

# Literacy and Numeracy Progressions

## Purpose of Literacy and Numeracy Progressions in Current Curriculum

The literacy and numeracy progressions are a resource that teachers can use to support students in meeting the learning outcomes in the current provincial curriculum (programs of study). They are not intended to be an add-on or a separate program of studies. They should not be used to teach or to formally evaluate and report literacy and numeracy separately from subject learning outcomes.

The progressions are a tool that can be used to support literacy and numeracy development in meaningful ways as students engage with subject content. When literacy and numeracy are explicit in each subject:

- a meaningful context is created where students learn and apply literacy and numeracy skills; and
- students' ability to understand subject content is enhanced.

## Importance of Literacy and Numeracy

Strong literacy and numeracy skills are essential in today's society. Alberta Education recognizes the importance of these skills in the *Ministerial Order on Student Learning*<sup>1</sup>, which states that all students "will employ literacy and numeracy to construct and communicate meaning."

## Definitions of Literacy and Numeracy

Alberta Education defines literacy and numeracy as follows.

**Literacy**


*Literacy is the ability, confidence and willingness to engage with **language** to acquire, construct and communicate meaning in all aspects of daily living.*



**Language is a socially and culturally constructed system of communication.**

**Numeracy**

*Numeracy is the ability, confidence and willingness to engage with **quantitative or spatial** information to make informed decisions in all aspects of daily living.*



**Spatial information** is the physical location of objects or people, or the relationship between objects or people.

- Shape and space,
- Measures,
- Location and direction

**Quantitative information** is information that can be measured and expressed as an amount.

- Quantity,
- Patterns and relationships,
- Data, risk and uncertainty

<sup>1</sup>Ministerial Order on Student Learning: Goals and Standards Applicable to the Provision of Education in Alberta (#001/2013)

## Organization of the Progressions – Components, Elements, and Descriptors

Literacy and numeracy progressions identify the aspects of literacy and numeracy that apply across subjects in each division level. The progressions provide educators with a common reference for literacy and numeracy development within certain age ranges or divisions.

The following chart shows how the progressions are organized.

The progressions are organized by two **components**—Awareness, and Knowledge and Understanding.

### Component: LITERACY KNOWLEDGE AND UNDERSTANDING (LKU)

#### Literacy Knowledge and Understanding Descriptors

The descriptors identify what students are typically able to demonstrate as their literacy knowledge and understanding increases. This is a cumulative process. It is expected that learning experiences, while developmentally appropriate, will become increasingly complex.

	Kindergarten (typically ages 4–5)	Division I (typically ages 6–8)	Division II (typically ages 9–11)	Division III (typically ages 12–14)	Division IV (typically ages 15–18+)
<b>LKU3</b> <b>Construct Meaning</b>  <i>Students use efficient and effective strategies to construct meaning.</i>	<b>Vocabulary</b> Children use familiar, high-frequency vocabulary and begin to acquire new vocabulary related to learning experiences (e.g. school-related words).	<b>Vocabulary</b> Students use an increasing amount of high-frequency vocabulary and acquire new vocabulary related to learning experiences (e.g. describe, compare, life-cycle, province).	<b>Vocabulary</b> Students acquire and use precise and descriptive vocabulary, general academic vocabulary (e.g., identification, definition), and subject/discipline-specific vocabulary (e.g., pulley, ecosystem) related to learning experiences.	<b>Vocabulary</b> Students acquire and use precise, effective, and descriptive vocabulary, general academic vocabulary (e.g., procedure, interpret) and subject/discipline specific vocabulary (e.g., nebulae, consumerism) related to learning experiences.	<b>Vocabulary</b> Students purposefully acquire, select, and expand their use of precise, effective and descriptive vocabulary, general academic vocabulary and subject/discipline specific vocabulary (e.g., nationalism, Lewis structure) related to learning experiences.

**Elements** assist in exploring the breadth and depth of each literacy or numeracy component.

The **descriptors** explain what students can typically demonstrate by the end of their particular age/division grouping.

## How can the literacy and numeracy progressions be used by teachers?

Teachers can use the progressions in the following ways:

- as a reference tool, providing an overview of key aspects of literacy and numeracy that apply across the subjects from Kindergarten to Grade 12;
  - when viewed horizontally, across an element, the descriptors provide an overview of how literacy and numeracy are developed throughout a student's schooling.
  - when viewed vertically, within an age range or division, the descriptors in each element provide a profile of the literacy and numeracy developed within the subjects throughout that age range or division.
- to plan effective learning experiences that foster the development of literacy and numeracy;
  - consider what literacy and/or numeracy skills will assist students in understanding the learning outcomes in the subject.
  - identify literacy and/or numeracy components, elements, and descriptors that represent what the students will use and/or develop in this learning experience.
- as a reference point when gathering information about students' literacy and numeracy strengths, needs, and growth; and
- to assist in determining when a student may require literacy and numeracy support to facilitate understanding of subject content.

## Do teachers assess the literacy and numeracy progressions?

Literacy and numeracy development can be observed within the context of learning experiences across the subjects. Teachers are not required to formally evaluate and report on the progressions separately from learning outcomes.

The literacy and numeracy progressions are not intended to be a formal diagnostic tool. They may be used by educators to inform the selection of assessment strategies, activities, and tools that are appropriate for their students.

## Purpose of Literacy and Numeracy Progressions in Future Curriculum

In future provincial curriculum

- the progressions will provide curriculum developers with a consistent reference tool that describes literacy and numeracy milestones;
- the connections between learning outcomes and relevant literacy and numeracy progressions that are developed and applied in a given subject will be shown; and
- the progressions will be identified by Alberta Education to indicate the literacy and numeracy that students will use, develop and enhance through the learning outcomes, and for ease of use by teachers.

## Literacy Progressions

Literacy is the ability, confidence and willingness to engage with language\* to acquire, construct and communicate meaning in all aspects of daily living.

\*Language is a socially and culturally constructed system of communication.

Component: LITERACY AWARENESS (LA)						
		Literacy Awareness Descriptors				
		The descriptors identify what students are typically able to demonstrate as their literacy awareness increases. This is a cumulative process. It is expected that learning experiences, while developmentally appropriate, will become increasingly complex.				
Element	Division	Kindergarten (typically ages 4–5)	Division I (typically ages 6–8)	Division II (typically ages 9–11)	Division III (typically ages 12–14)	Division IV (typically ages 15–18+)
<b>LA1</b> <b>IMPORTANCE OF LITERACY</b>  <i>Students recognize that literacy provides enjoyment and enables them to make sense of and participate in the world around them.</i>	<b>Purpose</b> Children recognize that language is all around them and provides enjoyment.	<b>Purpose</b> Students recognize that literacy is used for many purposes in their everyday lives and provides enjoyment.	<b>Purpose</b> Students recognize how literacy enhances learning opportunities and provides enjoyment.	<b>Purpose</b> Students recognize how literacy helps them to achieve personal and community goals, make informed decisions and provides enjoyment.	<b>Purpose</b> Students recognize how literacy is essential to achieving current and future goals and provides enjoyment.	
	<b>Participation</b> Children participate in guided activities that model how being literate enables them to participate in local and global communities.	<b>Participation</b> With guidance, students recognize how being literate enables them to participate in local and global communities.	<b>Participation</b> Students recognize how being literate enables them to participate in local and global communities.	<b>Participation</b> Students recognize and describe how being literate enables them to participate in local and global communities.	<b>Participation</b> Students recognize, describe and analyze how being literate enables them to participate in local and global communities.	
<b>LA2</b> <b>LEARNER AWARENESS</b>  <i>Students identify what they know, are able to do and need to learn when engaging in tasks that involve literacy.</i> <small>*Regulate refers to students managing their own learning (e.g., goal setting, monitoring progress throughout a task, self-evaluation). Personal initiative, perseverance and adaptation are characteristics of a self-regulated learner. (Zimmerman, 2002).</small>	<b>Personal Insight</b> Children participate in guided activities that model how to think about their literacy strengths and how they can regulate* their learning.	<b>Personal Insight</b> With guidance, students identify their literacy strengths and how they can regulate* their learning.	<b>Personal Insight</b> Students identify and describe their literacy strengths and challenges. With some guidance, they regulate* their learning.	<b>Personal Insight</b> Students identify, describe and reflect on their literacy strengths and challenges. They appropriately regulate* their learning.	<b>Personal Insight</b> Students identify, describe, reflect on and analyze their literacy strengths and challenges. They purposefully regulate* their learning.	

<b>Literacy Awareness Descriptors</b>					
The descriptors identify what students are typically able to demonstrate as their literacy awareness increases. This is a cumulative process. It is expected that learning experiences, while developmentally appropriate, will become increasingly complex.					
Division Element	Kindergarten (typically ages 4–5)	Division I (typically ages 6–8)	Division II (typically ages 9–11)	Division III (typically ages 12–14)	Division IV (typically ages 15–18+)
<b>LA3 TASK AWARENESS</b>  <i>Students are aware of the literacy demands within a task.</i>	<b>Task Analysis</b> Children participate in guided activities that model how to identify the literacy skills needed to complete a task.	<b>Task Analysis</b> Students identify the literacy skills needed to complete a task.	<b>Task Analysis</b> Students analyze a task and identify the literacy skills needed to complete it.	<b>Task Analysis</b> Students analyze a task and identify the literacy skills that may be needed and/or adapted to complete it.	<b>Task Analysis</b> Students analyze a complex task and identify the literacy skills that could be transferred from different contexts to complete it.

<b>Component: LITERACY KNOWLEDGE AND UNDERSTANDING (LKU)</b>					
<b>Literacy Knowledge and Understanding Descriptors</b>					
The descriptors identify what students are typically able to demonstrate as their literacy knowledge and understanding increases. This is a cumulative process. It is expected that learning experiences, while developmentally appropriate, will become increasingly complex.					
Division Element	Kindergarten (typically ages 4–5)	Division I (typically ages 6–8)	Division II (typically ages 9–11)	Division III (typically ages 12–14)	Division IV (typically ages 15–18+)
<b>LKU1 RULES OF LANGUAGE</b>  <i>Students use rules of language to acquire, construct and communicate meaning.</i>  <small>*Blending is the merging of two words (e.g., brunch, smog, mockumentary).            **Novel creations are recently coined words, terms and expressions (e.g., bling, gadget, googol, meme).            ***Text(s) refers to anything that provides readers, writers, listeners, speakers, viewers and thinkers with the potential to create meaning through language (Neilsen, 1998) and is not limited to conventional/traditional print.</small>	<b>Word Formation</b> Children know the relationship between letters and sounds.	<b>Word Formation</b> Students know how letter sounds and letter patterns form words (e.g., common affixes, basic compound words).	<b>Word Formation</b> Students know how parts of words can be used to form new words (e.g., compound words, basic Greek and Latin roots and affixes).	<b>Word Formation</b> Students expand and apply their knowledge of the formation of words to create and comprehend meaning (e.g., complex compound words, acronyms, Greek and Latin roots and affixes).	<b>Word Formation</b> Students expand and apply their knowledge of the formation of increasingly complex words to create and comprehend meaning (e.g., blending*, novel creations**, Greek and Latin roots and affixes).
	<b>Conventions</b> Children understand that oral language has a grammatical structure.	<b>Conventions</b> Students begin to understand and use conventions of language (grammatical structure, punctuation, capitalization and spelling) to comprehend and communicate texts***.	<b>Conventions</b> Students understand and use conventions of language (grammatical structure, punctuation, capitalization and spelling) to comprehend and communicate oral, print, or digital texts***.	<b>Conventions</b> Students understand and consistently use conventions of language (grammatical structure, punctuation, capitalization and spelling) to comprehend and communicate varied oral, print or digital texts***.	<b>Conventions</b> Students refine their understanding and use of conventions of language (grammatical structure, punctuation, capitalization and spelling) to enhance and create desired effects in all forms of oral, print or digital texts***.

		<b>Literacy Knowledge and Understanding Descriptors</b>				
		The descriptors identify what students are typically able to demonstrate as their literacy knowledge and understanding increases. This is a cumulative process. It is expected that learning experiences, while developmentally appropriate, will become increasingly complex.				
<b>Division</b> <b>Element</b>	<b>Kindergarten</b> (typically ages 4–5)	<b>Division I</b> (typically ages 6–8)	<b>Division II</b> (typically ages 9–11)	<b>Division III</b> (typically ages 12–14)	<b>Division IV</b> (typically ages 15–18+)	
<b>LKU2</b> <b>ACQUIRE INFORMATION</b>  <i>Students use efficient and effective strategies to acquire, evaluate and ethically use information.</i>  *Source(s) may include traditional print, digital, videos, oral stories, experts, elders, primary and secondary accounts.	<b>Develop Questions</b> Children share personal questions or a purpose to collectively explore topics and search for information.	<b>Develop Questions</b> Through guided activities, students determine a purpose and develop questions to explore topics and search for useful sources of information.	<b>Develop Questions</b> Students determine a purpose for their information search and develop questions to focus their search and select appropriate sources.	<b>Develop Questions</b> Students determine a purpose for their information search and develop or refine questions to select the most useful and relevant sources.	<b>Develop Questions</b> Students determine a purpose for their information search and develop, monitor and adjust questions to select the most useful and relevant sources.	
	<b>Access</b> Children recognize that information comes from more than one source.*	<b>Access</b> Students gather information from a limited number of sources* to respond to a problem, question or topic.	<b>Access</b> Students select, sort and analyze information from a variety of sources* to respond to a problem, question or topic. With guidance, students identify areas or gaps to determine further information needs.	<b>Access</b> Students select, sort, analyze and synthesize information from multiple sources* to respond to a problem, question or topic. Students identify areas or gaps to determine further information needs and identify alternative sources.	<b>Access</b> Students select, sort, analyze and synthesize information from a broad range of sources*, including primary and secondary sources, to respond to a problem, question or topic. Students monitor and adjust their search to determine further information needs and identify additional relevant sources.	
	<b>Evaluate</b> Through guided activities, children evaluate information by identifying what is real and imaginary, and by asking and answering questions.	<b>Evaluate</b> With guidance, students evaluate information by identifying fact and fiction, determining relevant and irrelevant information, and considering the intent of the message.	<b>Evaluate</b> Students evaluate information from several sources by identifying fact and fiction, determining relevant and irrelevant information and considering the intent of the message or the point of view.	<b>Evaluate</b> Students evaluate information by classifying and comparing information, and by considering context, points of view and perspectives to determine its validity and authenticity.	<b>Evaluate</b> Students evaluate the strengths and limitations of selected information by identifying misconceptions, perspectives, points of view and biases to determine its reliability, validity and authenticity.	
	<b>Ethical Use</b> Through guided activities, children recognize that authors and illustrators, including themselves, are creators of oral, print and digital texts.	<b>Ethical Use</b> Students recognize that all oral, print and digital texts are owned by their creators.	<b>Ethical Use</b> Students respect and acknowledge the ownership of oral, print and digital texts.	<b>Ethical Use</b> Students respect and acknowledge the ownership of oral, print and digital texts, and cite sources when using copyrighted and/or public domain material.	<b>Ethical Use</b> Students respect copyright and intellectual property rights by accurately citing and recording oral, print and digital references.	

		<b>Literacy Knowledge and Understanding Descriptors</b>				
		The descriptors identify what students are typically able to demonstrate as their literacy knowledge and understanding increases. This is a cumulative process. It is expected that learning experiences, while developmentally appropriate, will become increasingly complex.				
<b>Division</b> <b>Element</b>	<b>Kindergarten</b> (typically ages 4–5)	<b>Division I</b> (typically ages 6–8)	<b>Division II</b> (typically ages 9–11)	<b>Division III</b> (typically ages 12–14)	<b>Division IV</b> (typically ages 15–18+)	
<b>LKU3</b> <b>CONSTRUCT MEANING</b>  <i>Students use efficient and effective strategies to construct meaning.</i>  <b>Comprehension Strategies*</b> include predicting, making connections, determining importance, questioning, visualizing, inferring, summarizing and synthesizing (Harvey & Goudvis, 2000).	<b>Background Knowledge</b> Children share personal experiences and, with guidance, connect them to relevant ideas or topics.	<b>Background Knowledge</b> Students make connections to their background knowledge to support understanding of a new idea or topic.	<b>Background Knowledge</b> Students make connections to background knowledge and, with guidance, identify gaps to explore new information.	<b>Background Knowledge</b> Students reflect on and compare their background knowledge to confirm or readjust their understanding of a concept or topic.	<b>Background Knowledge</b> Students reflect on and compare their background knowledge to develop deeper and/or broader understanding of a concept or topic.	
	<b>Vocabulary</b> Children use familiar, high-frequency vocabulary and begin to acquire new vocabulary related to learning experiences (e.g., school-related words).	<b>Vocabulary</b> Students use an increasing amount of high-frequency vocabulary and acquire new vocabulary related to learning experiences (e.g., describe, compare, life cycle, province).	<b>Vocabulary</b> Students acquire and use precise and descriptive vocabulary, general academic vocabulary (e.g., identification, definition) and subject/discipline-specific vocabulary (e.g., pulley, ecosystem) related to learning experiences.	<b>Vocabulary</b> Students acquire and use precise, effective and descriptive vocabulary, general academic vocabulary (e.g., procedure, interpret) and subject/discipline-specific vocabulary (e.g., nebulae, consumerism) related to learning experiences.	<b>Vocabulary</b> Students purposefully acquire, select and expand their use of precise, effective and descriptive vocabulary, general academic vocabulary and subject/discipline specific vocabulary (e.g., nationalism, Lewis structure) related to learning experiences.	
	<b>Text Organization</b> Children begin to recognize that authors organize texts in different ways.	<b>Text Organization</b> Students know that texts are organized in different ways based on their purpose.	<b>Text Organization</b> Students know that conventional and digital texts are organized in different ways (e.g., purpose, audience, delivery mode) and begin to use this knowledge to support comprehension.	<b>Text Organization</b> Students use their knowledge of the distinctive ways conventional and digital texts are organized (e.g., purpose, audience, delivery mode) to increase comprehension.	<b>Text Organization</b> Students apply and extend their knowledge of the distinctive ways conventional and digital texts are organized (e.g., purpose, audience, delivery mode) to enhance comprehension.	
	<b>Comprehension Strategies*</b> Children participate in guided activities that model the use of strategies when viewing, listening to and interacting with texts.	<b>Comprehension Strategies*</b> Students develop and use strategies when viewing, listening to and interacting with texts.	<b>Comprehension Strategies*</b> Students select, refine and apply strategies when viewing, listening to and interacting with subject/discipline area texts.	<b>Comprehension Strategies*</b> Students purposefully select and apply strategies when viewing, listening to and interacting with subject/discipline area texts.	<b>Comprehension Strategies*</b> Students strategically apply multiple strategies when viewing, listening to and interacting with subject/discipline area texts.	

		<b>Literacy Knowledge and Understanding Descriptors</b>				
		The descriptors identify what students are typically able to demonstrate as their literacy knowledge and understanding increases. This is a cumulative process. It is expected that learning experiences, while developmentally appropriate, will become increasingly complex.				
<b>Element</b>	<b>Division</b>	<b>Kindergarten (typically ages 4–5)</b>	<b>Division I (typically ages 6–8)</b>	<b>Division II (typically ages 9–11)</b>	<b>Division III (typically ages 12–14)</b>	<b>Division IV (typically ages 15–18+)</b>
<b>LKU4 COMMUNICATE MEANING</b>  <i>Students communicate to convey concepts, ideas and understandings.</i>  *Mode is a way or manner in which communication occurs, is experienced or is expressed (e.g., verbal/aural, written, non-verbal, visual, technological, multimodal).  **Media is the specific tool used to deliver information for a purpose. It is the vehicle for dissemination of information (e.g., conversation, speech, report, newsletter, digital presentation, website, blog and movie).		<b>Clarity</b> Children explore various ways to present and share ideas and information.	<b>Clarity</b> Students present ideas or information in a logical and clear manner, with some details.	<b>Clarity</b> Students present ideas or information in a logical and clear manner and begin to use effects to enhance communication (e.g., tone, figurative language, bolding, accurate and descriptive vocabulary).	<b>Clarity</b> Students present ideas coherently and integrate effects, as needed, to enhance communication (e.g., tone, figurative language, bolding, accurate and descriptive vocabulary).	<b>Clarity</b> Students present ideas coherently by refining and integrating specific effects, as needed, to enhance communication (e.g., tone, figurative language, bolding, accurate and descriptive vocabulary).
		<b>Audience</b> With guidance, children adjust oral language to interact appropriately with peers and adults.	<b>Audience</b> Students adjust oral and written language, as appropriate, when communicating with peers and adults (e.g., to respect social/cultural practices, formal and informal situations).	<b>Audience</b> Students adjust oral and written language, tone and formality, as appropriate, when communicating with peers and adults (e.g., to respect social/cultural practices, formal and informal situations).	<b>Audience</b> Students adjust oral and written language, tone and formality, as appropriate, when communicating with a variety of audiences (e.g., to respect social/cultural practices, formal and informal situations).	<b>Audience</b> Students review and adjust communication, as necessary, to ensure alignment with the audience, message and purpose.
		<b>Purpose</b> Children express meaning in various ways.	<b>Purpose</b> Students organize texts for different purposes (e.g., to inform, persuade or entertain).	<b>Purpose</b> Students organize texts according to their purpose or intent.	<b>Purpose</b> Students organize texts in distinctive ways, according to their purpose or intent.	<b>Purpose</b> Students organize texts to be the most effective and/or creative for their purpose or intent.
		<b>Modes* and Media**</b> Children explore a variety of modes and media.	<b>Modes* and Media**</b> Students explore how diverse modes and media represent and communicate ideas and experiences. They choose modes and media to share.	<b>Modes* and Media**</b> Students identify how the different qualities of diverse modes and media represent and communicate ideas, experiences, understandings and concepts. They use diverse modes and media to share and present.	<b>Modes* and Media**</b> Students understand and use diverse modes and media to effectively represent and communicate experiences, understandings and concepts.	<b>Modes* and Media**</b> Students select and use the most appropriate modes and media to effectively represent and communicate experiences, understandings and concepts.
			<b>Media Influence</b> Students explore how media can evoke emotions.	<b>Media Influence</b> Students recognize how media can be used to evoke emotions.	<b>Media Influence</b> Students describe how media can be used to shape opinions and evoke emotions.	<b>Media Influence</b> Students analyze and explain the ways media can be used to shape opinions and evoke emotions.



## Numeracy Progressions

Numeracy is the ability, confidence and willingness to engage with quantitative\* or spatial\*\* information to make informed decisions in all aspects of daily living.

\*Quantitative information is information that can be measured and expressed as an amount. \*\*Spatial information is the physical location of objects or people, or the relationship between objects or people.

Component: NUMERACY AWARENESS (NA)					
Numeracy Awareness Descriptors					
The descriptors identify what students are typically able to demonstrate as their numeracy awareness increases. This is a cumulative process. It is expected that learning experiences, while developmentally appropriate, will become increasingly complex.					
Division Element	Kindergarten (typically ages 4–5)	Division I (typically ages 6–8)	Division II (typically ages 9–11)	Division III (typically ages 12–14)	Division IV (typically ages 15–18+)
<b>NA1</b> <b>IMPORTANCE OF NUMERACY</b>  <i>Students recognize that numeracy enables people to make informed decisions in all aspects of daily living.</i>	<b>Purpose</b> Children recognize that quantitative and spatial information is all around them.	<b>Purpose</b> Students recognize everyday situations where numeracy is used to make decisions.	<b>Purpose</b> Students recognize that numeracy helps people make informed decisions.	<b>Purpose</b> Students recognize how numeracy helps people to achieve personal and community goals, and make informed decisions.	<b>Purpose</b> Students recognize how numeracy enables people to be effective in everyday life and in society.
<b>NA2</b> <b>LEARNER AWARENESS</b>  <i>Students identify what they know, are able to do and need to learn when engaging in tasks that involve numeracy.</i>  <small>*Regulate refers to students managing their own learning (e.g., goal setting, monitoring progress throughout a task, self-evaluation). Personal initiative, perseverance and adaptation are characteristics of a self-regulated learner. (Zimmerman, 2002).</small>	<b>Personal Insight</b> Children participate in guided activities that model how to think about their numeracy strengths and the strategies they can use to regulate* their learning.	<b>Personal Insight</b> With guidance, students recognize their numeracy strengths and the strategies they can use to regulate* their learning.	<b>Personal Insight</b> Students recognize and describe their numeracy strengths and challenges. With some guidance, they choose appropriate strategies to regulate* their learning.	<b>Personal Insight</b> Students recognize, reflect on and describe their numeracy strengths and challenges. They choose appropriate strategies to regulate* their learning.	<b>Personal Insight</b> Students recognize, reflect on, analyze and describe their numeracy strengths and challenges. They choose appropriate strategies to regulate* their learning.

<p><b>NA3 TASK AWARENESS</b></p> <p><i>Students are aware of the numeracy demands within a task.</i></p>	<p><b>Task Analysis</b></p> <p>Children participate in guided activities that model how to complete a task that involves numeracy.</p>	<p><b>Task Analysis</b></p> <p>Students identify tasks that involve numeracy and determine which information may be used to complete a task.</p>	<p><b>Task Analysis</b></p> <p>Students analyze situations that involve numeracy to identify relevant and irrelevant information.</p>	<p><b>Task Analysis</b></p> <p>Students analyze situations that involve numeracy to identify relevant, irrelevant and unknown information and make appropriate assumptions when required.</p>	<p><b>Task Analysis</b></p> <p>Students examine situations that involve numeracy and transfer their understanding from other contexts to assist them.</p>
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Component: NUMERACY KNOWLEDGE AND UNDERSTANDING (NKU)					
<p><b>Numeracy Knowledge and Understanding Descriptors</b></p> <p>The descriptors identify what students are typically able to demonstrate as their numeracy knowledge and understanding increases. This is a cumulative process. It is expected that learning experiences, while developmentally appropriate, will become increasingly complex.</p>					
Division Element	Kindergarten (typically ages 4–5)	Division I (typically ages 6–8)	Division II (typically ages 9–11)	Division III (typically ages 12–14)	Division IV (typically ages 15–18+)
<p><b>NKU1 QUANTITATIVE INFORMATION</b></p> <p><i>Students apply knowledge of quantitative* information to make an informed decision.</i></p> <p><small>*Quantitative information refers to information that can be measured and expressed as an amount.</small></p>	<p><b>Magnitude</b></p> <p>Children describe the quantity of objects within a group(s) as being more, less, enough, too many or too few for a variety of purposes (e.g., to share cookies, make teams).</p>	<p><b>Magnitude</b></p> <p>Students interpret and compare quantities expressed as whole numbers in their environment.</p>	<p><b>Magnitude</b></p> <p>Students interpret, compare and use quantities expressed as whole numbers, and as percentages, fractions and decimals that are commonly used in real-life situations.</p>	<p><b>Magnitude</b></p> <p>Students interpret, compare and use quantities expressed as small and large numbers, fractions, decimals, rates, percentages, scales and ratios in real-life situations.</p>	<p><b>Magnitude</b></p> <p>Students interpret, compare and use the magnitude of small and large numbers, fractions, decimals, rates, percentages, scales and ratios in real-life situations.</p>
	<p><b>Using Numbers</b></p> <p>Children use numbers to count and label in their environment (e.g., board games, phone number, counting rhymes).</p>	<p><b>Using Numbers</b></p> <p>Students use numbers to indicate position or value in their environment (e.g., first, second, third, currency, music notes).</p>	<p><b>Using Numbers</b></p> <p>Students use negative numbers in real-life situations (e.g., temperature, golf scores, hockey statistics).</p>	<p><b>Using Numbers</b></p> <p>Students interpret and use negative numbers in real-life situations (e.g., account balances, sports statistics, economic indicators).</p>	<p><b>Using Numbers</b></p> <p>Students recognize how numbers can be used to inform or shape attitudes and beliefs in real-life situations (e.g., interpreting percentages).</p>
	<p><b>Calculations</b></p> <p>Children solve basic counting problems informally in familiar situations.</p>	<p><b>Calculations</b></p> <p>Students use basic addition and subtraction in familiar situations.</p>	<p><b>Calculations</b></p> <p>Students calculate using whole numbers and decimals in real-life situations.</p>	<p><b>Calculations</b></p> <p>Students calculate using whole numbers, decimals, fractions and percentages in real-life situations.</p>	<p><b>Calculations</b></p> <p>Students calculate using whole numbers, fractions, decimals, rates, percentages, scales and ratios in real-life situations.</p>
	<p><b>Patterns and Relationships</b></p> <p>Children recognize non-numerical patterns in their environment and daily routines (e.g., days of the week, rhythms).</p>	<p><b>Patterns and Relationships</b></p> <p>Students recognize patterns in their environment and daily routines (e.g., calendar, seasons).</p>	<p><b>Patterns and Relationships</b></p> <p>Students analyze and use patterns, including increasing or decreasing patterns, to make simple predictions in real-life situations.</p>	<p><b>Patterns and Relationships</b></p> <p>Students take multiple factors into consideration when identifying and describing relationships and trends encountered in real-life situations.</p>	<p><b>Patterns and Relationships</b></p> <p>Students make predictions based on relationships and trends in real-life situations.</p>

		<b>Numeracy Knowledge and Understanding Descriptors</b>				
		The descriptors identify what students are typically able to demonstrate as their numeracy knowledge and understanding increases. This is a cumulative process. It is expected that learning experiences, while developmentally appropriate, will become increasingly complex.				
<b>Division</b>	<b>Element</b>	<b>Kindergarten (typically ages 4–5)</b>	<b>Division I (typically ages 6–8)</b>	<b>Division II (typically ages 9–11)</b>	<b>Division III (typically ages 12–14)</b>	<b>Division IV (typically ages 15–18+)</b>
<b>NKU1 (cont'd)</b> <b>QUANTITATIVE INFORMATION</b>  <i>Students apply knowledge of quantitative* information to make an informed decision.</i>  *Quantitative information refers to information that can be measured and expressed as an amount.	<b>Organization of Data</b> Children organize familiar items by sorting according to shared characteristics.	<b>Organization of Data</b> Students organize objects, ideas or information using a classification system.	<b>Organization of Data</b> Students organize objects, ideas or information using a variety of classification systems.	<b>Organization of Data</b> Students devise and interpret classification systems.	<b>Organization of Data</b> Students devise and interpret multi-tiered classification systems.	
	<b>Collection of Data</b> Children participate in data collection and recording for a specified purpose.	<b>Collection of Data</b> Students formulate questions for a specific investigation and collect, record and discuss the data using charts and graphs.	<b>Collection of Data</b> Students use an effective method to collect, organize, analyze and represent data.	<b>Collection of Data</b> Students design a plan to collect, display and analyze data in an effective manner to test a hypothesis or explore a question.	<b>Collection of Data</b> Students select effective data collection and display methods to make informed decisions.	
	<b>Interpretation of Data</b> Children extract specific data from a basic graph or chart.	<b>Interpretation of Data</b> Students extract specific data from a graph or chart to make comparisons or inferences.	<b>Interpretation of Data</b> Students interpret data from a graph or chart to make inferences and draw conclusions.	<b>Interpretation of Data</b> Students identify how information from a chart or graph could be misinterpreted or misleading (e.g., bias and sample size, misleading claims).	<b>Interpretation of Data</b> Students critically assess claims or arguments based on data or statistics to make an informed decision.	
	<b>Probability</b> Children use simple probability language to describe familiar events (e.g., will happen, will not happen, might happen, always, never, impossible).	<b>Probability</b> Students describe the likelihood of an event occurring using probability vocabulary (e.g., possible, impossible, probable, likely, unlikely).	<b>Probability</b> Students describe the possible outcomes of events along a continuum from impossible to certain.	<b>Probability</b> Students use and interpret probability to make informed decisions in real-life situations.	<b>Probability</b> Students use their knowledge of probability to evaluate claims and predictions to make informed decisions in real-life situations (e.g., health benefits or risks).	

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Division Element	Kindergarten (typically ages 4–5)	Division I (typically ages 6–8)	Division II (typically ages 9–11)	Division III (typically ages 12–14)	Division IV (typically ages 15–18+)	
<b>NKU2 SPATIAL INFORMATION</b>  <i>Students apply knowledge of spatial* information to make an informed decision.</i>  *Spatial information refers to the physical location of objects or people, or the relationship between objects or people.  **Sketch refers to a drawing which represents key features.  ***Referent refers to a known measurement that is used as a reference to help judge other measurements (e.g., the width of the tip of the little finger is a common referent for one centimetre).	<b>Spatial Visualization</b> Children participate in activities that develop spatial thinking (e.g., puzzles, building with blocks, drawing).	<b>Spatial Visualization</b> Students physically manipulate objects to describe and sketch** them in a variety of orientations and sizes.	<b>Spatial Visualization</b> Students visualize and sketch** familiar objects in their environment from different viewpoints.	<b>Spatial Visualization</b> Students visualize familiar and unfamiliar objects from different viewpoints by mentally manipulating them in space. They represent the objects through sketching** or other methods.	<b>Spatial Visualization</b> Students visualize, analyze and represent the relationship between two or more objects.	
	<b>Management of Space</b> Children judge the space between themselves and others or objects in their environment.	<b>Management of Space</b> Students judge and use the space around or between bodies, objects or shapes in their environment.	<b>Management of Space</b> Students judge and refine the use of the space around or between bodies, objects or shapes with fluency (e.g., positive/negative space).	<b>Management of Space</b> Students intentionally judge and manage the space around or between bodies, objects or shapes with fluency (e.g., sports’ play strategies).	<b>Management of Space</b> Students intuitively judge and manage the space around or between bodies, objects or shapes with fluency and precision (e.g., choreography).	
	<b>Measurement</b> Children compare two familiar objects according to measurement attributes to complete a task (e.g., taller, shorter, heavier, smaller).	<b>Measurement</b> Students select and use basic measuring instruments to complete a task (e.g., ruler, calendar, stopwatch, thermometer).	<b>Measurement</b> Students identify and use appropriate measuring instruments and read simple meters, dials and weigh scales in their environment.	<b>Measurement</b> Students identify, select and use suitable instruments to take measurements at an appropriate level of precision.	<b>Measurement</b> Students identify, select and use precise instruments or methods to take accurate measurements.	
		<b>Units of Measurement</b> Students identify basic units of measure and familiar referents*** for a given task (e.g., “A metre is used to measure length and a metre is about the height of a door knob from the floor”).	<b>Units of Measurement</b> Students determine and use the type and unit of measurement, and familiar referent*** most useful for a task (e.g., “I need 200 mL of vinegar. The amount I measure out will be less than the amount in a small water bottle.”)	<b>Units of Measurement</b> Students calculate measures using familiar referents*** and simple prescribed procedures, as appropriate for the task (e.g., Determine the amount of carpet needed by pacing out a room and calculating the area).	<b>Units of Measurement</b> Students calculate measures using multi-step procedures to the degree of precision required for the task and compare results to familiar referents***.	
			<b>Conversions</b> Students convert units of measurement within the same system in real-life situations (e.g., hours to minutes, centimetres to metres).	<b>Conversions</b> Students apply common and practical conversions between different systems of measurement in real-life situations (e.g., 250 mL is approximately 1 cup).	<b>Conversions</b> Students apply practical conversions to determine implications for personal decision making (e.g., currency, time zones, distance).	

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<b>Division</b> <b>Element</b>	<b>Kindergarten</b> <b>(typically ages 4–5)</b>	<b>Division I</b> <b>(typically ages 6–8)</b>	<b>Division II</b> <b>(typically ages 9–11)</b>	<b>Division III</b> <b>(typically ages 12–14)</b>	<b>Division IV</b> <b>(typically ages 15–18+)</b>	
<b>NKU2 (cont'd)</b> <b>SPATIAL INFORMATION</b>  <i>Students apply knowledge of spatial* information to make an informed decision.</i>  *Spatial information refers to the physical location of objects or the relationship between objects.	<b>Time</b> Children describe and sequence familiar activities using relative time vocabulary (e.g., before, after, first, then, next, a long time ago).	<b>Time</b> Students describe the duration of familiar events and the intervals between them using units of time (e.g., seconds, minutes, hours, days, weeks, months, year).	<b>Time</b> Students determine the chronology and duration of events encountered in real-life situations using time and elapsed time.	<b>Time</b> Students measure, represent and examine concepts of time used in different contexts (e.g., generations, decades, nanoseconds).	<b>Time</b> Students determine how time is measured, represented and perceived using different perspectives and in different contexts (e.g., cultural, geographical, historical, literary, scientific).	
	<b>Location and Direction</b> Children follow and give directions using gestures and basic positional language (e.g., in front, beside).	<b>Location and Direction</b> Students navigate and create directions and geographic representations using basic techniques (e.g., oral directions, gestures, basic maps, story maps).	<b>Location and Direction</b> Students navigate, create and generate navigational aids using a variety of traditional, non-digital and digital techniques in familiar contexts (e.g., Inuksuit, position of sun or stars, maps with legends, basic map features, mental maps).	<b>Location and Direction</b> Students navigate, create and generate navigational aids using a variety of traditional, non-digital and digital techniques in familiar and unfamiliar contexts (e.g., landmarks, maps with legends, map features, GPS, mental maps).	<b>Location and Direction</b> Students select, use, create and generate navigational aids using a variety of traditional, non-digital and digital techniques in novel contexts (e.g., landmarks, maps with legends, map features, GPS, mental maps).	

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<b>NKU 3</b> <b>INTERPRET, REPRESENT, COMMUNICATE</b>  <i>Students interpret, represent and communicate in a variety of digital and non-digital formats to support decisions in situations involving numeracy.</i>  *Labelled diagrams include language or extra pictorial devices (arrows, lines, brackets or other symbols) that provide additional information about movement or sequencing as appropriate.	<b>Interpretation and Representation of Quantitative Information</b> Children recognize and create basic representations of quantitative information (e.g., numbers, drawings).	<b>Interpretation and Representation of Quantitative Information</b> Students create and interpret basic representations of quantitative information (e.g., numbers, drawings, equations, words, basic tables, musical notation).	<b>Interpretation and Representation of Quantitative Information</b> Students create and interpret different representations of quantitative information.	<b>Interpretation and Representation of Quantitative Information</b> Students interpret, create and integrate different representations of quantitative information.	<b>Interpretation and Representation of Quantitative Information</b> Students shift with ease and flexibility when working with different representations of quantitative information.	
	<b>Interpretation and Representation of Spatial Information</b> Children interpret simple diagrams that represent spatial information (e.g., identify the real object a drawing represents).	<b>Interpretation and Representation of Spatial Information</b> Students interpret and create simple models and labelled diagrams* to represent spatial information (e.g., number line, diagrams of life cycles).	<b>Interpretation and Representation of Spatial Information</b> Students interpret and create models and labelled diagrams* to represent spatial concepts (e.g., mind maps, topographical maps, timelines).	<b>Interpretation and Representation of Spatial Information</b> Students interpret and create labelled diagrams* and physical or digital models to represent movement, concepts or processes (e.g., atomic models, sport’s play diagrams).	<b>Interpretation and Representation of Spatial Information</b> Students interpret and create labelled diagrams* and physical or digital models to represent complex phenomena (e.g., cellular respiration processes, influence of geography on political events).	
	<b>Communication</b> Children use basic vocabulary, gestures, objects or symbols when communicating about quantitative or spatial information.	<b>Communication</b> Students use basic vocabulary, gestures, objects, symbols and analogies when communicating ideas in situations involving numeracy (e.g., ‘round like a wheel’).	<b>Communication</b> Students identify and use meaningful terminology, gestures, symbols, objects and analogies to explain quantitative and spatial concepts encountered in real-life situations.	<b>Communication</b> Students identify and use precise terminology, gestures, symbols, objects and analogies to support decisions in real-life situations involving numeracy (e.g., ‘the structure of an atom is like a solar system’).	<b>Communication</b> Students construct arguments supported by a variety of appropriate formats to justify assumptions, techniques, results and decisions in real-life situations involving numeracy.	

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<b>NKU4</b> <b>STRATEGIES, METHODS</b> <b>OR TOOLS</b>  <i>Students use efficient and effective strategies, methods or tools to manage quantitative or spatial information.</i>	<b>Strategies</b> Children use a non-symbolic strategy in a task involving numeracy (e.g., act it out, draw it).	<b>Strategies</b> Students identify different strategies that may be used to complete a task involving numeracy.	<b>Strategies</b> Students assess alternate strategies and recognize that the choice of strategy impacts the end result.	<b>Strategies</b> Students determine how the variables within a context may influence the choice of strategy and impact the end result (e.g., considering options when selecting a cellphone plan).	<b>Strategies</b> Students analyze variables within a context to select strategies that result in an informed decision.	
	<b>Estimation</b> Children estimate the quantities of small sets of objects in familiar situations.	<b>Estimation</b> Students use estimation to check the reasonableness of results in familiar situations.	<b>Estimation</b> Students apply overestimating or underestimating when a precise answer is not required in real-life situations.	<b>Estimation</b> Students apply approximations, overestimating or underestimating when a precise answer is not required in real-life situations.	<b>Estimation</b> Students apply approximations, overestimating or underestimating when a precise answer is not required in real-life situations.	
	<b>Methods or Tools</b> Children participate in activities that use non-digital basic methods or tools in a task involving numeracy (e.g., pencil and paper, counting with objects).	<b>Methods or Tools</b> Students use non-digital methods or tools in a task involving numeracy (e.g., pencil and paper, mental calculations, visualization, calendars, agendas).	<b>Methods or Tools</b> Students use effective non-digital methods or tools in a task involving numeracy (e.g., pencil and paper, mental calculations, visualization, schedules, timetables).	<b>Methods or Tools</b> Students use effective non-digital and digital methods or tools based on the demands of a task involving numeracy (e.g., pencil and paper, mental calculations, visualization, calculators, schedules, timetables, digital 3D modeling software).	<b>Methods or Tools</b> Students select and refine their use of efficient and effective non-digital and digital methods or tools based on the demands of a task involving numeracy (e.g., pencil and paper, mental calculations, visualization, calculators, schedules, timetables, spreadsheets, digital 3D modeling software).	