

Reading and Viewing

A1.1

A1.2

A2

B1

GCO 2

SCO 2.1

SCO 2.2

Students will develop strategies to understand, and respond to, a range of texts and other media.

- I can name all letters of the Roman alphabet, individually.
- I can demonstrate recognition of teacher-selected letter sounds (phonemes) and link them to print (graphemes).
- I can demonstrate recognition of familiar words, supported by visuals.
- I can identify and sound out the first letter in a word.
- I can identify and sound out the last letter in a word.
- I can match or circle the same letters and familiar names and a few sight words in different sizes, colours or fonts.
- I can demonstrate recognition of most letters of the alphabet in upper and lower case form with some possible confusion of similar letters (b and d, m and n).
- I can recognize that spaces are used to differentiate words in a sentence.
- I can stop when I see a period.

- I can read familiar words, numbers, and phrases in simple texts (e.g., times and classes in daily schedule; school notices and menus).
- I can sound out c-v-c words (e.g., car, dog, pen).
- I can recognize simple c-v-c rhyming words (e.g., hat – mat, hit – sit).
- I can use basic decoding strategies to sound out new words (e.g., diphthongs, consonant blends, and phonetic chunks).
- I can segment familiar words while reading (e.g., syllables).
- I can stop at periods at the ends of sentences.
- I can distinguish between periods and commas.
- I can make personal connections to help me understand what I am reading, with guidance and support.
- I can use text features like the title, cover page and illustrations to predict.
- I can reread for understanding, with the help of a teacher.

- I can skim and scan to identify the purpose of the text.
- I can reread for understanding.
- I can ask myself questions to check for understanding.
- I can retell a brief story (e.g., using graphic organizer-sequence, chronological order).
- I can identify key words in a text.
- I can use a variety of decoding strategies to sound out new words (e.g., diphthongs, digraphs, using prefixes/suffixes/root words, looking for patterns).
- I can make personal connections to help me understand what I'm reading.
- I can make supported predictions before reading.
- I can use text features (e.g., table of contents, charts, index, glossary, etc.) to gain information.
- I can identify features of various text forms (e.g., fiction vs. non-fiction).
- I can read aloud, with some hesitation.

- I can scan through straightforward, factual texts (e.g., magazines, brochures, manuals, textbooks, letters) and identify what they are about and whether they contain useful information for me.
- I can use key words, diagrams, graphs, and illustrations to support comprehension (e.g., Mathematics or Science textbook pages).
- I can make connections to what I am reading (e.g., to text, to self, to world).
- I can make supported predictions related to fiction and non-fiction texts before and during reading.
- I can distinguish facts from opinions, possibly using a graphic organizer.
- I can consistently read aloud with fluency and intonation.
- I can summarize fiction and non-fiction texts.

- I can follow very simple instructions, if supported by visuals.
- I can identify words and information on posters, brochures, or signs (e.g., place, time or price).
- I can recognize times and places, in simple notes, invitations and text messages, provided there are no abbreviations.

- I can follow short, simple written directions (e.g., how to go from X to Y).
- I can understand an information form well enough to know where to add my basic information (e.g., my name, date of birth, address).
- I can find information in short, simple greetings and messages (e.g., emails, text messages, invitations, posters).
- I can demonstrate understanding of the layout and format of very familiar texts to find specific information (e.g., name or address on an envelope, calendar, graphs, charts, timetables).

- I can read aloud, sometimes changing tone and intonation to convey meaning.
- I can identify the basic plot, the main characters, basic setting (e.g., time, place) of a simple story.
- I can demonstrate understanding of short, simple texts on familiar subjects, especially when they are illustrated (e.g., illustrated story, comic, newspaper/magazine stories, etc.).
- I can demonstrate understanding of instructions expressed in simple language (e.g., "Label the following diagram." from Science text).
- I can find the most important information in authentic documents such as ads, brochures, and schedules.
- I can demonstrate understanding of short simple messages from friends (e.g., emails, web chats, text messages, postcards or short letters).

- I can identify the elements of a plot, the traits of characters, and setting of a story.
- I can distinguish the main idea from the secondary ideas in a short text dealing with familiar topics, possibly using a graphic organizer.
- I can demonstrate understanding of technical directions (e.g., laboratory work, science class).
- I can identify the main conclusions of a persuasive text.
- I can find practical information in the various sections of long information texts from a website or magazine.
- I can demonstrate understanding of simplified versions of novels and stories with a clear structure.