K - 9
Program of
Studies
Reading
Scope and Sequence

Outcome	Kindergarten	Grade 1	Grade 2
1.1	share personal experiences prompted by oral, print and other media texts	share personal experiences that are clearly related to oral, print and other media texts	express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts
	talk about favourite oral, print and other media texts	express preferences for a variety of oral, print and other media texts	use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information
	talk about own reading and writing experiences	choose to read and write for and with others	explain why particular oral, print or other media texts are personal favourites
			recognize and talk about developing abilities as readers, writers and illustrators
1.2	connect related ideas and information	ask questions to get additional ideas and information on topics of interest	find more information about new ideas and topics
	express interest in new ideas and experiences		

Outcome	Grade 3	Grade 4	Grade 5
1.1	connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts	compare new ideas, information and experiences to prior knowledge and experiences	use appropriate prior knowledge and experiences to make sense of new ideas and information
	choose and share a variety of oral, print and other media texts in areas of particular interest	discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts	read, write, represent and talk to explore personal understandings of new ideas and information
	discuss areas of personal accomplishment as readers, writers and illustrators	select preferred forms from a variety of oral, print and other media texts	select and explain preferences for particular forms of oral, print and other media texts
		identify areas of personal accomplishment and areas for enhancement in language learning and use	
1.2		identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts	search for further ideas and information from others and from oral, print and other media texts to extend understanding
		explore ways to find additional ideas and information to	

extend understanding	
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Outcome	Grade 6	Grade 7	Grade 8
1.1	use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests	extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes	revise understanding and expression of ideas by connecting new and prior knowledge and experiences
	read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts	express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts	review, reread, discuss and reflect on oral, print and other media texts to explore, confirm or revise understanding
	assess a variety of oral, print and other media texts, and discuss preferences for particular forms	explore and assess oral, print and other media texts recommended by others	seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences
			pursue personal interest in specific genres by particular writers, artists, storytellers and filmmakers
1.2	evaluate the usefulness of new ideas, techniques and texts in terms of present understanding		

Outcome	Grade 9	
1.1	extend understanding by taking different points of view when rereading and reflecting on oral, print and other media texts	
	explain preferences for texts and genres by particular writers, artists, storytellers and filmmakers	
1.2	assess whether new information extends understanding by considering diverse opinions and exploring ambiguities	

Outcome	Kindergarten	Grade 1	Grade 2
2.1	connect oral language with print and pictures	use knowledge of how oral language is used in a variety of contexts to	use knowledge of how oral and written language is used in a variety of
		construct and confirm meaning	contexts to construct and confirm meaning
	understand that stories, information and personal experiences can be	use previous experience and knowledge of oral language to make	connect personal experiences and knowledge of words, sentences and
	recorded in pictures and print and can be listened to, read or viewed	connections to the meaning of oral, print and other media texts	story patterns from previous reading experiences to construct and
			confirm meaning

expect print and pictures to have meaning and to be related to each other in print and other media texts	use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning	use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning
understand that print and books are organized in predictable ways	use knowledge of print, pictures, book covers and title pages to construct and confirm meaning	
begin to use language prediction skills when stories are read aloud	use language prediction skills to identify unknown words within the context of a sentence	use knowledge of oral language to predict words when reading stories and poems
ask questions and make comments during listening and reading activities	use a variety of strategies, such as making predictions, rereading and reading on	apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions
recall events and characters in familiar stories read aloud by others	talk about print or other media texts previously read or viewed	identify the main idea or topic and supporting details of simple narrative and expository texts
read own first name, environmental print and symbols, words that have personal significance and some words in texts	identify the main idea or topic of simple narrative and expository texts	identify the main idea or topic and supporting details of simple narrative and expository texts
	identify by sight some familiar words from favourite print texts	identify by sight an increasing number of high frequency words and familiar words from favourite books
	identify high frequency words by sight	read aloud with fluency, accuracy and expression
	read aloud with some fluency and accuracy, after rehearsal	figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge
	self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge	
attend to print cues when stories are read aloud	preview book cover, pictures and location of text to assist with constructing and confirming meaning	preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning
begin to identify some individual words in texts that have been read aloud	use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading	use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading
begin to make connections among sounds, letters, words, pictures and meaning	segment and blend sounds in words spoken or heard	apply phonic rules and generalizations to read unfamiliar words in context
identify and generate rhyming words in oral language	use phonic knowledge and skills to read unfamiliar words in context	apply knowledge of long and short vowel sounds to read unfamiliar words in context
hear and identify sounds in words	use analogy to generate and read phonically regular word families	use knowledge of word parts, contractions and compound words to read unfamiliar words in context
associate sounds with consonants that appear at the beginning of personally significant words	associate sounds with letters and some letter clusters	associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context
recite the letters of the alphabet in order	use a displayed alphabet as an aid when writing	put words in alphabetical order by first letter
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		use personal word books, print texts and environmental print to assist with writing	use pictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts
		name and match the upper and lower case forms of letters	
2.2	participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs	participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons	engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts
	relate aspects of oral, print and other media texts to personal feelings and experiences	relate aspects of stories and characters to personal feelings and experiences	connect situations portrayed in oral, print and other media texts to personal and classroom experiences
	talk about and represent the actions of characters portrayed in oral, print and other media texts	retell interesting or important aspects of oral, print and other media texts	retell the events portrayed in oral, print and other media texts in sequence
	talk about experiences similar or related to those in oral, print and other media texts	tell or represent the beginning, middle and end of stories	suggest alternative endings for oral, print and other media texts
		tell, represent or write about experiences similar or related to those in oral, print and other media texts	discuss, represent or write about interesting or important aspects of oral, print and other media texts
		tell what was liked or disliked about oral, print and other media texts	express thoughts or feelings related to the events and characters in oral, print and other media texts
2.3	experience a variety of oral, print and other media texts	distinguish differences in the ways various oral, print and other media texts are organized	recognize that ideas and information can be expressed in a variety of oral, print and other media texts
	develop a sense of story through reading, listening and viewing experiences	know that stories have beginnings, middles and endings	identify main characters, places and events in a variety of oral, print and other media texts
	identify the main characters in a variety of oral, print and other media texts	tell what characters do or what happens to them in a variety of oral, print and other media texts	identify how pictures, illustrations and special fonts relate to and enhance print and other media texts

Outcome	Grade 3	Grade 4	Grade 5
2.1	share ideas developed through interests, experiences and discussion that	use ideas and concepts, developed through personal interests,	describe ways that personal experiences and prior knowledge contribute
	are related to new ideas and information	experiences and discussion, to understand new ideas and information	to understanding new ideas and information
	identify the different ways in which oral, print and other media texts,	explain how the organizational structure of oral, print and other media	use knowledge of organizational structures, such as tables of contents,
	such as stories, textbooks, letters, pictionaries and junior dictionaries, are	texts can assist in constructing and confirming meaning	indices, topic sentences and headings, to locate information and to
	organized, and use them to construct and confirm meaning		construct and confirm meaning

	use grammatical knowledge to predict words and sentence structures when reading narrative and expository materials	preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate	preview sections of print texts, and apply reading rate and strategies appropriate for the purpose, content and format of the texts
	apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions	comprehend new ideas and information by responding personally and discussing ideas with others	comprehend new ideas and information by responding personally, taking notes and discussing ideas with others
	identify the main idea or topic and supporting details in simple narrative and expository passages	extend sight vocabulary to include words frequently used in other subject areas	use the meanings of familiar words to predict the meanings of unfamiliar words in context
		monitor understanding by confirming or revising inferences and predictions based on information in text	monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources
	extend sight vocabulary to include predictable phrases and words related to language use		
	read silently with increasing confidence and accuracy		
	monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and graphophonic cueing systems		
	use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning	use text features, such as headings, subheadings and margin organizers, to enhance understanding of ideas and information	use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information
	attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading	distinguish differences in the structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information	identify and use the structural elements of texts, such as letters, brochures, glossaries and encyclopedias, to access and comprehend ideas and information
	apply phonic rules and generalizations competently and confidently to read unfamiliar words in context	identify and know the meaning of some frequently used prefixes and suffixes	identify and know by sight the meaning of high frequency prefixes and suffixes to read unfamiliar, multisyllable words in context
	apply word analysis strategies to segment words into parts or syllables, when reading unfamiliar words in context	apply knowledge of root words, compound words, syllabication, contractions and complex word families to read unfamiliar words in context	integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context
	associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context	integrate knowledge of phonics and sight vocabulary with knowledge of language and context clues to read unfamiliar words in context	find words in dictionaries and glossaries to confirm the spellings or locate the meanings, by using knowledge of phonics and structural analysis, alphabetical order and guide words
	put words in alphabetical order by first and second letter	use alphabetical order by first and second letter to locate information in reference materials	
	use pictionaries, junior dictionaries and spell-check functions to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	
2.2	choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter	experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs	experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers

	books, illustrated storybooks, drum dances, fables, CDROM programs and plays		
	tell or write about favourite parts of oral, print and other media texts	identify and discuss favourite authors, topics and kinds of oral, print and other media texts	express points of view about oral, print and other media texts
	identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites	discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker	make connections between fictional texts and historical events
	connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references	retell events of stories in another form or medium	describe and discuss new places, times, characters and events encountered in oral, print and other media texts
	connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences	make general evaluative statements about oral, print and other media texts	write or represent the meaning of texts in different forms
	summarize the main idea of individual oral, print and other media texts	connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences	compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community
		identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events	describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts
	discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts	compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts	describe and discuss the influence of setting on the characters and events
	make inferences about a character's actions or feelings	develop own opinions based on ideas encountered in oral, print and other media texts	support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts
	express preferences for one character over another		retell or represent stories from the points of view of different characters
2.3	identify distinguishing features of a variety of oral, print and other media texts	describe and compare the main characteristics of a variety of oral, print and other media texts	identify and discuss similarities and differences among a variety of forms of oral, print and other media texts
	discuss ways that visual images convey meaning in print and other media texts	identify various ways that information can be recorded and presented visually	identify the main characteristics of familiar media and media texts
	include events, setting and characters when summarizing or retelling oral, print or other media texts	identify and explain connections among events, setting and main characters in oral, print and other media texts	identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved
	describe the main characters in terms of who they are, their actions in the story and their relations with other characters	identify the speaker or narrator of oral, print or other media texts	identify and discuss the main character's point of view and motivation
	identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques		identify examples of apt word choice and imagery that create particular effects
			identify sections or elements in print or other media texts, such as shots in films or sections in magazines

Outcome	Grade 6	Grade 7	Grade 8
2.1	combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information	select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information	use strategies to supplement and extend prior knowledge and experiences when interpreting new ideas and information
	apply knowledge of organizational structures of oral, print and other media texts to assist with constructing and confirming meaning	use expectations and preferences developed during previous reading experiences to select and read new texts with purpose	use knowledge of authors, forms and genres, developed during previous reading, to direct and extend reading experiences
	identify, and explain in own words, the interrelationship of the main ideas and supporting details	identify, connect, and summarize in own words, the main ideas from two or more sources on the same topic	enhance understanding by paraphrasing main ideas and supporting details, and by rereading and discussing relevant passages
	preview the content and structure of subject area texts, and use this information to set a purpose, rate and strategy for reading	use concept mapping and mental rehearsal to remember main ideas and relevant details	monitor understanding; skim, scan or read slowly and carefully, as appropriate, to enhance comprehension
	use definitions provided in context to identify the meanings of unfamiliar words	adjust reading rate and strategies to account for changes in structural features of texts and complexity of content	take notes, make outlines and use such strategies as read, recite, review to comprehend and remember ideas and information
	monitor understanding by evaluating new ideas and information in relation to known ideas and information		
	use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and information	identify and use visual and textual cues, such as numbers, bullets and words; for example, first/then/next, before/after, on the one hand/on the other hand and if/then, that signal organizational patterns in print and other media texts, to enhance understanding of ideas and information	identify and use visual and textual cues in reference materials, such as catalogues, databases, web sites, thesauri and writers' handbooks, to access information effectively and efficiently
	identify and use the structural elements of texts, such as magazines, newspapers, newscasts and news features, to access and comprehend ideas and information	identify and use, effectively and efficiently, structural features of textbooks, such as tables of contents and indices, to access ideas and information and to read with purpose	identify and use structural features of a variety of oral, print and other media texts, such as newspapers, magazines, instruction booklets, advertisements and schedules, encountered in everyday life to access ideas and information and to read with purpose
	use the meanings of prefixes and suffixes to predict the meanings of unfamiliar words in context	apply, flexibly, knowledge of phonics, sight vocabulary, structural analysis, language and context clues, depending on the purpose and rate of reading	choose and use strategies for word identification, vocabulary development and spelling that either build on specific strengths or address areas for improvement
	integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words in texts of increasing length and complexity	skim and scan reference materials to confirm the spellings or locate the meanings of unfamiliar words	use a thesaurus to extend vocabulary and locate appropriate words that express particular aspects of meaning
	choose the most appropriate reference to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts		
2.2	experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances	experience oral, print and other media texts from a variety of cultural traditions	experience oral, print and other media texts from a variety of cultural traditions and genres, such as magazine articles, diaries, drama, poetry, Internet passages, fantasy, nonfiction, advertisements and photographs

		and genres, such as journals, nature programs, short stories, poetry, letters, CDROM programs, mysteries, historical fiction, drawings and prints	
	explain own point of view about oral, print and other media texts	justify own point of view about oral, print and other media texts, using evidence from texts	write and represent narratives from other points of view
	make connections between own life and characters and ideas in oral, print and other media texts	organize interpretations of oral, print and other media texts around two or three key ideas	expect that there is more than one interpretation for oral, print and other media texts, and discuss other points of view
	discuss common topics or themes in a variety of oral, print and other media texts	express interpretations of oral, print and other media texts in another form or genre	explain connections between own interpretation and information in texts, and infer how texts will influence others
	discuss the author's, illustrator's, storyteller's or filmmaker's intention or purpose	predict and discuss the consequences of events or characters' actions, based on information in oral, print and other media texts	make connections between biographical information about authors, illustrators, storytellers and filmmakers and their texts
	observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community	compare the choices and behaviours of characters portrayed in oral, print and other media texts with those of self and others	interpret the choices and motives of characters portrayed in oral, print and other media texts, and examine how they relate to self and others
	summarize oral, print or other media texts, indicating the connections among events, characters and settings	analyze how plot develops; the connection between plot and subplot; and the interrelationship of plot, setting and characters	identify and describe characters' attributes and motivations, using evidence from the text and personal experiences
	identify or infer reasons for a character's actions or feelings	identify and explain conflict, and discuss how it develops and may be resolved	discuss various ways characters are developed and the reasons for and plausibility of character change
	make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts	develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences	compare two similar oral, print or other media texts by considering the characters, plot, conflicts and main ideas
	comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text		
2.3	identify key characteristics of a variety of forms or genres of oral, print and other media texts	identify various forms and genres of oral, print and other media texts, and describe key characteristics of each	discuss how the choice of form or genre of oral, print and other media texts is appropriate to purpose and audience
	discuss the differences between print and other media versions of the same text	discuss connections among plot and subplot, main and supporting characters, main idea and theme in a variety of oral, print and other media texts	distinguish theme from topic or main idea in oral, print and other media texts
	discuss the connections among plot, setting and characters in oral, print and other media texts	identify the narrator's perspective, and explain how it affects the overall meaning of a text	identify and explain characters' qualities and motivations, by considering their words and actions, their interactions with other characters and the author's or narrator's perspective

identify first and third person narration, and discuss preferences with	identify and explain how narrative hooks, foreshadowing, flashback,	compare and contrast the different perspectives provided by first and
reference to familiar texts	suspense and surprise endings contribute to the effectiveness of plot	third person narration
	development	
explore techniques, such as visual imagery, sound, flashback and voice		
inflection, in oral, print and other media texts		

Outcome	Grade 9	
2.1	discuss how interpretations of the same text might vary, according to the prior knowledge and experiences of various readers	
	use previous reading experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in texts	
	identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text	
	select appropriate reading rate and strategies for comprehending texts less closely connected to prior knowledge and personal experiences	
	preview complex texts as to their intent, content and structure, and use this information to set a purpose and select strategies for reading	
	use knowledge of visual and textual cues and structural features when skimming and scanning various print and other media texts to locate relevant information effectively and efficiently	
	analyze and discuss how the structural features of informational materials, such as textbooks, bibliographies, databases, catalogues, web sites, commercials and newscasts, enhance the effectiveness and efficiency of communication	

	apply and explain effective procedures for identifying and	
	comprehending words in context; adjust procedures according to the	
	purpose for reading and the complexity of the texts	
	use reference materials, including a writer's handbook, to verify correct	
	usage,	
	address uncertainties and solve problems that arise	
	•	
2.2	experience oral, print and other media texts from a variety of cultural	
	traditions	
	and genres, such as essays, broadcast advertisements, novels, poetry,	
	documentaries, films, electronic magazines and realistic fiction	
	documentaries, mins, electronic magazines and realistic fiction	
1	identify and discuss how timeless themes are developed in a variety of	
	oral, print and other media texts	
	consider historical context when developing own points of view or	
	interpretations of oral, print and other media texts	
	compare and contrast own life situation with themes of oral, print and	
	other media texts	
	express the themes of oral, print or other media texts in different forms	
	or genres	
	consider peers' interpretations of oral, print and other media texts,	
	referring to the texts for supporting or contradicting evidence	
	analyze how the choices and motives of characters portrayed in oral,	
	print and	
	other media texts provide insight into those of self and others	
	identify and discuss theme and point of view in oral, print and other	
	media texts	
	discuss and explain various interpretations of the same oral, print or	
	other media text	
	other media text	
	relate the thomas ameticas and appearing as martrayed in and print and	
1	relate the themes, emotions and experiences portrayed in oral, print and	
	other media texts to issues of personal interest or significance	
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2.3	explain the relationships between purposes and characteristics of	
	various forms and genres of oral, print and other media texts	
	compare the development of character, plot and theme in two oral, print	
1	or other media texts	
	evaluate the effectiveness of oral, print and other media texts,	
1	considering the believability of plot and setting, the credibility of	
	characters, and the	
	Characters, and the	

development and resolution of	f conflict		
compare a main character in text from a different era, gen	one text to the main character in another e or medium		
identify ways that a change in of oral, print and other media	narrator might affect the overall meaning texts		