

ELA&L

Scope and Sequence–Comprehension

Organising Idea: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.

Grade 4	Grade 5	Grade 6
Learning outcome: Students investigate strategies and connections that support text comprehension.	Learning outcome: Students analyze information, contexts, and perspectives using a variety of comprehension strategies.	Learning outcome: Students interpret and respond to texts through application of comprehension strategies.

Knowledge	Knowledge	Knowledge
<i>UI. Comprehension processes and strategies can be purposefully applied to broaden understandings of texts.</i>	<i>UI. Comprehension is enhanced through application of critical thinking strategies and skills that support interpretations of texts and management of information.</i>	<i>UI. Comprehension, interpretation, and management of information from increasingly complex texts are enhanced through application of a variety of critical thinking strategies and skills.</i>
A variety of reading processes and strategies support comprehension of longer and more complex texts through independent practice.	Comprehension strategies that can be used to understand and interpret complex texts include <ul style="list-style-type: none">• predicting• inferring• making connections• summarizing• synthesizing• evaluating	Comprehension strategies can be used to interpret and respond to increasingly complex texts and include <ul style="list-style-type: none">• predicting• inferring• making connections• summarizing• synthesizing• evaluating
	Evaluating is a comprehension strategy where readers make judgements based on textual evidence.	
	Comprehension is enhanced when reading is fluent and self-monitored.	Self-monitoring skills can support comprehension and interpretation of texts read independently.
	Self-monitoring is noticing when comprehension falters and applying appropriate skills to make sense of texts, including <ul style="list-style-type: none">• rereading• adjusting reading rate• asking questions• using context clues• using supporting resources• metacognition	
	Metacognition is an awareness that involves thinking about one’s thinking to improve comprehension.	

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	Comprehension is enhanced when the purpose for reading is clear.	
	Managing information involves researching, organizing, and using information for specific purposes.	
<i>U2. Comprehension is enhanced when relevant connections are made to information within and between texts.</i>	<i>U2. Comprehension can be enhanced when connections with texts are supported by summarized evidence.</i>	<i>U2. Comprehension of texts includes analyzing, summarizing, and synthesizing information and ideas.</i>
Connections that support comprehension of text include <ul style="list-style-type: none"> text to self text to text text to world 	Connections with texts that can provide evidence include <ul style="list-style-type: none"> text to self text to text text to world 	Making text to self, text to text, and text to world connections can support analyzing, summarizing, and synthesizing texts.
	Summarizing includes identifying main ideas and using supporting evidence.	
		Analyzing texts includes reading closely to examine ideas and information in texts separately and in relationship to each other.
<i>U3. Comprehension and making predictions have a reciprocal relationship when understanding texts.</i>	<i>U3. Comprehension and interpretation of texts requires attention to ideas or information that may be explicit or implicit.</i>	<i>U3. Comprehension and interpretation of texts requires attention to explicit and implicit contextual information and ideas.</i>
Significant information that is synthesized to make predictions includes <ul style="list-style-type: none"> background knowledge personal experience specific clues from a text anticipation of logical outcomes or events 	Ideas and information in texts can be explicit or implicit.	Conclusions can be judgements reached based on information that is stated in or inferred from texts.
	Inferences and predictions can be made about plot, characters, setting, and main ideas of texts.	Context clues in texts include <ul style="list-style-type: none"> words phrases punctuation dialogue information in pictures, diagrams, charts, or graphs

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<i>U4. Comprehension involves inferencing and relying on multiple critical thinking skills when engaging with texts.</i>	<i>U4. Perspectives revealed in texts enhance comprehension and enrich understandings of the world.</i>	<i>U4. Interaction with texts can deepen comprehension, expand perspectives, and help readers learn more about themselves and the world.</i>
Inferencing involves multiple critical thinking skills, including <ul style="list-style-type: none"> considering cause and effect relationships answering personal wonderings combining information from various sources to draw conclusions reading between the lines to discover the author’s meaning 	Perspectives include attitudes, beliefs, or ways of thinking about events or information.	Perspectives can evolve for a variety of reasons, including <ul style="list-style-type: none"> passage of time experience context new information
	Perspectives are influenced by cultures, experiences, and interests.	Critical thinking involves considering the thoughts and experiences of others to develop empathy.
	Characters in texts present various perspectives.	Authors can explicitly and implicitly share perspectives through text creation.
		Bias is the favouring of one thing, person, or group over another, usually in a way that is considered to be unfair.
<i>U5. Comprehension is enhanced when information is synthesized and summarized.</i>	<i>U5. An awareness of context strengthens comprehension of texts.</i>	<i>U5. Historical, social, and cultural contexts can support readers in examining influences on texts.</i>
Summarizing information involves determining key ideas and specific details, logically ordering ideas, and paraphrasing.	Context refers to the circumstances that form the background of a person, an event, an idea, or a text.	Texts are situated in and can be influenced by specific historical, social, and cultural contexts.
Synthesizing can create new understandings through a combination of background knowledge and new information from a text.	Personal contexts can contribute to how a text is created or interpreted.	Specific historical and social contexts influence understandings of text.
	The author’s or text creator’s context can contribute to how a text is created or interpreted.	Historical contexts include time and place.
	Context can impact what characters think and do.	Social contexts include beliefs.

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		Contexts can change and affect how texts are understood.
		Artifacts as texts can provide insights into contexts of people, time, or place.
		Authors or text creators may present information to deliberately influence an audience’s beliefs, perspectives, values, or understandings, such as advertising or social media.
<i>U6. The reading comprehension process involves checking for understanding, problem solving, and metacognition.</i>		
Strategic reading and questioning occur before, during, and after reading.		
Problem solving can occur at the word, sentence, and whole–passage level.		
Reading comprehension skills that address challenges include <ul style="list-style-type: none">• appropriate text selection• rereading parts of the text• reading ahead• visualizing• questioning• word solving		
Metacognition is an awareness of thoughts and how one thinks and involves <ul style="list-style-type: none">• connecting thinking and learning• identifying problems• considering options• reflecting on strategies and skills• adjusting thinking based on information or experience		