

Subject: ENGLISH Strand: Reading

Concepts of Print & Print Awareness			
Concept Question/s: <i>What can print tell us?</i> <i>How do we use and read print in our environment?</i>			
Pre K 3 Conceptual Understanding/s Print conveys meaning. Printed information can tell us about the world.	Pre K 4 Conceptual Understanding/s Print conveys meaning. Printed information can tell us about the world. There are behaviors and strategies that help us to use our environmental print.	Kindergarten Conceptual Understanding/s Print conveys meaning. Printed information can tell us about the world. There are behaviors and strategies that help us to use our environmental print.	Grade 1 Conceptual Understanding/s Print conveys meaning. There are behaviors, strategies that help us to use our environmental print. Printed information has specific features to help organize information and inform the reader.
<p>Enjoys looking at books and other printed material with familiar people</p> <p>Imitates the act of reading in play</p>	<p>Handles books and printed material with interest</p> <p>Distinguishes between print and pictures</p> <p>Attaches meanings to representational print</p> <p>Knows spoken word can be written down and read</p> <p>Knows that information can be relayed in the form of print</p> <p>Recognizes own name in print</p> <p>Holds books the correct way up and turns pages</p>	<p>Chooses books to read with intent</p> <p>Recognizes books as sources of information</p> <p>Understands that illustrations in a book correspond to the print</p> <p>Knows that print carries meaning</p> <p>Matches one spoken to one written word while reading and pointing</p> <p>Begins to reads own writing</p> <p>Recognizes repetitive pattern in text</p> <p>Recognizes familiar words and signs such as own name, friends' names and classroom/ environmental print</p> <p>Recognizes the front and back covers of books</p> <p>Turns pages from left to right</p> <p>Read from left to right and top to bottom (in English)</p> <p>Identifies first and last letter of words in isolations</p> <p>Understands a word is group of letters</p> <p>Notices books have titles, title pages, authors and</p>	<p>Begins to seek information in books</p> <p>Distinguishes between a letter, word and sentence</p> <p>Matches one spoken to one written word while reading and writing</p> <p>Reads own writing</p> <p>Recognizes a bank of familiar words in a variety of texts</p> <p>Uses return sweep</p> <p>Identifies first and last letter of words in continuous text</p> <p>Understands the concept of a simple sentence (Grade 2 Cont'd)</p> <p>Identifies authors and illustrators in a variety of texts</p> <p>Uses ending sentence punctuations when reading</p> <p>Notices features of texts – table of contents, captions, page numbers</p>

		illustrators Notices ending sentence punctuation Notices features of text (other than letters and words)	
Reading Processes & Strategies Concept Question/s: <i>How do we use our knowledge of letters and sounds to read?</i> <i>What do 'fluent' readers do?</i>			
Pre K 3 Conceptual Understanding/s The sounds of spoken language can be represented visually.	Pre K 4 Conceptual Understanding/s The sounds of spoken language can be represented visually.	Kindergarten Conceptual Understanding/s The sounds of spoken language can be represented visually.	Grade 1 Conceptual Understanding/s The sounds of spoken language can be represented visually using different letter combinations. Applying a range of strategies helps us to read and understand new texts.
Begins to recognize own name in print Enjoys rhyming and rhythmic activities Participates in group chants Plays with the sounds of language	Recognizes own name in print Begins to recognize some letter sounds Begins to understand that words are made up of sounds Enjoys stories and poems that illustrate play with the sounds language Hears and says initial sounds used regularly in classroom environment Begins to understand that there is a relationship between letters and the sounds of words Begins to use the illustrations to predict and construct meaning	Begins to discriminate between letters/characters, numbers and symbols Recognizes rhymes, syllables and sounds in spoken words Blends 2-3 phonemes to form words Segments phonemes within a word Knows most letter names and most letter sounds Begins to recognize common consonant clusters Recognizes simple CVC words and simple high-frequency words Begins to segment sentences into phrases Uses picture cues as well as graphophonic cues to predict and construct meaning Begins to show stamina when reading alone or in a group	Knows all letter names and sounds Recognizes and shares rhyming words Counts syllables in various words Applies onset-rime blending Applies onset-rime segmentation Recognizes and uses all consonant sounds and their corresponding letters when reading Recognizes and reads common letter combinations and their sounds including consonant clusters and vowel combinations Recognizes and reads high-frequency words Begins to read in phrases Uses picture cues, graphophonic cues and semantic cues to predict and construct meaning Reads independently for (age appropriate up to 10 minutes)) sustained time Begins to self-correct

Comprehension & Responding			
Concept Question/s: <i>Which strategies help us to understand and respond to what we have read?</i>			
Pre K 3 Conceptual understanding/s The words we see and hear enable us to create pictures in our minds.	Pre K 4 Conceptual understanding/s The words we see and hear enable us to create pictures in our minds.	Kindergarten Conceptual understanding/s The words we see and hear enable us to create pictures in our minds. What we already know enables us to understand what we read.	Grade 1 Conceptual understanding/s What we already know enables us to understand what we read. Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning.
<p>Notices pictures in books</p> <p>Relates to pictures in (a book e.g., points to objects in a picture book; identifies family members in album)</p> <p>Begins to participate in discussions related to books with teacher guidance.</p>	<p>Identifies and comments on pictures in books</p> <p>Relates story to self and shares information</p> <p>With teacher prompting and use of picture clues/illustrations makes a simple prediction</p> <p>With support and direction shares a response to the text</p> <p>Notices print and text features such as pictures, words, photographs etc.</p>	<p>With prompting and support asks and answers questions about key concepts in a book</p> <p>Retells familiar stories including key details</p> <p>Makes predictions related to text using features such as illustrations, background knowledge, rhyme, repetition</p> <p>Identifies and knows parts of a book such as cover back cover, title and pages.</p> <p>Identifies the main idea of a text as well as the characters and setting</p> <p>Shares personal thoughts and feelings about what is read</p> <p>Uses illustrations to retell a story sequentially</p> <p>With prompting and support, asks and answers questions about unknown words in a text</p>	<p>With support and direction identifies a few reading comprehension strategies and uses them before, during, and after reading to understand texts,</p> <p>Demonstrates understanding of a text by retelling the story or restating information from the text, including the main ideas</p> <p>Uses stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them.</p> <p>Identifies the main idea and few elements of texts, initially with support and direction (e.g., narrative: characters, setting, problem/solution; information text: introductory statement, facts, photographs)</p> <p>Asks and answers questions to help determine unknown words in a text, clarify the meaning of words and phrases in a text</p>
Analysis and Appreciation			
Concept Question/s: <i>What can we learn from the materials we read?</i> <i>How do authors present ideas, information and perspectives?</i>			
Pre K 3	Pre K 4	Kindergarten	Grade 1 Conceptual Understanding/s Wondering about texts and asking questions helps us to understand the meaning. Reading and thinking work together to enable us to make meaning.

N/A	N/A	N/A	<p>Expresses personal thoughts and feelings about what has been read (e.g., through role playing, drama, visual arts, music, discussion; by developing a plan to act on issues raised in the text)</p> <p>Begins to identify, with support and direction, the speaker and the point of view presented in a text and suggests a possible alternative perspective)</p> <p>Recognizes simple organizational patterns in texts of different types and explains, initially with support and direction, how the patterns help readers understand the texts</p> <p>Identifies some text features (e.g., illustrations, symbols, photographs, title, page number, table of contents) and explain how they help readers understand texts</p>
-----	-----	-----	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Concepts of Print & Print Awareness</p> <p>Concept Question/s: <i>What can print tell us?</i> <i>How do we use and read print in our environment?</i></p>			
<p>Grade 3 Conceptual Understanding/s Printed information has specific features to help organize information and inform the reader.</p>	<p>Grade 4 Conceptual Understanding/s Printed information has specific features to help organize information and inform the reader.</p>	<p>Grade 5 Conceptual Understanding/s Printed information has specific features to help organize information and inform the reader.</p>	<p>Grade 1 Conceptual Understanding/s Print conveys meaning. There are behaviors, strategies that help us to use our environmental print. Printed information has specific features to help organize information and inform the reader.</p>
<p>Seeks information in books</p> <p>Uses mid-sentence punctuation when reading Understands the concept of a simple sentence</p> <p>Identifies authors and illustrators in a variety of texts Uses ending sentence punctuations when reading</p> <p>Notices features of texts – table of contents, captions, page numbers</p>	<p>Uses features of texts including table of contents, captions, page numbers, index, captions</p>	<p>Uses features of texts including table of contents, captions, page numbers, index, charts and diagrams</p>	<p>Uses features of texts including table of contents, captions, page numbers, index, captions, charts and diagrams</p>
<p>Reading Processes & Strategies</p> <p>Concept Question/s: <i>How do we use our knowledge of letters and sounds to read?</i> <i>What do ‘fluent’ readers do?</i></p>			
<p>Grade 2 Conceptual Understanding/s The sounds of spoken language can be represented visually using different letter combinations. Applying a range of strategies helps us to read and understand new texts.</p>	<p>Grade 3 Conceptual Understanding/s Applying a range of strategies helps us to read and understand new texts.</p>	<p>Grade 4 Conceptual Understanding/s Applying a range of strategies helps us to read and understand new texts.</p>	<p>Grade 5 Conceptual Understanding/s Applying a range of strategies helps us to read and understand new texts.</p>

<p>Recognizes and uses most letter combinations including consonant clusters and vowel combinations</p> <p>Begins to recognize base words and removes prefixes and suffixes to break them down and solve them</p> <p>Recognizes and reads silent letters and sounds (lamb, light)</p> <p>Uses picture cues, graphophonic cues, semantic and syntactic cues to construct meaning</p> <p>Reads independently for a (age appropriate up to 20 minutes) sustained time</p> <p>Reads aloud and begins to use expression</p> <p>Uses strategies such as self-correcting, pausing, re-reading passages and substituting words to maintain meaning</p> <p>-</p>	<p>Recognizes and uses complex letter combinations including consonant clusters and vowel combinations</p> <p>Recognizes base words and removes prefixes and suffixes to break them down</p> <p>Uses a range of reading strategies including picture cues, graphophonic cues, semantic and syntactic cues to predict and construct meaning</p> <p>Reads independently for a (age appropriate up to 30 minutes) sustained time</p> <p>Reads aloud with attention to pace, accuracy and expression</p> <p>Uses and chooses strategies such as self-correcting, pausing, re-reading passages and substituting words to maintain meaning</p> <p>Begins to skim and scan texts for information</p>	<p>Recognizes base words and removes prefixes and suffixes to break them down to read and construct meaning</p> <p>Uses word parts, and/or context of a sentence, or paragraph or whole text to help determine the precise meaning of a word</p> <p>Uses a range of reading strategies including picture cues, graphophonic cues, semantic and syntactic cues to predict and construct meaning</p> <p>Reads independently for a (age appropriate up to 40 minutes) sustained time</p> <p>Reads aloud with appropriate pace, accuracy and expression</p> <p>Uses and chooses appropriate strategies such as self-correcting, pausing, re-reading passages, substituting, or reading on to clarify or correct, to maintain meaning</p> <p>Skims and scans texts for appropriateness of information</p>	<p>Recognizes base words and removes prefixes and suffixes to break them down and construct meaning</p> <p>Uses the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word</p> <p>Connects words that are related to each other because they have the same base or root word</p> <p>Distinguishes between multiple meanings of words</p> <p>Recognize and use suffixes that change verbs and nouns for different functions such as adjectives and adverbs</p> <p>Reads independently for a (age appropriate up to 45 minutes) sustained time</p> <p>Reads aloud with appropriate pace, accuracy and thoughtful expression</p> <p>Uses and chooses appropriate strategies such as self-correcting, pausing, re-reading passages, substituting, or reading on to clarify or correct, to maintain meaning</p> <p>Adjusts reading strategies and chooses appropriate strategies such as self-correcting, pausing, re-reading passages and substituting, or reading on to clarify or correct to maintain meaning</p> <p>Skims and scans texts for appropriateness of information</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Comprehension & Responding

Concept Question/s:
Which strategies help us to understand and respond to what we have read?

<p>Grade 2 Conceptual understanding/s Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning.</p>	<p>Grade 3 Conceptual understanding/s Applying a range of strategies helps us to read and understand new texts. Identifying the main ideas in the text helps us to understand what is important.</p>	<p>Grade 4 Conceptual understanding/s Applying a range of strategies helps us to read and understand new texts. Synthesizing ideas and information from texts leads to new ideas and understanding.</p>	<p>Grade 5 Conceptual understanding/s Applying a range of strategies helps us to read and understand new texts. Synthesizing ideas and information from texts leads to new ideas and understanding.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Identifies several reading comprehension strategies and uses them before, during, and after reading to understand texts	Identifies a variety of reading comprehension strategies and uses them appropriately before, during, and after reading to understand texts	Identifies a variety of reading comprehension strategies and uses them appropriately before, during, and after reading to understand texts	Identifies a variety of reading comprehension strategies and uses them appropriately before, during, and after reading to understand texts
Demonstrates understanding of a text by retelling the story or restating information from the text, including a few interesting details	Demonstrates understanding of a variety of texts by identifying important ideas and some supporting details	Demonstrates understanding of a variety of texts by summarizing important ideas and citing supporting details	Demonstrates understanding of a variety of texts by summarizing important ideas and citing supporting details
Identifies the main idea and some additional elements of texts	Determines the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area	Makes inferences about texts using stated and implied ideas from the texts as evidence	Uses stated and implied ideas in texts to make inferences and constructs meaning.
Determines the meaning of words and phrases in a text relevant to a Grade 2 subject or subject area.		Determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.	Determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Analysis and Appreciation
Concept Question/s:
What can we learn from the materials we read?
How do authors present ideas, information and perspectives?

Grade 2 Conceptual Understanding/s Wondering about texts and asking questions helps us to understand the meaning. Reading and thinking work together to enable us to make meaning.	Grade 3 Conceptual Understanding/s Authors structure stories around significant themes. Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.	Grade 4 Conceptual Understanding/s Authors structure stories around significant themes. Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.	Grade 5 Conceptual Understanding/s Authors structure stories around significant themes. Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Identifies the main idea and some additional elements of texts	Identifies specific elements of texts and explains how they contribute to the meaning of the texts	Analyzes texts and explains how specific elements in them contribute to	Analyzes texts and explains how various elements in them contribute to meaning
Expresses personal thoughts and feelings about what has been read	Expresses personal opinions about ideas presented in texts	Expresses opinions about the ideas and information in texts and cite evidence from the text to support their opinions	Makes judgments and draws conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support them
Identifies, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives	Identifies the point of view presented in a text and suggest some possible alternative perspectives	Identifies the point of view presented in a text, citing supporting evidence from the text, and suggests some possible alternative perspectives	Identifies the point of view presented in texts, asks questions to identify missing or possible alternative points of view, and suggests some possible alternative
Recognizes simple organizational patterns in texts of different types, and explains, initially with support and direction, how the patterns help readers understand the texts (e.g., numbered steps help the reader follow a procedure or set of instructions correctly)	Recognizes a few organizational patterns in texts of different types, and explains how the patterns help readers understand the texts	Recognizes a variety of organizational patterns in texts of different types and explains how the patterns help readers understand the	Identifies a variety of organizational patterns in a range of texts and explains how they help readers understand the texts
Identifies some text features and explain how they help readers understand texts	Identifies a variety of text features and explain how they help readers understand texts	Identifies a variety of text features and explains how they help readers understand texts	Identifies a variety of text features and explains how they help readers understand texts
	Identifies some elements of style, including voice, word choice, and different types of sentences, and explains how they help readers understand texts (Identifies various elements of style – including	Identifies various elements of style – including word

<p>Identifies some simple elements of style, including voice and word choice, and explains, initially with support and direction, how they help readers understand texts</p>		<p>alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures – and explains how they help communicate</p>	<p>choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures – and explains how they help communicate meaning</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------