc. that are in books made by other authors (Texts of Inspiration) that inspire the generation and selection of writing topics and ideas. **NOTE:** student' own idea does not have to match the ideas or topic from a specific book, as individuals can be inspired by words, events, and/or illustrations from a text, in unique and in different ways • Educator sets up writing experiences to facilitate each student writing on their own topic of interest • Educator teaches students how to create writing, that stems from an original and unique idea by showing them what they have created or what other students have created.	**Create Ideas Book/List**		**W-C1-A2**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W – CI – M-S1a** – Student revises their writing, to make it better. CS, CT, CY, **CM** **W – CI –M- S1b -**Student chooses and uses authors' craft moves, they have seen and learned about, to make their writing and illustrations better. CS, CT, CY	**W –CI –M-E1a (Modelling) -** Educator selects and revises one line from their own writing and demonstrates how they make decisions to make their writing better • Educator schedules small moments of time each day (Example: 2 mins) for students to revise their writing and/or illustrations by **adding, deleting, changing, and/or moving** a word, phrase, and/or detail in an illustration and/or diagram to make their **writing better.** **W – CI – M-E1b-** Educator uses a variety of text (including published texts, student-made texts, and teacher-made texts) to explicitly teach, model and demonstrate a variety of writing and illustrating techniques (craft moves) • Educator provides students time to "Turn and Talk" to a peer, to share new discoveries, their plans to incorporate new learning, and/or how they have used highlighted new learning, into their own writing • Educator engages students in conversations and discussions through explicit instruction about different authors' and illustrators craft moves, that are showcased in mentor texts that make a text better and/or match qualities and characteristics about a text's form/genre,	W-C1-T3 **Daily/Regular Flash Revision**		**W-C1-A3**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-CI-F- S1a** – Student reads and shares their writing with others **CM,** CL **W-CI-F-S1b** -Student provides and receives feedback from their peers and teacher. CS, CT, CY, **CM,** CL, CZ • Student reflects on and considers feedback when making changes to their writing • Student shares their progress and ask questions about their writing when talking to their teacher	**W-CI-F- E1a and b (Feedback)** - - Educator explicitly models how to provide feedback on another person's writing, that is both helpful and supportive, using "I notice" statements and "I wonder" questioning techniques **W-CI-F- E1b** Educators provide students with time to engage in feedback conversations during "Turn and Talk" or at another time, that support revision using suggested prompts (I notice, I wonder) • Educators conduct 'shoulder to shoulder' conversations with a small number of students everyday using prompts that support students' thinking and decision-making skills such as: o What are your plans for the day? o What type of book are you making? (Genre) o What would you like to share with me today? What are you doing well? o How might I help you?	**Peer Feedback Sharing Time: "I wonder…" "I noticed…"** **Turn and Talk Sharing Time**		**W-C1-A4**
CRITICAL THINKING	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**CT-S1-**In response to a critical thinking question, student: • **states** a position • **uses** *critical thinking question criteria* to anchor thinking • **assesses** the degree their unique thinking has shifted when presented with new information • **develops** a *sound* judgment CS, CT, **CM,** CL, CZ	**CT-E1-** Educator incorporates critical thinking into classroom instructional practices which include: • Educator **designs** critical thinking questions containing **clear criteria** to guide student investigation and decision making • Educator **designs** critical thinking tasks that connect to real-world context that reflect students' interests • Educator **uses** thinking scales to get their students to show their *degree of thinking* (Example: Strongly agree, somewhat agree, somewhat disagree, strongly disagree) • Educator **asks** students probing questions and/or statements of direction to facilitate and guide student thinking, while investigating a sound judgment, such as: o How does looking at more than one voice/perspective influence your decision? o Where does your thinking presently fall on the thinking scale? Explain your reasons why your thinking is presently on that part of the scale. • Educator **encourages** and **provides** opportunities for students to express their sound thinking using a variety of modes (orally, visually, or in writing) • Educator focuses on supporting students' understanding of a **sound plausible answer** rather than a right answer • Educator focuses on supporting students' understanding of a sound plausible answer versus a weak answer			

PREP FOR THE NEXT MEETING:
Prior to our next meeting, we want a clearer picture of reality regarding the student distribution for our most urgent #1 observable. How many students are at a rarely level? Are there any students functioning at a sometimes, usually, or consistently level? If yes, how many? Using one of your own formative assessment tools, collect some data on what your student distribution looks like regarding our most urgent student observable #1. Come prepared to share your data at next week's meeting. NOTE: As a team, you ARE NOT creating a common formative assessment for this observable.

___ # Consistently. ___# Usually ___# Sometimes ___# Rarely

GRADE 4 VISION OF THE LITERATE LEARNER

Purpose:

- The purpose of this document is to provide a clear picture of the foundational student literacy behaviours that are observable **daily** in the early years classroom.

GLOBAL COMPETENCIES KEY:
Creativity – CY, Critical Thinking – CT, Collaboration – CL, Communication, CM, Connection to Self-CS, Citizenship – CZ

VISION OF A LITERATE LEARNER OBSERVABLES As a OIT Team, collaboratively rate where your students are for each of the Vision of a Literate Learner observable in column 1		OUR VISION FOR OUR STUDENTS What we will see students DOING and DEMONSTRATING in the class	OUR VISION FOR OUR EDUCATORS What we will see educators DOING and DEMONSTRATING in the class	OUR VISION FOR OUR TASKS IN THE CLASSROOM:	Teacher Resources	OUR VISION FOR OUR ASSESSMENTS IN THE CLASSROOM
ORAL LANGUAGE COMMUNICATION	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**OLC-S1** Student **selecting** topics of interest and form for delivery (speech, monologue, commercial, song, rant, etc.) to orally communicate their unique thinking for a real-world purpose and to an authentic audience. **CS, CY, CM,CZ**	**OLC– E1a -** Educator **designing** speaking tasks that have *real-world purpose* and communicate to a **real-world** audience. • **OLC – E1b –** Educator **designing** and **demonstrating** protocols on how to orally communicate unique thinking that matches purpose and audience	**OLC-T1-** Monologue,Vlog, rant, commercial, infomercial, public service announcement, speech		**OLC-A1-** Teacher anecdotal formative feedback, checklist, rubrics, peer/self assessment
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**OLC-S2** Student **sharing** unique thinking (suited to context, audience, and purpose) in partners, small group, and whole class discussions by: • asking probing and extending question connected to the topic • contributing statements that build upon or extend thinking on the topic • making decisions and sharing opinions based on a set of criteria **CS, CT, CY, CM,CL**	**OLC-E2 –** Educator **co-creating criteria, designing/sharing** and feedback protocols; and **demonstrating** how to: • ask probing and extending questions connected to the topic. • contribute statements that build upon or extend thinking on the topic. • make decisions and sharing opinions based on a set of criteria.			**OLC-A3**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**OLC-S3-** Students (in pairs or small teams) **articulating** (written, oral, pictorial) to support next steps. **CS, CY, CM, CL**	**OLC-E3 –** Educator **demonstrating to** small group or the whole class how to provide feedback to support next steps. .			**OLC-A4**
READING DECODING	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-D-S1-** Student **problem-solving** and **self-monitoring** when reading: • Visual/Phonics Decoding: Does it look right? (Sound/letter symbol connections) • Meaning: Does it make sense? • Structure: Does it sound right? (grammatically) **CS,CT,**	**R-D-E1-** Educator **demonstrating** and **utilizing** skills from the phonological and phonemic awareness continua and **connecting** skills to phonics (sound/letter symbol connections) Educator **demonstrating** various problem solving and self-monitoring strategies. (visual/phonics, meaning, structure)	R-D-T1		**R-D-A1**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-D-S2**- Student reads increasingly difficult texts with fluency and greater accuracy using expression, appropriate pacing, phrasing, intonation. **CM**	**R-D-E2**- Educator **demonstrating** fluent reading including expression, appropriate pacing, phrasing and intonation during individual, small, and whole group instruction	**R-D-T2**		**R-D-A2**
READING COMPREHENSION	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-C-S1**- Student **sharing** understanding (written, verbal, pictorial) of texts they read, (in pairs, visibly random small groups, or whole class) by using methods including: • *Making connections* (text to self, text to text, text to world, text to media • *Questioning* (I wonder …. • *Predicting* (I think that…) • *Summarizing* (identifying main and supporting ideas) • *Visualizing* (In my mind I see…) • *Inferring* (When I read this, I thought the author meant…) **CS, CY, CM, CL, CZ**	**R-C-E1-** Educator **selecting** and **discussing** relevant small portions of a text that provide multiple entry points for **showcasing** and **demonstrating** the application of comprehension strategies.	R-C-T1	Reading Comp Resources	**R-C-A1**
WRITING: TRANSCRIPTION SKILLS Encoding	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-E-S1 -** Student uses models of writing (mentor texts) and tools (example: anchor charts that support using convention), to support them making decisions independently, when editing their writing for correctness (spelling, punctuation, capitalization, formatting paragraphs, grammar) **CS, CM**	**W-E-E1-** Educator provides instruction (example: mini-lessons) on how to edit written work for correctness (spelling, punctuation, capitalization, formatting paragraphs, grammar) • Educator shares and shows mentor texts including published texts, and texts made by the teacher and/ or students that highlight how to incorporate conventions in writing to make it "correct" • Educator provides students with tools to support editing written work for correctness			
WRITING: COMPOSITION SKILLS Communicating Ideas	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-CI -V-S1** -Student writes using topics they have chosen related to their **own** interests, enjoyment, and experiences. • When included as a part of the writing, pictures, diagrams, graphics, etc. represent and enhance student's writing **CS, CY, CM,**	**W-CI -V-E1 (Volume)** • Educator provides opportunities for **daily** writing using structures such as the **Writing Workshop** approach (Example: Mini Lessons, Writing/Conferring Time, Sharing Time) • Educator teaches, supports and motivates students by sharing and showing how different authors create texts (published texts, teacher-made texts, student-made texts) that contain words and illustrations/diagrams using their own generated topics and idea			**W-C1-A1**

	☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-CI-C-S1a**-- Student selects their **own** writing topic, using ideas from books they hear or read, personal experiences, and topics they know well and enjoy. **CS, CY,** **W-CI-C-S1b-** Student elaborates on their writing topic/ideas through conversations with their teacher. **CS, CY, CM, CL** **W-CI-C-S1c**– ---- Student selects topic, genre or form they are writing **OR** select the topic of their choice that they are interested in, during a teacher selected genre study. **CS, CY, CM**	**W-CI-C-E1a (Choice)** -Educator demonstrates how to make a book (in part or whole) from an idea based on interests, events and experiences • Educator teaches students strategies through mini-lessons or while conferring, how authors generate their **own** writing idea by showing examples of books that contain ideas where authors (published books, teacher-made books, or student-made books) created books where the idea was generated by writing about but not limited to: o Things the author did once or things they do often o Thing the author liked or did not like o Things the author could do well or knew a lot about o Memories that come to mind when you look at pictures, words, titles, charts etc. that are in books made by other authors (Texts of Inspiration) that inspire the generation and selection of writing topics and ideas. **NOTE:** student' own idea does not have to match the ideas or topic from a specific book, as individuals can be inspired by words, events, and/or illustrations from a text, in unique and in different ways • Educator sets up writing experiences to facilitate each student writing on their own topic of interest • Educator teaches students how to create writing, that stems from an original and unique idea by showing them what they have created or what other students have created.	**Create Ideas Book/List** **W-CI-C-E1a Daily quick writes**		**W-C1-A2**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W – CI – M-S1a** – Student revises their writing, to make it better **CS, CY, CM,** **W – CI –M- S1b -**Student chooses and uses authors' craft moves, they have seen and learned about, to make their writing and illustrations better **CS, CY, CM,**	**W –CI –M-E1a (Modelling) -** Educator selects and revises one line from their own writing and demonstrates how they make decisions to make their writing better • Educator schedules small moments of time each day (Example: 2 mins) for students to revise their writing and/or illustrations by **adding, deleting, changing, and/or moving** a word, phrase, and/or detail in an illustration and/or diagram to make their **writing better.** **W – CI – M-E1b-** Educator uses a variety of text (including published texts, student-made texts, and teacher-made texts) to explicitly teach, model and demonstrate a variety of writing and illustrating techniques (craft moves) • Educator provides students time to "Turn and Talk" to a peer, to share new discoveries, their plans to incorporate new learning, and/or how they have used highlighted new learning, into their own writing • Educator engages students in conversations and discussions through explicit instruction about different authors' and illustrators craft moves, that are showcased in mentor texts that make a text better and/or match qualities and characteristics about a text's form/genre,	**W-C1-T3** **Daily/Regular Flash Revision**		**W-C1-A3**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-CI-F- S1a** – Student reads and shares their writing with others **CM,CL** **W-CI-F-S1b** -Student provides and receives feedback from their peers and teacher. • Student reflects on and considers feedback when making changes to their writing • Student shares their progress and ask questions about their writing when talking to their teacher **CS, CT, CY, CM, CL,**	**W-CI-F- E1a and b (Feedback)** - - Educator explicitly models how to provide feedback on another person's writing, that is both helpful and supportive, using "I notice" statements and "I wonder" questioning techniques **W-CI-F- E1b** Educators provide students with time to engage in feedback conversations during "Turn and Talk" or at another time, that support revision using suggested prompts (I notice, I wonder) • Educators conduct 'shoulder to shoulder' conversations with a small number of students everyday using prompts that support students' thinking and decision-making skills such as: o What are your plans for the day? o What type of book are you making? (Genre) o What would you like to share with me today? What are you doing well? o How might I help you?	**Peer Feedback Sharing Time: "I wonder…" "I noticed…"** **Sharing Time**		**W-C1-A4**
CRITICAL THINKING	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**CT-S1-**In response to a critical thinking question, student: • **states** a position • **uses** *critical thinking question criteria* to anchor thinking • **assesses** the degree their unique thinking has shifted when presented with new information • **develops** a *sound* judgment **CS, CT, CM, CL, CZ**	**CT-E1-** Educator incorporates critical thinking into classroom instructional practices which include: • Educator **designs** critical thinking questions containing **clear criteria** to guide student investigation and decision making • Educator **designs** critical thinking tasks that connect to real-world context that reflect students' interests • Educator **uses** thinking scales to get their students to show their *degree of thinking* (Example: Strongly agree, somewhat agree, somewhat disagree, strongly disagree) • Educator **asks** students probing questions and/or statements of direction to facilitate and guide student thinking, while investigating a sound judgment, such as: o How does looking at more than one voice/perspective influence your decision? o Where does your thinking presently fall on the thinking scale? Explain your reasons why your thinking is presently on that part of the scale. • Educator **encourages** and **provides** opportunities for students to express their sound thinking using a variety of modes (orally, visually, or in writing) • Educator focuses on supporting students' understanding of a **sound plausible answer** rather than a right answer • Educator focuses on supporting students' understanding of a sound plausible answer versus a weak answer			

PREP FOR THE NEXT MEETING:
Prior to our next meeting, we want a clearer picture of reality regarding the student distribution for our most urgent #1 observable. How many students are at a rarely level? Are there any students functioning at a sometimes, usually, or consistently level? If yes, how many? Using one of your own formative assessment tools, collect some data on what your student distribution looks like regarding our most urgent student observable #1. Come prepared to share your data at next week's meeting. NOTE: As a team, you ARE NOT creating a common formative assessment for this observable.

___ # Consistently. ___# Usually ___# Sometimes ___# Rarely

VISION OF A LITERATE LEARNER GRADE 5/6

Purpose:
The purpose of this document is to provide a clear picture of the foundational student literacy behaviours that are observable **daily** in middle years classrooms.

		OUR VISION FOR OUR STUDENTS What we will see students DOING and DEMONSTRATING in the class	OUR VISION FOR OUR EDUCATORS What we will see educators DOING and DEMONSTRATING in the class AND/OR during OIT Meetings	OUR VISION FOR TASKS:	OUR VISION FOR OUR ASSESSMENTS
CRITICAL THINKING	☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometime ☐Rarely	**CT-S1-**In response to a critical thinking question, student: • **states** a position/claim. • **uses** *critical thinking question criteria* to guide evidence collection. • **assesses** the degree their unique thinking has shifted when presented with new information/evidence. • **develops** a *sound* judgment/decision . **CS, CT, CM, CL, CZ**	**CT-E1- Educator incorporates critical thinking into classroom instructional practices which includes:** • Educator designs critical thinking questions containing clear criteria to guide student investigation and decision making. • Educator designs critical thinking tasks that connect to a real-world context and that enable students to develop a sound plausible sound rather than a single right answer. • Educator regularly uses **critical thinking tools** to build background knowledge on a topic or area of study • Educator regularly uses thinking scales/dashboards to get their students to identity shifts in their thinking as new information/evidence is presented to them evidence (Example: strongly agree, somewhat agree, somewhat disagree, strongly disagree) • Educator design, demonstrate, and supports students using **thinking organizers** to park their unique thinking to enable ongoing reflection and analysis throughout a lesson or unit of study. • Educator **asks** students probing questions and/or statements of direction to facilitate and guide student thinking, while formulating a sound judgment, such as: • How has looking at more than one voice/perspective on the issue influenced your thinking and evidence collection? • To what degree has your thinking stretch or shifted in light of examining different perspectives &/or new evidence on the issue you are investigating? • Educator designing and facilitating checkpoints for students to express their sound thinking using a variety of modes (orally, visually, or in writing) • Educators conferencing with students to provide next step advice in developing a sound judgement/decision.	**CT-T1a & CT -T1b-** Six Forms of Critical Thinking Tasks	**CT A1a & A1b** • Guides to Success • Rubrics • Conferencing • Checklists • Anecdotal Notes
WRITING	☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W- I - S1** Student **generating ideas** on topics of interest, **recording** ideas (using pictures or words), and **selecting** one idea to write about. **CS, CY** **W-1-S2-**Student **communicating** their thinking on a chosen topic to a *real-world audience* **using** a *real-world purpose* **(**persuade, inform, entertain**), and a form of their choice** (podcast, essay, editorial, YouTube commercial etc.) **CS, CT, CY, CM, CZ**	**W- I - E1** - Educator **designing** daily short writing tasks that connect to student interests or choice; **demonstrating** unique thinking while writing in front and alongside students, **using** texts of inspiration to launch possible writing ideas. **W-I-E2**- Educator **designing** writing tasks that have real-world purpose and communicate to a real-world audience. **W- I – E3** – Educator **co-creating** criteria, **defining/writing/listing** characteristics of specific genre & form, and **demonstrating** unique thinking when crafting a written piece, in front of and alongside students, to show how to apply the criteria within a piece of writing.	**W-1-T1 Daily quick writes** **W-1-T2- Quick write development** selecting one of their quick writes to develop into a best draft that communicates to a real-world audience, uses a real-world purpose.	W-1-A1 – A2 • Teacher anecdotal formative feedback (written & oral) • Peer feedback (written & oral)
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-O-** S1- Student **selecting**, **experimenting with,** and **using** organizational structures (compare & contrast, chronological, cause effect etc.; transition words etc.) to effectively sequence ideas in their daily writing. **CS, CT, CY, CM**	**W-O-E1** – Educator **selecting** short text passages that reflect a variety of organization structures; **using** short passages to co-construct the features of specific organizational structures, **experimenting** with and **using** these structures alongside students, in their *daily* writing (in small or large group settings)	**W-O-T1 - Passage Study/ Close Reading**	**W-0-A1** • Teacher anecdotal formative feedback • Checklist • Rubrics • Peer feedback
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-LP-S1a**- Student **using** *criteria to analyze* short writing passages alongside peers and teacher, **applying** and **experimenting** with *passage study writing craft* into their own *daily* writing. **CS, CT, CY, CM, CL** **W-LP-S1b –** Student **changing** language for different types of writing tasks related to audience, and purpose. **CS, CY, CM**	**W-LP-E1a**- Educator routinely **selecting** small portion of text that reflect various aspects of language use and **analyzing** short text passages to co-construct with students, the features of language usage **W-LP-E1b** – Educator **applying and experimenting** with language alongside students in their daily writing (small or large student group) through targeted mini-lessons.	W-LP-T1a & T1b • **Passage Study/ Close Reading** Selecting one of their quick writes to experiment with new learning from passage study	**W-LP-A1a-A1b** • Teacher anecdotal formative feedback • Checklist • Rubrics • Peer feedback

	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-RE-S1a** – Student **articulating** where they are at and need to go next to meet additional criteria and continue their learning. **CS**, **CT**, **CM** **W-RE-S1b –** Student a**pplying** feedback to meet their writing goal **CS**, **CT**, **CY**, **CM,**	**W-RE-E1a-**Educator **co-creating** criteria for *revising feedback protocols* and **demonstrating** (alongside by and simultaneously with students) how to use revision, editing, and feedback protocols to provide timely, next step, oral or written feedback that helps the student move their ***daily*** writing forward. **W-RE-E1b** Educator **using** intentional questions and rubric criteria to facilitate student thinking on how the student might address their area of concern, when meeting in a one-to-one conference, rather than teacher identifying specific areas needing to be changed.	**W-RE-T1** • Daily flash RADAR revision - Quick Writes & Revision -in action. • Guides to Success Reflection Protocol	**W-RE-A1** • Self-reflection rubric • Teacher conference
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-RE**-S2- Students (in pairs or small teams) **articulating** (written, oral, pictorial) next-step revision feedback to peers **CS**, **CT**, **CY**, **CM,** **CL**	**W-RE-E2 -** -Educator **co-creating criteria** and **designing** *peer revision feedback protocols*; and **demonstrating** to small group or the whole class how to provide next step revision.	**W-RE-T2**- Peer revision -I wonder protocol – Kelly Gallagher	**W-RE-A2** • Peer feedback checklist/protocol
READING	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-S1** Student **choosing** and **reading** a variety of texts daily and articulate their thinking (oral, written, visual). **CS**, **CY**, **CM**,	**R-E1a -** Educator **designing** and **implementing** a *student literacy inventory* to access student interests and reading behaviours and **using** data to guide instruction and designing of tasks. **R-E1b –** Educator **reading** and **gathering** young adolescent fiction and non-fiction (throughout the year); **sharing** what they are reading with students orally, visually, and in a written manner. **R-E1c -** Educator **designing/adapting** *reading conference* questions; ***conducting*** daily reading conferences; ***co-creating goals*** with the students to identify next steps in their reading; ***examining*** readers/writers' notebooks	**R-T1 -** • Student Literacy inventory • **Independent Reading** • Reading ladder • reading rate • Reader's/Writer's Notebook -2-page spread • Reading conferences	R-A1 • Reading conference anecdotal notes • Rubrics
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-S2** Student **demonstrating** their understanding of texts (written, verbal, visual) they read (in pairs, visibly random small groups, or whole class) by using methods including: • *Making connections* (text to self, text to text, text to world, text to media • *Questioning* (I wonder ….) • *Inferring* (When I read this, I thought the author meant…) • *Predicting* (I think that…) • *Summarizing* (identifying main and supporting ideas) • *Visualizing* (In my mind I see…) • *Evaluating and Reflecting* (Now that I've read… I think that…) **CS**, **CT**, **CY**, **CM**, **CL**, **CZ**	**R-E2** Educator **selecting** and **discussing** relevant small portions of a text that provide multiple entry points for **showcasing** and **demonstrating** the application of comprehension strategies.	**R-T2 -** • Annotating, text coding (close reading) • Double entry • Written reading response (• Book Talk • Book Club	R-A2 • Rubric • Observational notes while conferencing
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-S3** Student **expressing** (written, verbal, visual) claims about a significant point shared in the text and supporting their claim with specific text evidence in pairs, visibly random small groups, whole class or individually. **CS**, **CT**, **CM**, **CL**, **CZ**	**R-E3a** Educator **creating** reading tasks (written, verbal, visual) that have a *real-world* purpose. **R-E3b-** Educator **strategically selecting texts** that connect to student interests and contain multiple entry points for students to share their unique thinking. **R-E3c –** Educator **demonstrating** how to identify a claim and select supporting evidence	R-T3- • Reader's/Writer's Notebook - Powerful Quotes Analysis- • Here's What/So What?/Now What? Text Analysis	**R-A3** • Teacher anecdotal formative feedback • Checklist • Rubrics • Peer/self assessment
ORAL LANGUAGE COMMUNICATION	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**OLC-S1** Student **selecting** topics of interest and form for delivery to orally communicate their unique thinking for a real-world purpose and for an authentic audience. **CS**, **CY**, **CM**, **CZ**	**OLC -E1a-** Educator **designing** speaking tasks that have real-world purpose and communicate to a **real-world** audience. **OLC -E1b-** Educator **designing** and **demonstrating** protocols on how to orally communicate unique thinking that matches purpose and audience	**OLC-T1-** Monologue,Vlog, rant, commercial, infomercial, public service announcement**,**	**OLC-A1** • Teacher anecdotal formative feedback • Checklist • Rubrics • Peer/self assessment
	☐Consistently ☐Usually ☐Sometimes ☐Rarely ☐Consistently ☐Usually ☐Sometimes ☐Rarely	**OLC -S2a** Student **sharing** unique thinking (suited to context, audience, and purpose) in partners, small group, and whole class discussions by: • -asking probing and extending question connected to the topic • -contributing statements that build upon or extend thinking on the topic • -making decisions and sharing opinions based on a set of criteria **CS**, **CT**, **CY**, **CM**, **CL**, **CZ** **OLC -S2b**-Student (in pairs or small teams) **articulating** (written, oral, pictorial) next-step revision feedback to peers **CS**, **CY**, **CM,** **CL**	**OLC -E2a**- Educator **co-creating criteria, designing**, and **sharing** feedback protocols; and **demonstrating** how to: • ask probing and extending question connected to the topic . • contribute statements that build upon or extend thinking on the topic. • make decisions and sharing opinions based on a set of criteria. **OLC -E2b** Educator **demonstrating to** small group or the whole class how to provide appropriate feedback.	**OLC-T2-** • Think-Pair Share • Powerful Questions • Socratic Circle • FishBowls • U-Shoe Debate • **4 Corner**	**OLC-A2a & b** • Teacher anecdotal formative feedback • Checklist • Rubrics • Peer/self assessment

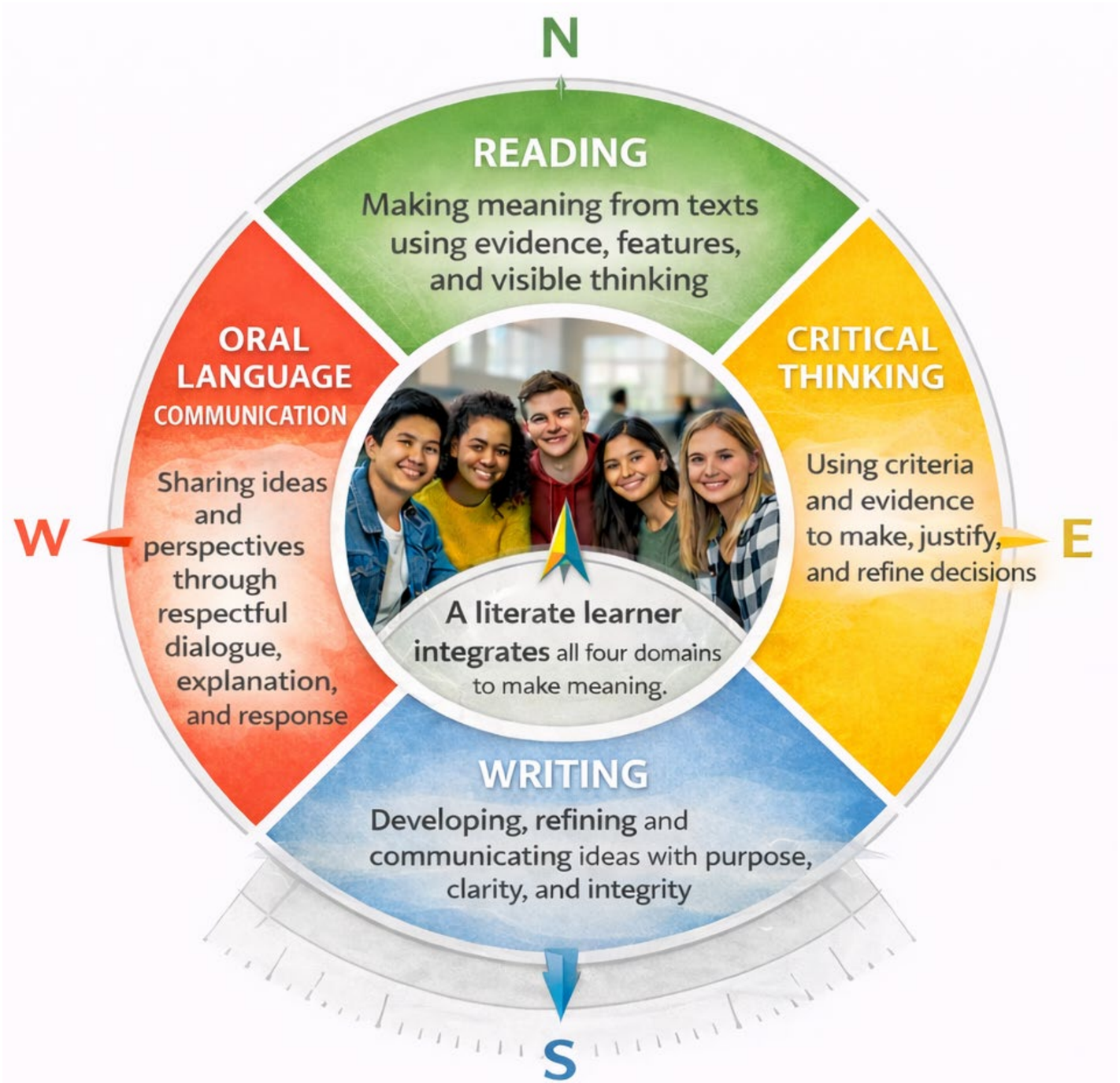
Purpose:
The purpose of this document is to provide a clear picture of the foundational student literacy behaviours that are observable **daily** in middle years classrooms.

VISION OF A GRADE 7/8 LITERATE LEARNER

GLOBAL COMPETENCIES KEY:
Creativity – CY, Critical Thinking – CT, Collaboration – CL, Communication, CM, Connection to Self-CS, Citizenship – CZ

		OUR VISION FOR OUR STUDENTS What we will see students DOING and DEMONSTRATING in the class	OUR VISION FOR OUR EDUCATORS What we will see educators DOING and DEMONSTRATING in the class AND/OR during OIT Meetings	OUR VISION FOR TASKS: Please see Observable Impact Portal	OUR VISION FOR OUR ASSESSMENTS Please see Observable Impact Portal
CRITICAL THINKING	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**CT-S1**-In response to a critical thinking question, a student: • **states** a position • **uses** critical thinking question criteria to guide evidence collection • **asks** relevant and clarifying questions to further learning • **connects** ideas, patterns and relationships from evidence gathered to critical question criteria and **assesses** the significance of the patterns and relationships in developing a sound judgement • **assesses** the degree their unique thinking has shifted when presented with new information and examining perspectives • **develops** a *sound judgment* • **shares** their judgement to an authentic audience **CS, CT, CY, CM, CL, CZ** **CT-S2** - -Student **working** *on real-world critical thinking tasks* that connects to an interest **CS, CT, CY, CZ**	CT- E1- Educator incorporates critical thinking into classroom instructional practices which include: • **CT-E1a** -Educator designs critical thinking questions containing clear criteria to guide student investigation and decision making • **CT- E1b**- Educator designs critical thinking tasks that connect to a real-world context, reflect students' interests, enable students to develop a sound, plausible answer rather than a single right answer, and express their sound thinking using a variety of modes (orally, visually, or in writing). • **CT-E1c**- Educator uses thinking scales to get their students to show their degree of thinking (Example: Strongly agree, somewhat agree, somewhat disagree, strongly disagree) after working with evidence and examining a variety of perspectives • **CT-E1d**- Educator regularly uses critical thinkings tools to build background knowledge on a topic or area of study. • **CT-E1e**- Educator designs, demonstrates the use of and supports students' using thinking organizers to park their unique thinking so ongoing student reflection and analysis can occur • **CT-E1f**-Educator develops tasks/activities that coach students on how to identify evidence patterns and what the patterns reveal • **CT-E1g** -Educator co-constructs with students relevant and clarifying question criteria • **CT-E1h**-Educator monitors and records the degree to which each student's thinking has or has not shifted over time • **CT- E1i**-Educator asks probing questions and/or statements of direction to prod or stretch student thinking to support the development of a sound, plausible answer rather than a single correct answer.	**CT-T1a & CT -T1b-**	**CT A1a & A1b**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**CT-S3a-** Student **identifying** an area in their investigation or decision-making process that requires teacher of peer feedback. **CS, CT, CM, CL** **CT-S3b –** Student **applying** teacher or peer feedback to enhance thinking. **CS, CT, CY, CM**	**CT- E3a**-Educator **co-designing** and **modeling** how to use peer-feedback protocol, **organizing** students into mixed-ability groups to practice applying the peer feedback protocol that facilitates timely, next step feedback, **circulating** throughout the classroom, and **recording** next step feedback to help peers move their learning forward. **CT- E3b**-Educator **providing** timely, next-step oral or written feedback that helps students move their investigation and decision making forward.	**CT-T3a & 3b**	**CT-A3a & 3b**
WRITING **Ideas, Organization, Language Use, Revision & Editing**	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W- I - S1** Student **generating ideas** on topics of interest, **recording** ideas (using pictures or words), and **selecting** one idea to write about. **CS, CY**	**W-I-E1a** -Educator **designing** and **implementing** a *student writing inventory* to access student interests and writing behaviors and **using** data to guide instruction and design writing tasks. **W – I - E1b** - Educator **designing** daily short writing tasks that connect to student interest or choice; **demonstrating** unique thinking while *writing in front and alongside* students, **using** texts of inspiration to launch possible writing ideas. **W-I-E2**- Educator **designing** writing tasks that have real-world purpose and communicate to a real-world audience. **W- I – E3** – Educator **co-creating** criteria, **defining/writing/listing** characteristics of specific genre & form, and **demonstrating** unique thinking when crafting a written piece, *in front of and alongside* students, to show how to apply the criteria within a piece of writing.	**W-1-T1** **W-1-T2-**	**W-1-A1 – A1 & 2**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-1-S2-**Student **communicating** their thinking on a chosen topic to a *real-world audience* **using** a *real-world purpose* (persuade, inform, entertain**),** and a *form of their choice* (podcast, essay, editorial, YouTube commercial etc.). **CS, CT, CY, CM, CZ**			

	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-O- S1-** Student **selecting**, **experimenting with,** and **using,** organizational structures (compare & contrast, chronological, cause effect etc.; transition words etc.) to effectively sequence ideas in their daily writing. **CS, CT, CY, CM**	**W-O-E1** – Educator **selecting** short text passages that reflect a variety of organization structures; **using** short passages to co-construct the features of specific organizational structures, **experimenting with and using** these structures alongside students in their ***daily* writing** (in small or large group settings)	**W-O-T1**	**W-0-A1**
WRITING Ideas, Organization, Language Use, Revision & Editing	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-LP-S1a**- Student **using** criteria to analyze short writing passages alongside peers and teacher, applying and experimenting with passage study writing craft, into their own daily writing, **CT, CY, CM, CL**	**W-LP-E1a**- Educator routinely **selecting** small portion of text that reflect various aspects of language use, **analyzing** short text passages to co-construct the features of language usage within the passage with students **W-LP-E1b** – Educator **applying** and **experimenting** with language (alongside students) in their ***daily* writing** (small or large student group) through targeted mini-lessons.	**W-LP-T1a & T1b**	**W-LP-A1a-A1b**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-LP-S1b** – Students **changing** language for different types of writing tasks related to audience, and purpose. .**CS, CY, CM**			
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-RE-S1a** – Student **articulating** where they are at and need to go next to meet additional criteria and continue their learning **CS, CT, CM,** **W-RE-S1b -** Student **applying** feedback to meet their writing goal. **CS, CY, CM**	**W-RE-E1a-**Educator **co-creating** criteria for *revising feedback protocols* and **demonstrating** (alongside by and simultaneously with students) how to use revision, editing, and feedback protocols to provide timely, next step oral or written feedback that helps the student move their *daily* writing forward. (*180 Days* – Write Beside Them p.218-223) **W-RE-E1b** Educator **using** *intentional questions & rubric criteria* to facilitate student thinking on how the student might address their area of concern when meeting in a one-to-one conference instead of the teacher identifying specific areas needing to be changed	**W-RE-T1**	**W-RE-A1**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**W-RE-S2-** Students (in pairs or small teams) **articulating** (written, oral, pictorial) next-step revision feedback to peers. **CS, CY, CM, CL**	**W-RE-E2 -** -Educator **co-creating criteria** and *designing peer revision feedback protocols*; and **demonstrating to** small group or the whole class how to provide next step revision.	**W-RE-T2**	**W-RE-A2**
READING	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-S1** -Student **choosing** and **reading** fiction and nonfiction texts that is relevant to their interests, and **articulating** their thinking about their selected text **CS, CM**	**R-E1a -** Educator **designing** and **implementing** a *student literacy inventory* to access student interests and reading behaviours and **using** data to guide instruction and designing of tasks. **R-E1b –** Educator **reading** and **compiling** a list young adolescent fiction and non-fiction (throughout the year); **sharing** what they are reading with students orally, visually, in a written manner. **R-E1c -**Educator **designing/adapting** *reading conference* questions; ***conducting* DAILY** reading conferences; ***co-creating goals*** with the students to identify next steps in their reading; ***examining*** readers/writers' notebooks	**R-T1 -**	**R-A1**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-S2-**Student **sharing** understanding of texts (written, verbal, visual) they read (in pairs, visibly random small groups, or whole class) by using methods including: • *Making connections* (text to self, text to text, text to world, text to media • *Questioning* (I wonder ….) • *Inferring* (When I read this, I thought the author meant…) • *Predicting* (I think that…) • *Summarizing* (identifying main and supporting ideas) • *Visualizing* (In my mind I see…) **CS, CY CM, CL, CZ**	**R-E2a** Educator **selecting** and **discussing** relevant small portions of a text that provide multiple entry points for **showcasing** and **demonstrating** the application of comprehension strategies.	**R-T2 -**	**R-A2**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**R-S3-**Student **articulating** (written, verbal, visual) a claim about a significant point shared in the text and supporting their claim with specific text evidence individually or in pairs, small groups, or with the whole class. **CT, CM, CL, CZ**	**R-E3a** Educator **creating** reading tasks (written, verbal, visual) that have a *real-world* purpose. **R-E3b-** Educators **strategically selecting texts** that connect to student interests and contain multiple entry points for students to share their unique thinking. **R-E3c –** Educator **demonstrating** how to identify a claim, and select supporting evidence	**R-T3-**	**R-A3**
ORAL LANUGAGE COMMUNICATION	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**OLC-S1** - Student **selecting** topics of interest and form for delivery (speech, monologue, commercial, song, rant, etc.) to orally communicate their unique thinking for a real-world purpose and to an authentic audience. **CS, CY, CM, CZ**	**OLC-E1a-** Educator **designing** speaking tasks that have *real-world purpose* and communicate to a ***real-world audience.*** **OLC-E1b-** Educators **designing** and **demonstrating** *protocols on how to orally communicate unique thinking that matches purpose and audience*	**OLC-T1-**	**OLC-A1**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**OLC-S2a** -Student **sharing** unique thinking (suited to context, audience and purpose) in partners, small group, and whole class discussions by: -asking probing and extending question connected to the topic • -contributing statements that build upon or extend thinking on the topic • -making decisions and sharing opinions based on a set of criteria **CT, CY, CM, CL, CZ** **S-S2b**-Student (in pairs or small teams) **articulating** (written, oral, pictorial) next-step revision feedback to peers. **CS, CY, CM, CL**	**OLC-E2a**- Educator **co-creating criteria,** *designing, sharing feedback protocols*; and **demonstrating** how to: • ask probing and extending questions connected to the topic . • contribute statements that build upon or extend thinking on the topic. • make decisions and share opinions based on a set of criteria. **OLC-E2b** Educator **demonstrating to** small group or the whole class how to provide next step revision.	**OLC-T2-**	**OLC-A2a & b**



VISION OF A SENIOR YEAR LITERATE LEARNER

This document reflects the collective care, professional generosity, and shared commitment of a diverse group of Senior Years educators who came together with a common purpose—to strengthen literacy learning for each student. Representing multiple disciplines and classroom contexts, the team engaged in thoughtful dialogue, respectful challenge, and deep listening as they worked to name what it truly means to be a literate learner across Senior Years classrooms. Their willingness to lean into one another's thinking ensured that this vision honours both disciplinary expertise and shared responsibility.

Grounded in evidence-informed practice and shaped by what educators see, hear, and observe in classrooms, this vision brings clarity to how reading, writing, oral language communication, and critical thinking work together to make meaning. The time, care, and professional judgment invested in this work have resulted in a shared vision that supports educators in making instructional decisions and creating learning conditions where literacy is visible, purposeful, and responsive for each learner.

My deepest appreciation to the Vision of a Senior Years Literate Learner team,



Ingrid Gross
BSD Continuous Improvement Administrator

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VISION OF A SENIOR YEARS LITERATE LEARNER

GLOBAL COMPETENCIES KEY:

Creativity – CY, Critical Thinking – CT, Collaboration – CL
Communication – CM, Connection to Self – CS, Citizenship – CZ

Purpose:

- The purpose of this document is to provide a clear picture of what proficient literate learners *do* and *demonstrate* in senior years classrooms.

	FREQUENCY	OUR VISION FOR OUR STUDENTS What we will see students DOING and DEMONSTRATING in the class	OUR VISION FOR OUR EDUCATORS What we will see EDUCATORS DOING and DEMONSTRATING in the class	OUR VISION FOR TASKS
READING	**C** - Consistently **U**-Usually **S**-Sometime **NY**- Not Yet	**R-S1a -** Student **identifies** a main idea and supporting evidence from a range of texts **CM, CZ**	**R-E1a1 -** Educator **creates/adapts** reading tasks that have real-world and disciplinary contexts that help students identify main ideas and supporting evidence **R-E1a2**-Educator **shows** how to identify a main idea and supporting evidence from the *range of texts. The range of texts will consider:* • **Structure** – organizational patterns (e.g., cause/effect, problem/solution, compare/contrast, chronological order, argument-evidence). • **Complexity** – identifies the main idea even when it *isn't stated directly*, or when the author uses *complex, technical, or symbolic language*, recognizing multiple layers of meaning or subtle shifts in argument. • **Perspective** – contrasting/complementing perspectives (e.g., Indigenous and Western scientific worldviews; local vs. global issues), which influences word choice, evidence selection, and tone, and compares how different perspectives change interpretation of evidence or conclusions.	**R-T1a - The task:** • is designed around real-world or subject-related topics that matter to students, creating a clear and meaningful reason for reading. • is structured so students must determine the main idea and support it with evidence from one or more texts. • includes texts that vary in organization, level of challenge, or point of view, positioning students to infer the main idea and consider how perspective shapes meaning. • Create a need for students to make their thinking visible through individual, paired, or small-group sense-making.
		R-S1b -Student **refers** to text features (headings, bold or italic words, captions, white space, x- and y- axis, scales, glossary, table of contents, footnotes, etc.) to locate information and **explains** (orally, visually, and/or in writing) their understanding of the text. **CM,**	**R-E1b1 –** Educator **explains** what text features are and pointing out their purposes (e.g., explaining how a heading signals a topic shift or how a graph axis shows scale, captions clarify visuals, and bold print emphasizes key terms. **R-E1b2 -** Educator **makes** their thinking visible as they show how readers use text features to locate information, clarify meaning, draw connections, and explain relationships within a text. **R-E1b3 –** Educator **designs** tasks *that are relevant, timely, and connected to students lived experiences* that require students to use text features to locate information and make sense of relationships, patterns, or ideas within the text.	**T-T1b – The task:** • is structured so students must use text features (e.g., headings, captions, graphs, glossaries) to locate and interpret information needed to understand the text. • positions students to explain how text features support their understanding of ideas, relationships, or patterns, using speaking, writing, or visuals. • is designed around real-world or subject-related situations where text features are essential for making sense of information or data.
		R- S2 -Student **expresses** their thinking (written, verbal, visual) in response to texts by using literacy strategies including but not limited to: **CM, CS** • ***Making connections*** (text to self, text to text, text to world, text to media • ***Questioning*** (I wonder ….) • ***Inferring*** (When I read this, I thought the author meant…) • ***Predicting*** (I think that…) • Visualizing - (*When I read this, I picture…*) • ***Summarizing*** (identifying main and supporting ideas) • ***Monitoring*** *(I don't' understand, I am confused.)* • ***Clarifying*** *(I can re-read; I can use context clues to help me understand.)* • **Setting/Adjusting Purpose (***I'm reading this to find out…," "Now that I've read more, I realize…)* **CM, CS**	**E2a2** - Educator **designs** and **facilitates** tasks where students make visible their thinking about a text through discussion, writing, visuals, or performance.	**T-T2 - The Task** • is designed so students must make their thinking visible about what they read—not just provide an answer—through talking, writing, drawing, creating, or performing. • is structured to create a need for one or more reading strategies (e.g., making connections, asking questions, inferring, summarizing, monitoring, clarifying) in order to understand the text. • establishes a clear purpose for reading, which shapes how students select and use strategies to make sense of the text. • is designed around real-world or subject-related topics that matter to students, creating a clear and meaningful reason for reading. • Create a need for students to make their thinking visible through individual, paired, or small-group sense-making
		R-S3 -Student **applies** task verbs (such as list, evaluate, analyze, etc.) and subject-specific vocabulary accurately in context. **CM**	**R-E3a -**Educator **names** and **explains** task verbs and subject-specific vocabulary during instruction, and **connecting** them to the subject area or the methods of the discipline **R-E3b** - Educator **makes** their thinking visible as they show how to unpack questions and identify task verbs that signal what thinking or response is required.	**T-T3 – The task:** • uses clear task verbs (e.g., list, explain, analyze, evaluate) that signal the type of thinking or response expected. • is structured so students must use subject-specific vocabulary accurately when precision is necessary to clearly explain ideas or reasoning.
CRITICAL THINKING	**C** - Consistently **U**-Usually **S**-Sometime **NY**- Not Yet	**CT -S1** -Student **uses** question criteria (co-constructed or provided) to guide the collection of evidence from sources (primary, secondary, and tertiary) representing at least two relevant perspectives. **CT, CZ, CL, CS**	**CT-E1a-** Educator **designs** or **adapts** critical thinking tasks (reflecting real-world and student interests) that require the student to take a position **CT–E1b** – Educator **co-constructs** or providing clear question criteria that students use to guide what evidence to look for. **CT–E2c** – Educator **provides** and/or **facilitates how to** access to multiple sources (text, image, video, data, etc.) that contain multiple relevant perspectives *without indicating* which sources should be selected.	**CT-T1 – The task:** • is grounded in a real-world or subject-related issue that matters to students and poses a question that requires them to take a position or make a decision. • includes clear criteria that guide what information is worth collecting and what can be set aside. • is structured to surface evidence from at least two different viewpoints, without positioning one as the obvious or "right" answer. • provides access to varied sources and positions students to decide which are most useful based on the criteria. • Create a need for students to make their thinking visible through individual, paired, or small-group sense-making
		CT–S2 – While collecting evidence, the student **examines** the accuracy, completeness, and potential bias of sources, including identifying misleading information (misinformation, disinformation, or malinformation), and **uses** the evidence collected to judge its strength and relevance. **CT, CZ, CM, CL,**	**CT – E2a**- Educator **clarifies** the purpose for evidence collection and the expectations for evaluating source quality, without indicating which sources should be selected. **CT -E2b** - Educator **co-constructs or provides** tools and prompts to support students in recognizing bias and assessing accuracy, including identifying misinformation, disinformation, and malinformation. **CT–E2c** – Educator **makes their thinking visible** by showing how question criteria can be used to examine and prioritize information worth further consideration. **CT–E2d** – Educator **provides** or **adapts** research tools with embedded prompts that support students in examining accuracy, completeness, and bias as they gather evidence.	**CT-T2 – The task:** • is grounded in a real-world or subject-related issue that matters to students • is structured so students must examine whether information is accurate, complete, and fair before using it to make a decision. • is designed to surface misleading or incomplete information, requiring students to judge how strong or useful the evidence actually is. • creates a need for students to prioritize evidence based on the question, rather than treating all information as equally important. • includes tools that support examination of accuracy and bias, while still positioning students to decide which sources and conclusions make the most sense. • Create a need for students to make their thinking visible through individual, paired, or small-group sense-making
		CT-S3 -Student **selects** and **highlights** the most relevant evidence based on question criteria to determine which information is most relevant. **CM, CL, CZ**	**CT–E3a** – Educator **prompts** students to identify, highlight, or extract evidence they determine to be most relevant to the question or criteria. **CT–E3b** – Educator **prompts** students to justify why selected evidence is more relevant than other information, **using** appropriate disciplinary language where applicable. **C-E3c–** Educator **circulates** and, when students struggle, **asks** questions that prompt students to describe what they have tried, what they might try next, or how they will adjust their evidence selection approach, rather than correcting or explaining. **CT -E3d-**Educator **co-constructs** or **provides** tools and prompts that support students in organizing selected evidence in ways that make relevance and alignment to criteria visible.	**CT-T3 – The task:** • is grounded in a real-world or subject-related issue that matters to students • is structured so students must select and use only the evidence they judge to be most relevant based on the question criteria, rather than including all gathered information. • positions students to explain why selected evidence is more relevant than other available information, using criteria and appropriate disciplinary language. • is designed to make the organization of evidence meaningful, so its alignment to the question criteria is visible. • Create a need for students to make their thinking visible through individual, paired, or small-group sense-making

		CT-S4-Student **weighs** how well the evidence supports different options against criteria and **explains** which option is better supported and why **CT, CM, CZ**	**CT-E4a**- During the task, the educator **prompts** students to compare the strengths and weaknesses of evidence for different options and **supports** students in clarifying or refining explanations when reasoning is unclear **CT-E4b-** Educator **withholds** confirmation of a solution while students compare options and weigh evidence, **prompts** students to explain their reasoning when clarification or justification is needed. • "This evidence is strong because…, but this one is weaker because… • " Compare these two pieces of evidence. Which one gives us a stronger reason to choose this option? • " Have you considered the reliability of this evidence….? **CT-E4c** - Educator **structures** the task so students must revisit their initial position as evidence is weighed.	**CT-T4 – The task:** • is grounded in a real-world or subject-related issue that matters to students • is structured so students must compare how well different options are supported by evidence using the question criteria, rather than evaluating options in isolation. • creates a need for students to weigh the strength of evidence for each option, identifying degrees of support (e.g., stronger, weaker, more compelling, less reliable) in relation to the criteria. • positions students to explain which option is better supported overall and why, using evidence and criteria to justify their judgment. • allows space for students to revisit or refine their initial position as evidence is weighed and compared. • Create a need for students to make their thinking visible through individual, paired, or small-group sense-making
		CT-S5 -In response to a critical thinking task, the student **communicates** and **justifies** their decision using/referring to sound evidence. **CT, CM, CZ**	**CT-E1a -** Educator **prompts** student(s) to clearly justify their decision by using evidence drawn from their work. • "What decision are you making?" • "What evidence supports that decision?" **CT-E1b —** Educator **withholds** confirmation of a decision until the student has justified it with evidence	**CT-T5 – The task:** • is designed so students must clearly state a decision or judgment in response to the critical thinking question. • positions students to justify their decision by drawing on the most relevant and strongest evidence from their work. • Create a need for students to make their thinking visible through individual, paired, or small-group sense-making
WRITING	**C** - Consistently **U**-Usually **S**-Sometime **NY**- Not Yet	**W -S1a** - Student **makes** their thinking visible (oral/written/visual) on possible ideas they want to write about and then **selects** an idea to develop **CM, CY, CS** **W-S1b** – Student regularly **checks** and **revises** their writing against criteria, making visible adjustments (e.g., adding details, clarifying ideas, correcting information) **CT, CM, CS**	**W-E1a** Educator **provides** daily writing provocations and protected writing time (10–12 minutes) that invite students to generate ideas, select one, and begin an original text. **W-E1a2**- Educator **makes their thinking visible** (oral, written, or visual) when generating writing ideas, explicitly naming how ideas are expanded, refined, or selected. **W-E1a3** – Educator **invites** students to plan and organize ideas using methods of their choice and introducing a variety of planning options (e.g., sticky notes, outlines, colour-coding) **W-E1b1** Educator **co-creates/provides**, **posts,** and **references** clear writing criteria (e.g., checklists, rubrics) that students use while drafting and revising. **W-E1b2** – Educator **confers** with students on specific aspects of their writing, **uses** questions and prompts (rather than telling them what to fix) to support students in revising their work using the writing criteria.	**W1 – The task** • is designed so students must generate more than one writing idea and make a deliberate choice about which to develop, making their thinking visible through talking, writing, or visuals. • is designed so students *independently* select topics, purposes, or questions that connect to their own interests, experiences, or curiosities, making personal relevance a necessary condition for the task • is structured to position drafting as a process, requiring students to improve their writing over time by checking their work against clear criteria and making revisions. • creates a need for students to identify what requires improvement, use feedback purposefully, and explain what they changed and why..
		W-S2a- Student **identifies**, **chooses**, and **creates** an appropriate text *form* (lab report, letter, essay, resume, recipe, budget, etc.) to match the ***purpose*** *(*to explain, analyze, argue, describe, summarize, justify, etc.) of their writing **CM, CY** **W-S2b**– Student **applies** organizational *structures* (comparing and contrasting, chronologically, sequence, description, cause and effect, beginning/middle/end, procedural, problem and solution, etc.) and subject-specific formatting expectations (math notation, lab report, units, titles, subtitles, captions, labels). **CM** **W-S2c** – Student **adapts** language (tone, style, vocabulary, subject-specific terminology) to fit the intended audience (peers, teachers, workplace/professional setting, etc.). **CM, CY**	**W-E2a -** Educator **designs/presents** a *variety* of writing tasks with different purposes and making explicit how different subject-specific forms support those purposes. **W-E2b1**- Educator **uses** examples of different *organizational structures* (compare and contrast, chronologically, sequence, description, cause and effect, beginning/middle/end, procedural, problem and solution, etc.) to draw students' attention to how transitions and text features support meaning. **W-E2b2-**Educator **shares** and **makes** visible examples of required formatting features (e.g., titles, subheadings, captions, charts, tables, diagrams) that students reference while drafting and revising their writing. **W-E2c** –Educator **selects** texts (good/bad resumes, informal/formal lab reports, word problems, graphs, poems, art review/critique, proper procedural writing) that show how language (tone, style, vocabulary, or terminology) shifts for different audiences and **supporting** students in adapting their own writing to fit the intended audience.	**W2 - The task:** • is grounded in a real-world or subject-related issue that matters to students • is designed so students must select the form of writing that best fits the purpose of the task (e.g., explaining, analyzing, arguing, justifying). • is structured to require organization and formatting choices that make ideas clear and appropriate for the selected form. • positions students to adjust language, tone, and word choice based on audience and context. • Create a need for students to make their thinking visible through individual, paired, or small-group sense-making
		W-S3- Student **demonstrates** academic integrity by appropriately giving credit when they use ideas, data, or words from others. **CZ**	**W-E3** – Educator **makes** academic integrity visible by sharing and discussing examples of citations, acknowledgments, and common academic integrity errors, and **prompts** students to apply these examples in their own writing.	**W-T3 – The task:** • is designed so students must make the use of sources visible, clearly showing when ideas, information, or language come from elsewhere and giving appropriate credit within their writing. • Create a need for students to make their thinking visible through individual, paired, or small-group sense-making
		W-S4 – Student **uses** proper spelling, punctuation, capitalization, and grammar so their message is clear to the reader. **CM**	**W-E4** –Educator **makes** expectations for spelling, punctuation, capitalization, and grammar visible for the task and prompting students to check that their writing is clear regardless of subject area	**W-T4 – The task:** • is grounded in a real-world or subject-related issue that matters to students • is designed so students must apply spelling, punctuation, capitalization, and grammar during drafting and editing, in ways that support clarity and meaning for the reader. • Create a need for students to make their thinking visible through individual, paired, or small-group sense-making
Oral Language Communication	**C** - Consistently **U**-Usually **S**-Sometime **NY**- Not Yet	**OLC – S1** – Student **upholds shared** communication norms by using respectful language, taking turns, and responding to others in ways that invite and value multiple voices. **CM, CL, CZ, CS**	**OLC – E1** - Educator **guides** students in co-creating communication norms and intentionally revisiting and applying them during oral interactions.	**OLC-T1 – The task:** • is designed so students must follow shared communication norms in ways that allow ideas to be understood, compared, and built upon during discussion.
		OLC- S2 - Student, as speakers, **explains** their thinking aloud by sharing ideas, reasoning, and evidence during partner, small-group, or whole-class discussions. **CM, CL**	**OLC - E2** -Educator **makes** their own thinking explicit as an example and designing routines that prompt students to publicly explain their ideas, reasoning, or decisions during oral interactions	**OLC-T2 – The task:** • is grounded in a real-world or subject-related issue that matters to students • is structured so students must explain their thinking aloud, sharing ideas, reasoning, and evidence as part of completing the task. • is designed so understanding is developed or clarified through public explanation, not just through private thinking.
		OLC-S3 - Student, as listener, **responds** to others' ideas by paraphrasing or citing what a speaker said and asking clarifying or follow-up questions that extend or refine the discussion. **CM, CZ, CY, CL, CS**	**OLC -E3** – Educator **prompts** students to reference peers' ideas by paraphrasing what was said and asking clarifying or follow-up questions to extend the discussion.	**OLC-T3 – The task:** • is structured so students must respond to others' ideas by paraphrasing or referencing what was said before adding their own thinking. • creates a need for students to ask clarifying or follow-up questions that extend, refine, or deepen the discussion.
		OLC -S4- Student **selects** and **adjusts** vocal elements (e.g. pitch, pace, volume, tone, pronunciation, emphasis, expression) when speaking for different purposes, contexts or audiences **CM**	**OLC-E4**- Educator **uses** varied examples to highlight vocal elements and prompting students to notice how these elements shift depending on purpose, context, and audience.	**OLC-T4 – The task:** • is grounded in a real-world or subject-related issue that matters to students • is structured so students must adjust how they speak (e.g., pace, volume, tone, emphasis) to match the purpose and audience of the communication. • is designed so meaning or impact depends on how ideas are communicated aloud, not just on what is said.
		OLC-S5 – Student **follows/respects** cultural protocols and practices when sharing oral stories. i.e Indigenous protocols; having permission, acknowledging teller/author/Nation/Territory, keeping story intact, and telling at appropriate times). **CM, CZ, CL, CS**	**OLC – E5** – Educator **informs** and **prompts** students to apply protocols when sharing cultural stories	**OLC-T5 – The task**: • is designed so students must follow appropriate cultural protocols when sharing oral stories, including seeking permission, acknowledging the teller/author and Nation or Territory, and respecting the integrity of the story.

VISION OF A Grades K - 4 NUMERATE LEARNER

Global Competency Key:
Creativity – CY, Critical Thinking – CT, Collaboration – CL, Communication - CM, Connection to Self – CS, Citizenship - CZ

- The purpose of this document is to provide a clear picture of what proficient numerate learners *do* and *demonstrate* that are observable **daily** in early years classrooms.

		OUR VISION FOR OUR STUDENTS **What we will see students DOING and DEMONSTRATING in the class**	**OUR VISION FOR OUR TEACHERS** **What we will see teachers DOING and DEMONSTRATING in the class**	OUR VISION FOR OUR **TASKS** IN THE CLASSROOM	OUR VISION FOR OUR **ASSESSMENTS** **IN THE CLASSROOM**
Solving, Reasoning & Communication	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**SRC-S1** – Student *flexibly* **applies:** • **mathematical representations** (concrete, pictorial, and symbolic) • **strategies** • **and procedures** **to** *efficiently* and *accurately* **solve** an open numeracy task. **[CY, CT, CL, CM, CS, CZ]**	**SRC-E1a -** Educator **creates or adapts** and **implements** *numeracy-focused* learning inventories to learn about students' interests and lives (needed for designing or adapting open numeracy tasks). **SRC-E1b -** Educator **designs or adapts** a variety of open numeracy tasks (mild-medium-spicy) connected to big numeracy/mathematical ideas and student's interests and lives. **SRC-E1c -** Educator **introduces** open numeracy tasks using a story / connection to students' interests and lives. **SRC-E1d -** Educator **plans time in lessons** for students to engage in *productive struggle time* / *productive exploration time* to solve open numeracy tasks**.** **SRC-E1e -** Educator **creates a variety of groupings** (whole class, random pairs or groups of 3, individual) for students to work and learn in when solving an open numeracy task. **SRC-E1f –** Educator **provides** manipulatives, tools, and resources so students can solve open numeracy tasks using ***more than one*** mathematical representation (concrete, pictorial, symbolic, context) to demonstrate their *conceptual understanding*. **SRC-E1g -** Educator **uses** thinking prompts and redirect questions to support and maintain student engagement and learning during *productive exploration/struggle time.* **SRC-E1h** - Educator **prompts students to use** (and if necessary, uses and talks about using) **essential mathematical language** while solving open numeracy tasks. **SRC-E1i** - Educator **co-creates** criteria **with students about** what **effective collaboration** (whole group, small group, pairs) looks like and sounds like to create a collaboration rubric, and if necessary, **demonstrates** how to use the criteria when collaborating.	**SCR-T1** • Numeracy Learning Inventory • Authentic opportunities to connect math to their world (counting during nature walks, stories from home) • Daily Math Routines • Math Investigations • Outdoor Tasks/Play • Open tasks • Number talks • Number Sense Routines • Number Sense Routines 2 • Counting collections • Math Centres/games • Manipulatives • Songs • Vocabulary Task list 1 • Word Wall • Math Class Talk	**SCR-A1Criteria & Tools** Worst/Best Collaboration Rubric Sample
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**SRC-S2a -** Student **uses evidence** (concrete, pictorial, and symbolic mathematical representations) **to justify their solution** to an open numeracy task. **[CY, CT, CL, CM, CS, CZ]**	**SRC-E2a1 -** Educator **designs or adapts** relevant open numeracy tasks that students can solve using a variety of mathematical representations (concrete, pictorial, symbolic)**.** **SRC-E2a2 -** Educator **plans debrief and consolidation time** at the end of lessons so students can justify solutions with the *whole class*, in random groups of 3/pairs, and/or in *one-on-one conversation*.	**SCR-T2a** • Open tasks • Number talks • Number Sense Routines • Number Sense Routines 2 • Sorting & counting tasks- counting collections • Daily Math Routines • Math Investigations • Outdoor Tasks/Play • Math Centres/games	**SCR-A2a Criteria & Tools** Worst/Best Justification Rubric Sample

			SRC-E2a3- Educator **prompts** **students to use** (and if necessary, uses and talks about using) **evidence to justify** a solution during debrief/consolidation time. **SRC-E2a4 -** Educator **co-creates** criteria **with students about** what **using evidence to justify** **a solution** looks like and sounds like to create a justification criteria rubric, and if necessary, **demonstrates** how to use the criteria when justifying their solution to open numeracy tasks.	• Manipulatives • Word Wall • Math Class Talk • Vocabulary Task list 1 • Graphic organizers (Venn Diagrams, T-Charts) & Vertical Non-Permanent White Boards that allow students to make connections between their solution and classmates solutions.	
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**SRC-S2b -** Student **uses** grade level **mathematical language** to **communicate** (concrete, visual, oral, and/or in writing) **how their solution connects to the big mathematical/numeracy idea(s)** embedded in the open numeracy task. **[CY, CT, CL, CM, CS]**	**SRC-E2b1–** Educator **identifies** the big numeracy/mathematical idea(s) for a unit or outcome before planning of learning/lessons. **SRC-E2b2 -** Educator **designs or adapts** relevant open numeracy task connected to big numeracy/mathematical idea(s) that students can solve using a variety of mathematical representations (concrete, pictorial, and symbolic)**.** **SRC-E2b3 -** Educator **plans consolidation time in lessons for students to** collaborate, compare, and reason to make connections between their task understanding/solution and the big numeracy/mathematical idea(s) embedded in the task. **SRC-E2b4 -** Educator **uses** consolidation of learning prompts to uncover student understanding about the connection between their solution and big numeracy/mathematical idea(s). **SRC-E2a5** - Educator **prompts students to use** (and if necessary, uses and talks about using) **essential mathematical language** while talking about how their solution to an open numeracy task connects to the big mathematical/numeracy idea(s). *Example: "Mathematicians know that there is more than one way to solve a problem." "Mathematicians know there are many ways to count. We can count by 1's, 2's, 5's or 10's forward or backward from any number. Mathematicians know when we count by 2's, 5's or 10's we call it skip counting because we don't say some numbers in the sequence so it's faster." "Mathematicians know that when we skip count by a number, we say the multiples of that number." "Mathematicians know increasing patterns change based on multiples."*	**SRC-T2b** • Open tasks • Number talks • Number Sense Routines • Number Sense Routines 2 • Sorting & counting tasks- counting collections • Daily Math Routines • Math Investigations • Outdoor Tasks/Play • Math Centres/games • Manipulatives • Songs • Vocabulary Task list 1 • Word Wall • Math Class Talk Graphic organizers (Venn Diagrams, T-Charts) & Vertical Non-Permanent White Boards that allow students to make connections between their solution and the big mathematical/numeracy idea.	**SCR-A2b Criteria & Tools**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**SRC-S3 –** Student **communicates (**verbally, visually, concretely, and/or in writing) **where they are** in their grade level learning **and where they need to go next** to continue their grade level learning. **[CY, CT, CL, CM, CS, CZ]**	**SRC-E3a -** Educator **creates** a student self-assessment tool of learning outcomes/targets within a unit/topic that students use to self assess their proficiency. **SRC-E3b –** Educator **meets** with students (may be *individually, small group or whole class*) and **provides** *just-in-time* formative feedback to support students' understanding of where they are in their learning and need to go next.	**SCR-T3** • Achievement Indicators • "I can…" statement • Outcome-based play centers • Sorting & counting tasks- counting collections • Daily Math Routines • Math Investigations • Outdoor Tasks/Play • Math Centres/games • Open tasks	**SCR-A3 Criteria & Tools**

			SRC-E3c: Educator **creates** a bank of tasks organized from least to most complex - mild-medium-spicy - that students use after they self-assess to continue their grade level learning (meaningful practice/check-your-understanding questions).	• Peter Liljedahl & Maegan Giroux, *Mathematics Tasks for the Thinking Classroom, Gr K-5*. Self-Assessment Protocol ○ BTC Navigation Instrument (BTC book, Ch. 13) ○ Math Journal (written) ○ Exit Slip (written) ○	
Numeracy Mindset Note: If choosing either of these student observables, they must be addressed along with a (N)solving, Reasoning & Communication Observable, not on their own.	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**NM-S1** - Student **demonstrates** risk-taking behaviours by: • **making** multiple attempts and /or **using** multiple strategies to solve a task. • **providing** and **applying** feedback. • **using** mistakes as a tool for learning.	**NM E1a** -Educator **creates &/or adapts** and **implements** tasks/activities/scenarios that engage and challenge students to demonstrate risk-taking behaviours. **NM E1b** -Educator **prompts/demonstrates how** to make multiple attempts, provide and apply feedback, and use mistakes as a tool for learning. *Examples: Teacher prompts, "Is there something else you could try?", "I like how you used this to…, have you thought about trying ……?", "This strategy/representation/procedure didn't work but how does knowing this help you find a better solution?"*	**NM – T1** **Tasks that enable students to risk-take:** • Open tasks • Daily Math Routines • Math Investigations • Math Centres/games	**NM-A1 Criteria & Tools**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**NM-S2** - Student **uses** positive language when engaged in challenging tasks.	**NM E2a** - Educator **creates &/or adapts** and **implements** tasks/activities/scenarios (open numeracy tasks) that engage students to apply positive language. **NM E2b** - Educator **co-creates** with students positive sentences or sentence starters for them to use when solving a task (may need to **demonstrate** for students how to use positive language). **NM E2c** - Educator **creates &/or adapts and uses** prompts that encourage students to use positive language when solving an open task.	**NM – T2** • Outcome-based play centers • Open tasks • Number talks • Daily Math Routines • Math Investigations • Outdoor Tasks/Play • Math Centres/games	**NM-A2 Criteria & Tools**

VISION OF A Grade 5-8 NUMERATE LEARNER

Global Competency Key:
Creativity – CY, Critical Thinking – CT, Collaboration – CL, Communication - CM, Connection to Self – CS, Citizenship - CZ

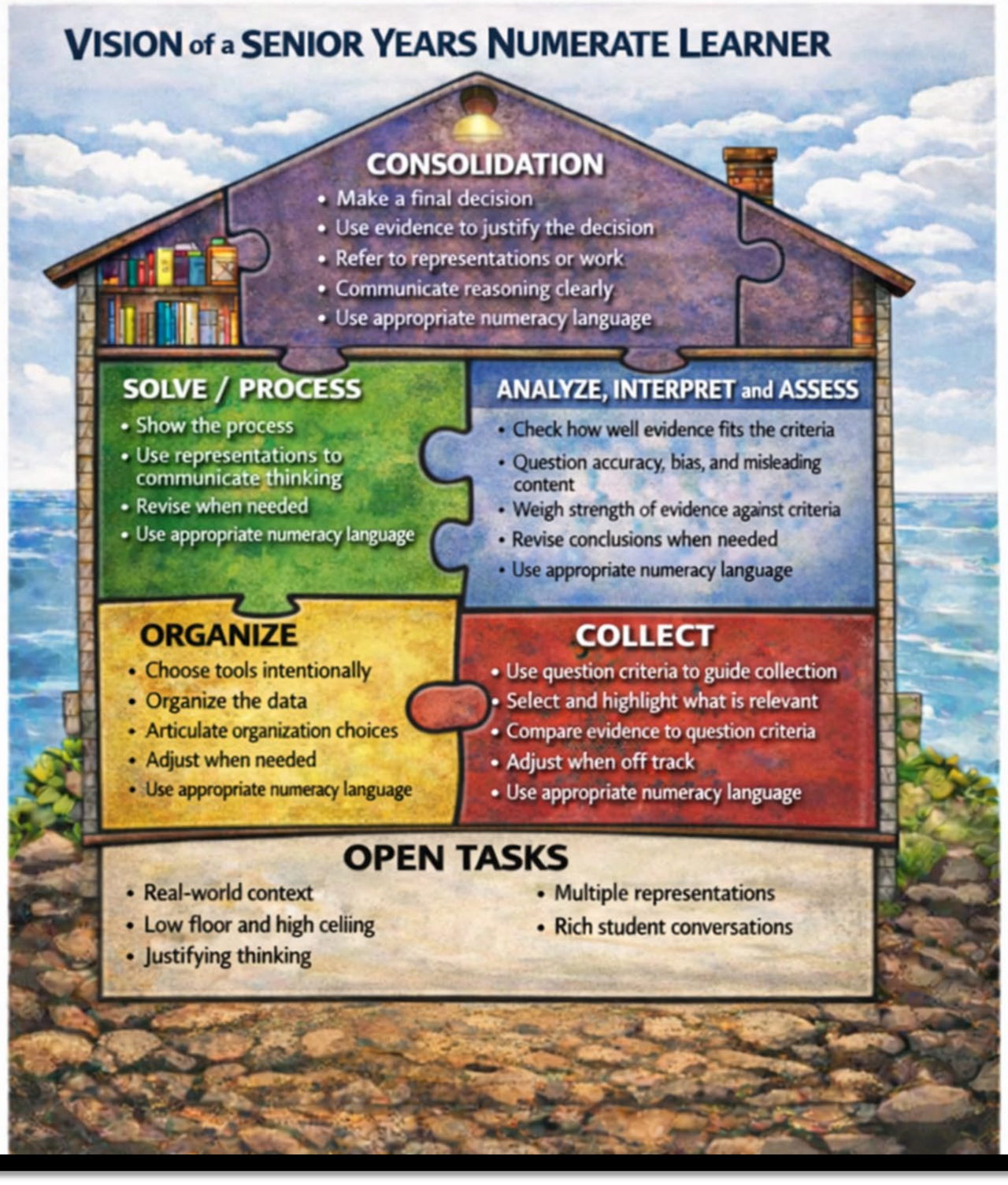
Purpose:

- The purpose of this document is to provide a clear picture of what proficient numerate learners *do* and *demonstrate* that are observable **daily** in middle years classrooms.

		OUR VISION FOR OUR STUDENTS What we will see students DOING and DEMONSTRATING in the class	OUR VISION FOR OUR EDUCATORS What we will see educator DOING and DEMONSTRATING in the class	OUR VISION FOR OUR **TASKS** IN THE CLASSROOM PLEASE SEE THE OI PORTAL NUMERACY FOR TASKS	OUR VISION FOR OUR **ASSESSMENTS IN THE CLASSROOM**
Problem Solver & Communicator	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**PSC-S1** – Student *flexibly* **applies:** • **mathematical representations** (concrete, pictorial, and symbolic) • **strategies** • **and procedures** **to** *efficiently* and *accurately* **solve** an open numeracy task. **[CY, CT, CL, CM, CS, CZ]**	**PSC-E1a -** Educator **creates or adapts** and **implements** *numeracy-focused* learning inventories to learn about students' interests and lives (needed for designing or adapting open numeracy tasks). **PSC-E1b -** Educator **designs or adapts** a variety of open numeracy tasks (mild-medium-spicy) connected to big numeracy/mathematical ideas and student's interests and lives. **PSC-E1c -** Educator **introduces** open numeracy tasks using a story / connection to students' interests and lives. **PSC-E1d -** Educator **plans time in lessons** for students to engage in *productive struggle time* / *productive exploration time* to solve open numeracy tasks. **PSC-E1e -** Educator **creates a variety of groupings** (whole class, random pairs or groups of 3, individual) for students to work and learn in when solving an open numeracy task. **PSC-E1f –** Educator **provides** manipulatives, tools, and resources so students can solve open numeracy tasks using ***more than one*** mathematical representation (concrete, pictorial, symbolic, context) to demonstrate their *conceptual understanding*. **PSC-E1g -** Educator **uses** thinking prompts and redirect questions to support and maintain student engagement and learning during *productive struggle time.* **PSC-E1h** - Educator **prompts students to use** (and if necessary, uses and talks about using) **essential mathematical language** while solving open numeracy tasks. **PSC-E1i** - Educator **co-creates** criteria **with students about** what **effective collaboration** (whole group, small group, pairs) looks like and sounds like to create a collaboration rubric, and if necessary, **demonstrates** how to use the criteria when collaborating.	**PSC -T1** - -	**PSC-A1 Criteria & Tools** Worst/Best Collaboration Rubric Sample
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**PSC-S2a -** Student **uses evidence** (concrete, pictorial, and symbolic mathematical representations) **to justify their solution** to an open numeracy task. **[CY, CT, CL, CM, CS, CZ]**	**PSC-E2a1** - Educator **designs or adapts** relevant open numeracy tasks that students can solve using a variety of mathematical representations (concrete, pictorial, symbolic)**.** **PSC-E2a2 -** Educator **plans debrief and consolidation time** at the end of lessons so students can justify solutions with the *whole class*, in random groups of 3/pairs, and/or in *one-on-one conversation*. **PSC-E2a3-** Educator **prompts students to use** (and if necessary, uses and talks about using) **evidence to justify** a solution during debrief/consolidation time. **PSC-E2a4** - Educator **co-creates** criteria **with students about** what **using evidence to justify a solution** looks like and sounds like to create a justification criteria rubric, and if necessary, **demonstrates** how to use the criteria when justifying their solution to open numeracy tasks.	**PSC -T2a**	**PSC-A2a Criteria & Tools** Worst/Best Justification Rubric Sample
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**PSC-S2b -** Student **uses** grade level **mathematical language** to **communicate** (concrete, visual, oral, and/or in writing) **how**	**PSC-E2b1–** Educator **identifies** the big numeracy/mathematical idea(s) for a unit or outcome before planning of learning/lessons. **PSC-E2b2 -** Educator **designs or adapts** relevant open numeracy task connected to big numeracy/mathematical idea(s) that students can solve using a variety of mathematical representations (concrete, pictorial, and symbolic)**.**	**PSC -T2b**	**PSC-A2b Criteria & Tools**

		their solution connects to the big mathematical/numeracy idea(s) embedded in the open numeracy task. **[CY, CT, CL, CM, CS]**	**PSC-E2b3 -** Educator **plans consolidation time in lessons for students to** collaborate, compare, and reason to make connections between their task understanding/solution and the big numeracy/mathematical idea(s) embedded in the task. **PSC-E2b4 -** Educator **uses** consolidation of learning prompts to uncover student understanding about the connection between their solution and big numeracy/mathematical idea(s). **PSC-E2a5** - Educator **prompts students to use** (and if necessary, uses and talks about using) **essential mathematical language** while talking about how their solution to an open numeracy task connects to the big mathematical/numeracy idea(s). *Example: "Mathematicians know that there is more than one way to solve a problem." "Mathematicians know that division is the act of sharing or the act of grouping." "Mathematicians know that a fraction is a whole that has been divided into 'fair shares' or equal-sized pieces. We often say a fraction represents a part of a whole."* .		
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**PSC-S3 –** Student **communicates (**verbally, visually, concretely, and/or in writing) **where they are** in their grade level learning **and where they need to go next** to continue their grade level learning. **[CY, CT, CL, CM, CS, CZ]**	**PSC-E3a -** Educator **creates** a student self-assessment tool of learning outcomes/targets within a unit/topic that students use to self-assess their proficiency. **PSC-E3b –** Educator **meets** with students (may be *individually, small group or whole class*) and **provides** *just-in-time* formative feedback to support students' understanding of where they are in their learning and need to go next. **PSC-E3c:** Educator **creates** a bank of tasks organized from least to most complex - mild-medium-spicy - that students use after they self-assess to continue their grade level learning (meaningful practice/check-your-understanding questions).	**PSC -T3**	**PSC-A3 Criteria & Tools**
Grit & Resilience (Note: If choosing either of these student observables, they must be addressed along with a Problem Solver & Communicator Observable, not on their own.	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**GR-S1**: Student **makes multiple attempts**, *flexibly* using a variety of mathematical representations (concrete, pictorial, and symbolic), strategies and procedures **when having difficulty solving** a task in random groups of 3/pairs *and* individually. **[CY, CT, CL, CM, CS, CZ]**	**GR-E1a -** Educator **creates &/or adapts** and **implements** open numeracy tasks/activities/scenarios that engage and challenge students to make multiple attempts. **GR-E1b -** Educator **organizes** manipulatives, tools, and resources that students can access to make multiple attempts to solve an open numeracy task using a variety of mathematical representations (concrete, pictorial, and symbolic), strategies and procedures. **GR-E1c -** Educator **circulates** between student groups or individuals and **uses thinking prompts and redirect questions** to support students' learning while they are engaged in *productive struggle time.* **GR-E1d** – Educator **demonstrates** how to use manipulatives, tools, and resources to make multiple attempts to solve an open numeracy task using a variety of mathematical representations (concrete, pictorial, and symbolic), strategies and procedures.	**GR – T1**	**GR-A1 Criteria & Tools** **5-8 Perseverance Rubric**
	☐Consistently ☐Usually ☐Sometimes ☐Rarely	**GR-S2:** Student **independently selects** a **variety of manipulatives, tools, and resources to solve** an open numeracy task using mathematical representations (concrete, pictorial, and symbolic), strategies and procedures. **[CY, CT, CS]**	**GR-E2a** - Educator **creates &/or adapts** and **implements** open numeracy tasks/activities/scenarios that students must solve using a variety of manipulatives, tools, and resources. **GR-E2b**: Educator **organizes** the learning space, so **a variety** of manipulatives, tools, and resources are readily available for students to access while solving open numeracy tasks. **GR-E2c**: Educator **may slightly prompt** students to use manipulatives, tools and/or resources to solve open numeracy tasks. **GR-E2d**: Educator **demonstrates how to use** a **variety** of manipulatives, tools, and resources for students to access while solving open numeracy tasks.	**GR – T2** ○	**GR-A2 Criteria & Tools**

VISION of a SENIOR YEARS NUMERATE LEARNER



Graphic created by:
Larissa Masson - VMHS

This document reflects the collective thinking, professional generosity, and deep commitment of a deliberately heterogeneous High School Numeracy team, brought together to ensure that numeracy is meaningful, relevant, and accessible across all subject areas. By drawing on diverse disciplinary perspectives, the team worked to create authentic connections that invite every department to lean into numeracy in ways that honour their context and expertise.

Through thoughtful dialogue, respectful challenge, and a shared focus on observable impact, this group clarified what numeracy proficiency looks like in ways that support both students and educators. The time, care, and professional judgment invested in this work strengthen not only this document, but the learning conditions in classrooms across our division.

We are deeply grateful for the insight, commitment, and collaborative spirit each team member brought to this work. Your contributions have helped establish a shared vision for numeracy that supports clarity, coherence, and continuous learning at the high school level.

My deepest appreciation to the Vision of a Senior Years Numerate Learner team,



Ingrid Gross
BSD Continuous Improvement Administrator

CPRSS	ECOLE NEELIN SECONDAIRE	PRAIRIE HOPE	VINCENT MASSEY HIGH SCHOOL	Brandon School Division
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VISION OF A SY NUMERATE LEARNER

GLOBAL COMPETENCIES KEY:

Creativity – CY, Critical Thinking – CT, Collaboration – CL
Communication – CM, Connection to Self – CS, Citizenship – CZ

Purpose:

- The purpose of this document is to provide a clear picture of what proficient literate learners *do* and *demonstrate* in senior years classrooms.

	OUR VISION FOR OUR STUDENTS What we will see students DOING and DEMONSTRATING in the class	OUR VISION FOR OUR EDUCATOR What we will see students DOING and DEMONSTRATING in the class	Tasks that include
COLLECT	**C -S1** Student **uses** question criteria (co-constructed or provided) to guide data collection **CT, CL, CM**	**C-E1a –** Educator **shares** or **co-constructs** question criteria before students begin gathering data. **C-E1b -** During data collection, the educator **asks** prompting questions that require students to name the criteria they are using and describe their evidence choices using numerate language where appropriate. • Which part of the criteria are you checking now? • What evidence do you still need to collect? • Have you compared your evidence against criteria? **C-E1c** – The educator **uses** exemplars and prompts students to describe how closely their evidence aligns with the criteria (e.g., *strong alignment, partial alignment, or limited alignment*), supporting students to clarify and refine their language as needed. **C-E2d -** While circulating, the educator **notices** when students are off track and **prompts** students to identify mismatches in their data collection by reconnecting to the task criteria and reconsidering their approach.	**C-T1 & C-T2** - The task: • is designed with **a low floor and high ceiling, offering multiple entry points** and allowing students to use varied strategies, representations, or levels of complexity. • includes a **clearly stated overarching question and visible criteria** that define what counts as relevant or strong evidence. • incorporates **texts, data sets, or information sources that contain both relevant and irrelevant details,** positioning students to identify, select, and extract what aligns with the criteria. • is situated in **an authentic or real-world context connected to students**, where more than one response or decision is possible. • **is designed to require face-to-face interaction with others' ideas,** so students must compare, question, build on, or refine thinking through discussion, shared representations, or collaborative problem-solving.
	C-S2 -Student **selects** and **highlights** the most relevant data based on question criteria **CT, CL, CM, CZ**	**C-E2a-** Educator **provides** texts that reflects diversity in cultural contexts (infographics, news articles, website articles etc.), data sets (tables), or task information that include both relevant and irrelevant details and making available visual or language supports that help students identify what matters. **C-E2b** – Educator **prompts** students to restate the task question or purpose in their own words, using numerate language where it supports clarity. **C-E2c** - Educator **prompts** students to highlight, record, or extract information they identify as relevant and to justify their selections using appropriate numerate language where appropriate **C-E2d–** Educator **prompts** students to use numerate language in context **C-E2e–** Educator **circulates** and, when students struggle, **asks** questions that prompt students to describe what they have tried, what they might try next, or how they will adjust their approach, using numerate language where it supports clarity, **rather than** correcting or explaining. **C-E2f** - While circulating, the educator **notices** when students are off track and **prompts** students to identify mismatches in their data collection/selection by reconnecting to the task criteria and reconsidering their approach.	
ORGANIZE	**O-S1**-Student **identifies** and **applies** a combination of appropriate knowledge, skills, and tools to organize data to complete a numeracy task and describes how the data is organized using numerate language where it supports clarity. **CT, CL, CM, CY, CS**	**O-E1a -** Before the task begins, the educator **makes** relevant representations, tools and resources accessible to all students **O-E1b -** During the task, the educator **prompts** students to name the strategies or tools they are using to organize data, using numerate language and **shares** their thinking with a partner or group when appropriate. **O-E1c** - Educator **prompts** students to name and justify the knowledge, skills, or tools they are using to organize their data and, when needed, **supports** students in using clearer numerate language to explain their choices. • "What are you using to help organize your information?" • "Why did you choose that strategy or tool?" **O-E1d –**Educator **circulates** and, when students struggle**, asks** questions *that prompt students* to describe what they have tried, what they might try next, or how they will adjust their approach, using numerate language where it supports clarity, ***rather than*** correcting or explaining. **O-E1e**- While circulating, the educator **notices** when students are off track and **prompts** students to identify mismatches in their data organization by reconnecting to the task criteria and reconsidering their approach.	**O-T1-The task:** • is designed to **include data or information that is not pre-organized**, requiring students to create their own structures (e.g., tables, charts, diagrams, lists, models, digital tools) to make sense of the information. • involves **multiple variables, attributes, or conditions,** making organization necessary to identify patterns, relationships, or solutions. • allows for **more than one valid way to organize** the data, resulting in varied organizational structures across student work. • is structured so **students must make their organization visible** by showing or submitting organized data as part of the solution or product. • **is designed to require interaction with others' ideas,** so students must compare, question, build on, or refine thinking through discussion, shared representations, or collaborative problem-solving. • is designed with **a low floor and high ceiling, offering multiple entry points** and allowing students to use varied strategies, representations, or levels of complexity.
ANALYZE, INTERPRET ASSESS	**AIA-S1-** Student **checks** how effectively the evidence, information, data sets fit by: • **identifying** inconsistencies, or unexpected results, patterns • **asking** questions to check for accuracy, completeness, bias, or misleading content (e.g., misinformation,	**AIA-E1a-** Educator **asks** verification-focused questions that prompt students to re-examine texts, charts, or data sets and to communicate what they notice, **supports** students in clarifying or refining their language when responses are vague or imprecise. • "Does anything here not fit the criteria?" • "Is there anything in the data that seems off, inconsistent, or unexpected?" • "What might be missing here that would make this conclusion stronger?" • "How confident are we in this result, and what in the evidence makes you say that?" **AIA-E1b** -Educator **sets up** partner, small-group, or whole-class discussion where students question the validity and reliability of evidence, **supports** students in using clear and numeracy accurate language to communicate their thinking.	**AIA-T1 & AIA-T2- The task:** • includes **explicit criteria that define what counts** as strong, sufficient, or reliable evidence. • is designed to **provide evidence, texts, or data sets that contain inconsistencies, gaps, limitations, or unexpected results**, requiring these to be identified and addressed. • incorporates **information of varying quality, completeness, or reliability,** positioning students to question accuracy, bias, or credibility.

	disinformation, malinformation) • **acting** on what they discover by **revising** interpretations, **identifying** limitations, **challenging** conclusions or **questioning** the credibility and intent behind the information • using appropriate numerate language **CT, CL, CM, CY, CS, CZ**	**AIA- E1c –**Educator **prompts** students to revise interpretations, note limitations, or question conclusions when issues emerge, supporting students in explaining what changed in their thinking and why, and refining numeracy language when explanations are unclear**.** **IAA - E1d –**Educator **prompts** students to explore and discuss alternative interpretations of evidence and how those interpretations affect conclusions, **supports** students in using clear and precise numeracy language when comparing their ideas. **IAA – E1e -** Educator **circulates** and, when students struggle, **asks** questions that prompt students to describe what they have tried, what they might try next, or how they will adjust their approach, using numerate language where it supports clarity, **rather than** correcting or explaining. **AIA – E1F -**While circulating, the educator notices when students are off track and **prompts** students to identify mismatches in their data interpretation/analysis by reconnecting to the task criteria and reconsidering their approach.	• presents **more than one plausible interpretation, claim, or option**, each supported by some evidence. • is structured so **students must compare how well the evidence supports each option against the criteria**, rather than identifying a single correct answer. • creates a need for students **to revise interpretations, note limitations, or adjust conclusions** based on issues identified in the evidence. • **is designed to require interaction with others' ideas,** so students must compare, question, build on, or refine thinking through discussion, shared representations, or collaborative problem-solving. • is designed with **a low floor and high ceiling, offering multiple entry points** and allowing students to use varied strategies, representations, or levels of complexity.
	AIA-S2 Student **weighs** how well the evidence supports different options against criteria and **communicates** which option is better supported and why. **CT, CL, CM, CY, CZ**	**AIA-E2a**- During the task, the educator **prompts** students to compare the strengths and weaknesses of the evidence for each option, **supports** students in clearly communicating their comparisons and refining numeracy language when explanations are unclear or imprecise. **AIA-E2b** — The educator **withholds** confirmation of a solution and **asks** students to compare evidence across options, explain the relative strength of that evidence, and consider whether a revision is needed. • ""This evidence fits the criteria well because…, and this evidence fits some of the criteria because…" • " Compare these two pieces of evidence. Which one gives us a stronger reason to choose this option? • " Have you considered the reliability of this evidence….?	
SOLVE/PROCESS	**SP- S1** -Student **shows** their process in solving a numeracy task. ○ pictorial - charts, graph, ○ symbolic-formulas, ○ concretely-3D modelling ○ orally **CT, CL, CM, CY, CS,**	**SP-E1a**The educator **prompts** students to show or explain how they solved the task rather than accepting a final answer alone. **SP-E1b** — The educator **provides** access to materials and representations (e.g., drawing tools, manipulatives, whiteboards. formula) that allow students to show their thinking in different ways. **SP-E1c —** During the task, the educator **prompts** students to use, explain &/or revise a representation (pictorial, symbolic, concrete, or oral) to show their process with partner/small group/teacher. Observable prompts may include: • *"Show how you worked it out."* • *"How does this picture or model match your answer?"* **SP-E1d** — When responding to student work, the educator **names** or **asks** about the student's process or representation (e.g., strategy used, model chosen, or how information was organized) before commenting on correctness.	**SP-E1 & SP-E2 - The task:** • is designed with **a low floor and high ceiling**, allowing access to basic representations while supporting increasingly sophisticated or efficient processes. • is designed so students **must make their problem-solving visible using at least one representation (pictorial, symbolic, concrete, or oral),** rather than submitting a final answer alone. • provides **access to multiple representations or tools** (e.g., diagrams, manipulatives, formulas, models), resulting in varied ways students show their process. • includes **opportunities for students to compare their representation or process** with another representation, data set, or peer approach. • introduces new information, representations, or evidence during the problem-solving process, **creating conditions that may challenge** an initial solution or strategy. • creates **time and space for students to revise** their process, representation, or solution based on new or stronger evidence. • positions **students to identify and explain** what changed in their thinking or process after revising. • **is designed to require interaction with others' ideas,** so students must compare, question, build on, or refine thinking through discussion, shared representations, or collaborative problem-solving.
	SP – S2 - Student **revises** their thinking or process (es) in response to feedback or when new/ stronger evidence challenges their thinking **CT, CM, CS, CL, CY, CZ**	**SP-E2a —** The educator **prompts** students to revisit their initial solution after encountering new information, representations, or peer ideas. **SP-E2b —** The educator **circulates** and **prompts** students to compare their original solution with new or stronger evidence. Observable prompts may include: • "Does this new idea change your thinking?" • "Which solution is better supported now?" • What are your next steps? • how have you changed your thinking? • what revisions have you made? • what new evidence have you acquired **SP-E2c —** The educator **provides** time for students to revise their solution **rather than** moving immediately to confirmation or closure**.** **SP -E2d -** While circulating, the educator **notices** when students are off track and **prompts** students to identify mismatches in their processes, or use of evidence by reconnecting to the task criteria and reconsidering their approach. **SP-E2e —** When students **revises**, the educator **prompts** them to explain what changed in their thinking and why**.**	
CONSOLIDATION	**CO-S1** -In response to the problem/task, student **communicates** and **justifies** their decision using/referring to appropriate evidence such as: ○ pictorial - charts, graph, ○ symbolic-formulas, ○ concretely-3D modelling ○ orally **CT, CM, CY, CZ**	**CO-E1a -** Educator **prompts** student to clearly justify their solution by using &/or referring to their work (pictorial, symbolic, concrete, or oral) • *"What decision are you making?"* • *"What evidence supports that decision?"* **CO-E1b —** The educator **withholds confirmation** of a student solution until the student has justified it with evidence	**CO-T1 - The task:** • is designed so students **must make a final decision, claim, or conclusion** in response to the problem, rather than stopping at a calculated result or strategy. • includes **explicit criteria or conditions that require justification**, positioning students to use evidence generated during the task to support their final decision. • is **structured so students must refer back** to their own representations (pictorial, symbolic, concrete, or oral) when consolidating their decision. • presents more than **one plausible conclusion** or option, **making justification** necessary to support the final choice. • positions students to communicate both the **decision and the supporting evidence** as the closing component of the task.