

The "Digital Safety 101" video is an excellent informational text that directly supports the Ontario Language Curriculum outcomes for **A2.2: Critical Thinking and Reading Comprehension – identifying main ideas and important information and making inferences about texts and the information they contain, and explaining how their inferences are supported by the text.**

Here's a summary of how the video correlates with A2.2 across Grades 1-9, highlighting the progression of complexity:

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### **Ontario Language Curriculum Correlation: A2.2 (Grades 1-9)**

**Specific Outcome: A2.2** - "identify main ideas and important information and make inferences about texts and the information they contain, and explain how their inferences are supported by the text."

The "Digital Safety 101" video is a concise, purpose-driven text that provides explicit information and implicitly invites readers to make connections and draw conclusions. It's highly relevant for teaching A2.2 due to its clear structure and direct addressing of real-world issues.

### **Correlation Breakdown by Grade Level & Skill Progression:**

**Grades 1-3 (Early Reading and Comprehension Focus):** At this stage, students are learning to extract explicit information.

- **Identifying Main Ideas:** Students can identify the overall main idea (e.g., "This text tells us how to be safe online" or "This is about protecting ourselves with computers").
- **Identifying Important Information:** They can pick out key words and phrases or simple facts directly stated in the text, such as:
  - "Cybersecurity is a way to protect your computer."
  - "Cyberbullying is a type of bullying that happens online."
  - "Tell a trusted adult."
- **Making Simple Inferences (with explicit guidance):** With teacher scaffolding, students can make very direct, cause-and-effect inferences based on explicit statements, e.g., "If we use strong passwords (textual support), then we can keep our information safe (inference)."

**Grades 4-6 (Developing Comprehension and Early Inference Skills):** Students begin to handle more complex texts, identify multiple main ideas, and articulate simple inferences.

- **Identifying Main Ideas:** Students can identify several main ideas, such as:
  - "What cybersecurity is and why it's important."
  - "The good and bad aspects of social media."
  - "What cyberbullying is and how to respond."
- **Identifying Important Information:** They can distinguish between definitions, examples, and advice, pulling out key details like:
  - Definitions of cybersecurity and cyberbullying.
  - Specific examples of cyberbullying forms (rumors, hurtful comments).
  - Actionable steps to take if cyberbullied (not retaliate, document).
- **Making Inferences and Explaining Support:** Students can infer the consequences of actions described in the text and support these inferences:
  - **Inference:** Sharing too much personal information can lead to trouble.
  - **Textual Support:** The text states, "Sharing too much personal information can put you at risk for cyber bullying, identity theft, and other types of online harassment."
  - **Inference:** Cyberbullying is hard to stop if it's anonymous.
  - **Textual Support:** The text says, "It can even happen anonymously. Which can make it harder to stop or identify the perpetrator."

**Grades 7-9 (Advanced Comprehension, Critical Thinking, and Sophisticated Inferences):** Students are expected to analyze texts more deeply, evaluate information, and make complex inferences with detailed textual support.

- **Identifying Main Ideas:** Students can synthesize information to determine overarching themes and the author's primary purpose. They can also identify how different main ideas connect and build upon each other (e.g., how the *risks* of social media underscore the *need* for cybersecurity and cyberbullying awareness).
- **Identifying Important Information:** They can critically assess the importance of various details, distinguishing between broad statements and specific pieces of advice, and evaluating the overall message's effectiveness.

- **Making Complex Inferences and Explaining Support:** Students can make more abstract inferences about the implications of the information, the author's tone, and the effectiveness of the advice given:
    - **Inference:** The tone of the video is cautionary but empowering.
    - **Textual Support:** The text uses phrases like "important to be aware of the potential risks" (cautionary) but also "By being smart and cautious, you can help protect your digital identity" (empowering).
    - **Inference:** The recommended steps for cyberbullying are designed to protect the victim and hold the perpetrator accountable, rather than escalating conflict.
    - **Textual Support:** The text explicitly states "not retaliate, document the incident, and tell a trusted adult... You can also report it to the website or platform where the bullying is occurring," which clearly supports this inference about strategy and accountability.
    - **Inference:** Personal responsibility is a key message of digital safety.
    - **Textual Support:** The advice "be careful about what you share online," "avoiding suspicious emails or links," and "never engaging in cyberbullying" all point to individual actions to ensure safety.
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In summary, the "Digital Safety 101" video provides a highly accessible and relevant text for fostering critical thinking and reading comprehension skills, specifically targeting Outcome A2.2, by allowing students across different elementary and early high school grades to practice identifying main ideas, extracting important information, and making increasingly sophisticated inferences supported by textual evidence.

## Ontario Language Curriculum Correlation: A2.2 - "Digital Safety 101" Transcript

**Overall Expectation A2.2:** "identify main ideas and important information and make inferences about texts and the information they contain, and explain how their inferences are supported by the text."

This transcript, being an informational and instructional text, is highly suitable for teaching and assessing these critical reading comprehension skills across various grade levels.

Grade Level(s)	Curriculum Outcome (A2.2 Focus)	Correlation using "Digital Safety 101" Transcript
<p><b>Grades 1-3</b></p>	<p><b>Focus:</b> <i>Explicitly identify a main idea and directly stated important information; make very simple, concrete inferences directly from the text; point to the supporting sentence.</i></p>	<p><b>Main Idea:</b> "This text is about staying safe on computers and phones." (Line 1: "Staying safe with cybersecurity.")</p> <p><b>Important Information:</b> "Cybersecurity protects your computer." (Lines 2-3) "Cyberbullying is a type of bullying online." (Lines 26-27) "Tell a trusted adult." (Line 45)</p> <p><b>Simple Inference &amp; Support:</b></p> <p><i>Inference:</i> "If you lock your door, strangers can't get in."</p> <p><i>Support:</i> "Just like you lock your door to keep strangers out of your house..." (Lines 5-6)</p> <p><i>Inference:</i> "Strong passwords help keep your information safe."</p> <p><i>Support:</i> "By taking steps to protect yourself, such as creating strong passwords... you can help keep your information safe and secure." (Lines 11-13)</p>
<p><b>Grades 4-6</b></p>	<p><b>Focus:</b> <i>Identify multiple main ideas and key details; make inferences about cause-and-effect relationships and consequences; explain how</i></p>	<p><b>Main Idea(s):</b> "The text explains what cybersecurity is, both the good and bad parts of social media, and what to do if cyberbullying happens." (Synthesize major sections)</p>

Grade Level(s)	Curriculum Outcome (A2.2 Focus)	Correlation using "Digital Safety 101" Transcript
	<p><i>specific textual evidence supports their inferences.</i></p>	<p><b>Important Information:</b> "Cyberbullying involves spreading rumors, hurtful comments, or embarrassing photos." (Lines 30-31) "Cyberbullying can cause sadness and anxiety." (Lines 36-37) "Don't retaliate; document the incident." (Lines 44-45)</p> <p><b>Inference &amp; Support:</b>  <i>Inference:</i> "Sharing too much on social media can put you in danger."  <i>Support:</i> "Sharing too much personal information can put you at risk for cyber bullying, identity theft, and other types of online harassment." (Lines 22-23)  <i>Inference:</i> "It's hard to stop cyberbullying if you don't know who is doing it."  <i>Support:</i> "It can even happen anonymously, which can make it harder to stop or identify the perpetrator." (Lines 33-34)</p>
<p><b>Grades 7-9</b></p>	<p><b>Focus:</b> <i>Identify the author's primary purpose and synthesize complex main ideas; critically evaluate important information and distinguish between fact and implied meaning; make sophisticated inferences about implications, author's tone, or the effectiveness of advice, citing thorough textual support.</i></p>	<p><b>Author's Primary Purpose/Main Ideas:</b> "The author aims to educate readers on the necessity of digital self-protection, warning about prevalent online risks (like cyberbullying and data theft) while providing actionable strategies for mitigation and response."</p> <p><b>Important Information (Critical Evaluation):</b> "The text emphasizes the <i>lasting</i> psychological and social impact of cyberbullying (Lines 35-40), suggesting that the problem extends beyond the</p>

Grade Level(s)	Curriculum Outcome (A2.2 Focus)	Correlation using "Digital Safety 101" Transcript
		<p>immediate act and requires comprehensive solutions." (Distinguishing depth of impact)</p> <p><b>Complex Inference &amp; Support:</b></p> <p><i>Inference:</i> "The advice to 'not retaliate' is a strategic recommendation designed to de-escalate conflict and preserve evidence for formal action, rather than simply avoiding further interaction."</p> <p><i>Support:</i> The sequence of advice "not retaliate, document the incident, and tell a trusted adult... You can also report it to the website or platform" (Lines 44-47) implies a systematic, evidence-gathering approach for intervention, not just disengagement.</p> <p><i>Inference:</i> "The text implicitly places a high value on individual responsibility in maintaining online safety."</p> <p><i>Support:</i> Phrases such as "taking steps to protect yourself," "be mindful of the content you post," and "By being smart and cautious, you can help protect your digital identity" (Lines 11, 24, 53) consistently highlight the individual's role in proactive safety.</p>