Strand D. Composition: Expressing Ideas and Creating Texts

Ontario

By the end of each grade, students will:

OVERALL EXPECTATION D1. Developing Ideas and Organizing Content:
plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

SPECIFIC EXPECTATIONS

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Purpose and Audience							
D1.1 identify the topic, purpose, and audience for various simple texts they plan to create	**D1.1** identify the topic, purpose, and audience for various texts they plan to create	**D1.1** identify the topic, purpose, and audience for various texts they plan to create, and describe how the chosen text form and genre will help communicate their intended meaning	**D1.1** identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning	**D1.1** identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning	**D1.1** identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning	**D1.1** identify the topic, purpose, and audience for various texts they plan to create, and analyze why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning	**D1.1** identify the topic, purpose, and audience for various texts they plan to create; choose a text form, genre, and medium to suit the purpose and audience, and justify their choices

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Developing Ideas							
D1.2 generate ideas about given and chosen topics, using simple strategies and drawing on various resources, including their own lived experiences, and learning from other subject areas	**D1.2** generate and develop ideas about given and chosen topics, using simple strategies, and drawing on various resources, including their own lived experiences, and learning from other subject areas	**D1.2** generate and develop ideas about given and chosen topics, using various strategies, and drawing on various resources, including their own lived experiences, and learning from other subject areas	**D1.2** generate and develop ideas about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences	**D1.2** generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences	**D1.2** generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences	**D1.2** generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences	**D1.2** generate and develop ideas and details about challenging topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences
Research							
D1.3 gather information and content relevant to a topic, using a single source	**D1.3** gather information and content relevant to a topic, using three or more sources	**D1.3** gather information and content relevant to a topic, using three or more sources	**D1.3** gather information and content relevant to a topic, using a variety of sources and strategies, and record the sources of information	**D1.3** gather and record information and content relevant to a topic, using multiple textual sources; verify the reliability of sources, using simple criteria; and record the creator and source of all content created by others	**D1.3** gather information and content relevant to a topic, using multiple textual sources; summarize the information; verify the reliability of sources; and record the creator and source of all content created by others	**D1.3** gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the quality, bias, and accuracy of information; verify the reliability of sources; and record the creator and source of all content created by others	**D1.3** gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the currency, quality, bias, and accuracy of information; verify the reliability of sources; and cite the sources of all content created by others

SPECIFIC EXPECTATIONS *(continued)*

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Organizing Content							
D1.4 sort and sequence ideas and information, taking into account the text form and genre to be used	**D1.4** sort and sequence ideas and information, taking into account the text form and genre to be used	**D1.4** sort and sequence ideas and information, using appropriate strategies and tools, taking into account the text form and genre to be used	**D1.4** select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium	**D1.4** select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium	**D1.4** classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium	**D1.4** classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium	**D1.4** classify and sequence ideas and collected information, selecting effective strategies and tools, and identify and organize relevant content, evaluating the choices of text form, genre, and medium, and considering alternatives
Reflecting on Learning							
D1.5 identify the strategies that helped them develop ideas for texts	**D1.5** identify the strategies that helped them develop ideas for texts	**D1.5** identify the strategies that helped them develop ideas for texts and organize content	**D1.5** describe the strategies and tools that helped them develop ideas and organize content for texts of the chosen forms, genres, and media, and explain how they helped them improve as a text creator	**D1.5** describe the strategies and tools that helped them develop ideas and organize content for texts of the chosen forms, genres, and media, and explain how they helped them improve as a text creator	**D1.5** explain and compare how the strategies and tools used helped them develop ideas and organize content for texts of the chosen forms, genres, and media, and how they helped them improve as a text creator	**D1.5** explain and compare how the strategies and tools used helped them develop ideas and organize content for texts of the chosen forms, genres, and media, and how they helped them improve as a text creator	**D1.5** evaluate the strategies and tools used to develop ideas and organize content for texts of the chosen forms, genres, and media, explain which were most helpful, and suggest steps for future improvement as a text creator

OVERALL EXPECTATION D2. Creating Texts:

apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts

SPECIFIC EXPECTATIONS

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Producing Drafts							
D2.1 draft short, simple texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies	**D2.1** draft short texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies	**D2.1** draft short texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies	**D2.1** draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies	**D2.1** draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies	**D2.1** draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies	**D2.1** draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies	**D2.1** draft complex texts of various forms and genres, including narrative, persuasive, expository, and informational texts, citing sources, and use a variety of appropriate media, tools, and strategies to transform information and communicate ideas
Printing, Handwriting, and Word Processing							
D2.2 print letters and words with appropriate formation patterns, size, placement, and spacing	**D2.2** print legibly and fluently, with appropriate formation patterns, size, placement, and spacing	**D2.2** begin to write in cursive, forming letters with appropriate formation patterns, size, placement, and spacing	**D2.2** write in cursive, forming letters of appropriate shape, size, proportion, and slant to improve the legibility of texts, and begin to develop fluent keyboarding skills using touch-typing techniques	**D2.2** write in fluent cursive, begin to keyboard with automaticity, and apply word-processing skills, including selecting appropriate fonts, to produce and enhance texts of various lengths	**D2.2** write in fluent cursive, and apply keyboarding skills with increasing fluency, automaticity, and proficiency to improve the accuracy and effect of texts	**D2.2** write in cursive fluently, with a personal style, and apply word-processing skills with some fluency, automaticity, and proficiency to improve the accuracy and effect of texts	**D2.2** write in cursive fluently, with a personal style, and apply advanced word-processing skills to improve the accuracy and effect of texts

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Voice							
D2.3 demonstrate a personal voice in their texts, with a focus on using words that express their thoughts, feelings, and opinions about the topic	**D2.3** demonstrate a personal voice in their texts, using descriptive words to express their thoughts, feelings, and opinions about the topic	**D2.3** demonstrate a personal voice in their texts, using descriptive words and sentence patterns to express their thoughts, feelings, and opinions about the topic	**D2.3** establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre	**D2.3** establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre	**D2.3** establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre	**D2.3** establish a personal voice in their texts, using language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre	**D2.3** establish an identifiable voice in their texts, modifying language and style to suit the text's form, genre, audience, and purpose, and express their thoughts, feelings, and opinions about the topic clearly
Point of View and Perspective							
D2.4 identify the point of view, including first person, used in their texts	**D2.4** identify the point of view, including first person, used in their texts	**D2.4** identify the point of view, including first person or third person, used in their texts	**D2.4** identify the point of view used in their texts, and the perspectives and bias conveyed in their texts	**D2.4** identify the point of view, implicit and explicit perspectives, and bias conveyed in their texts, and explain how their messages might be interpreted by audiences with different perspectives	**D2.4** identify the point of view, perspectives, and bias conveyed in their texts, and explain how their messages might be interpreted by audiences with different perspectives	**D2.4** identify the point of view, perspectives, and bias conveyed in their texts, and explain how their messages might be interpreted by audiences with different perspectives	**D2.4** explain the explicit and implicit points of view, perspectives, and bias conveyed in their texts, evaluate how various audiences might respond, and suggest ways to acknowledge other perspectives

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Revision							
	D2.5 make revisions to texts using feedback from others, such as adding or deleting sentences	**D2.5** make simple revisions to draft texts, including replacing words and adding sentences, to improve content and clarity, using feedback from others	**D2.5** make revisions to the content of draft texts and to elements of style, such as word choice and adding or deleting sentences, to improve clarity, focus, and coherence, seeking feedback	**D2.5** make revisions to the content of draft texts and to elements of style, such as word choice, and add or delete sentences, to improve clarity, focus, and coherence, seeking feedback	**D2.5** make revisions to the content, elements of style, patterns, and features of draft texts, and add and delete sentences to improve clarity, focus, and coherence, using various strategies and seeking and selectively using feedback	**D2.5** make revisions to the content, elements of style, patterns, and features of draft texts, and add, delete and re-sequence sentences to improve clarity, focus, and coherence, using various strategies and seeking and selectively using feedback	**D2.5** make revisions to the content, elements of style, patterns, and features of draft texts, and add, delete, revise, and reorganize sentences to improve clarity, focus, and coherence, using various strategies and seeking and selectively using feedback
Editing and Proofreading							
D2.5 make simple edits to draft texts, such as changes to capitalization, punctuation, and spelling	**D2.6** make simple edits to draft texts, such as checking for errors in capitalization, punctuation, and spelling	**D2.6** edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and text conventions, and proofread edited texts to make corrections	**D2.6** edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts	**D2.6** edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts	**D2.6** edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers	**D2.6** edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers	**D2.6** edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers

OVERALL EXPECTATION D3. Publishing, Presenting, and Reflecting:

select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics

SPECIFIC EXPECTATIONS

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Producing Final Texts							
D3.1 produce final texts, using simple techniques, to achieve the intended effect	**D3.1** produce final texts using simple techniques, to achieve the intended effect	**D3.1** produce final texts using simple techniques, to achieve the intended effect	**D3.1** produce final texts using a variety of techniques and tools, including simple digital design and production tools, to achieve the intended effect	**D3.1** produce final texts using a variety of techniques and tools, including digital design and production tools, to achieve the intended effect	**D3.1** produce final texts, selecting a variety of suitable techniques and tools, including digital design and production tools, to achieve the intended effect	**D3.1** produce final texts, selecting a variety of suitable techniques and tools, including digital design and production tools, to achieve the intended effect	**D3.1** produce final texts using appropriate techniques and tools, including digital design and production tools, to achieve the intended effect
Publishing and Presenting Texts							
D3.2 present the texts they have created using appropriate strategies, including by reading aloud with expression	**D3.2** present the texts they have created using appropriate strategies, including by reading aloud with expression	**D3.2** present the texts they have created using appropriate strategies, including by reading aloud with expression	**D3.2** publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended message	**D3.2** publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended message	**D3.2** publish and present texts they have created, using selected media and tools, and analyze how their choices helped them communicate their intended message	**D3.2** publish and present texts they have created, using various media and tools, and analyze how their choices helped them communicate their intended message	**D3.2** publish and present texts they have created, using various media and tools, and evaluate how their choices helped them communicate their intended message

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reflecting on Learning							
D3.3 identify a strategy they found helpful when presenting texts	**D3.3** identify a few strategies they found helpful when presenting texts	**D3.3** identify the strategies that helped them present and communicate their message, and explain how they helped them improve as a text creator	**D3.3** describe various strategies that helped them present and communicate their message when publishing and presenting texts, and explain how they helped them improve as a text creator	**D3.3** describe various strategies and tools that helped them communicate their intended message when publishing and presenting texts, and suggest steps for future improvement as a text creator	**D3.3** compare how various strategies and tools helped them communicate their intended message when publishing and presenting texts, and suggest future steps for improvement as a text creator	**D3.3** compare how various strategies and tools helped them communicate their intended message when publishing and presenting texts, analyze how their texts address various topics, and suggest steps for future improvement as a text creator	**D3.3** evaluate the strategies and tools they found helpful when publishing and presenting texts, reflect on what they learned at each stage of the creative process, analyze how their texts address various topics, and suggest steps for future improvement as a text creator