

Reading Skills and Strategies		
EY	EY 3	<p>Begins to choose reading texts (e.g., books, magazines, and charts) and has favorites.</p> <p>Shows interest in reading signs, labels, and logos (environmental print).</p>
	EY 4	<p>Recognizes own name in print.</p> <p>Demonstrates eagerness to read and be read to.</p>

Reading Skills and Strategies			
MP 1	EY 5	<p>Memorizes pattern books, poems, and familiar books.</p> <p>Begins to read signs, labels, and logos (environmental print).</p> <p>Demonstrates eagerness to read and selects favorite books .</p>	<p>Pretends to read.</p> <p>Uses illustrations to tell stories.</p> <p>Reads top to bottom, left to right, and front to back with guidance.</p> <p>Rhymes and plays with words.</p> <p>Knows all letter names and all letter sounds.</p> <p>Recognizes some names and words in context.</p> <p>Reads some high frequency and familiar words fluently and automatically (Dolch sight words pre-primer, primer).</p> <p>Makes text-to-self connections with guidance.</p> <p>Makes-text-to-text connections with guidance.</p> <p>Begins to use finger-print-voice matching.</p> <p>Begins to make meaningful <b>predictions</b> with guidance.</p> <p><b>Retells</b> the beginning, middle, and end with guidance.</p> <p>Shows understanding of oral text through <b>visualization</b>.</p> <p><b>Asks and answers</b> appropriately challenging questions about the text.</p> <p>Identifies the <b>elements of a story</b> (characters, setting, problem, solution).</p> <p>Participates in reading of familiar books and poems.</p>
	G1	<p>Reads books with <b>simple patterns</b> orally.</p> <p>Begins to read own writing orally.</p> <p>Distinguishes between <b>fiction</b> and <b>non-fiction</b></p> <p>Begins to read <b>independently</b> for short periods (5-10 minutes).</p> <p>Experiments with using <b>expression</b> when reading aloud</p>	<p>Uses illustrations and print to create meaning.</p> <p>Uses finger-print-voice matching.</p> <p>Identifies titles and authors in literature (text features).</p> <p>Knows all letter sounds (including short and long vowels) and digraphs.</p> <p>Recognizes CVC and sight words. (Dolch primer grade one sight words)</p> <p>Uses knowledge of sound segments (e.g., phonemes, syllables, rhymes) to read words.</p> <p>Makes text-to-self connections.</p> <p>Makes text-to-text connections with guidance.</p> <p>Makes meaningful <b>predictions</b>.</p> <p>Shows understanding of oral text through <b>visualization</b>.</p> <p><b>Retells</b> the beginning, middle, and end of a text independently.</p> <p>Identifies the <b>main idea</b> and details of a text with guidance.</p> <p>Expands with greater detail the <b>elements of a story</b> (characters, setting, problem, solution).</p> <p><b>Asks and answers</b> appropriately challenging questions about the text.</p>

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MP 2	G2	<p>Reads <b>appropriately challenging</b> early reader books.</p> <p>Reads and follows simple written directions with guidance.</p> <p>Identifies features of <b>basic genres</b> (e.g., fiction, nonfiction, and poetry).</p> <p>Uses <b>basic punctuation</b> when reading orally.</p> <p>Reads independently (10-15 minutes).</p> <p>Chooses reading texts independently.</p> <p>Learns and shares information from reading.</p> <p>Recognizes when expression is used for <b>effect</b>.</p>	<p>Uses letter/sound cues and patterns (phonics). Recognizes word endings, common contractions, and many high frequency words (Grade 2 Dolch words).</p> <p>Makes-text-to-world connections with guidance. Makes text-to-self connections independently. Makes-text-to-text connections independently.</p> <p>Begins to <b>self-monitor</b> for accuracy and comprehension. Makes meaningful <b>predictions</b> for appropriately challenging text. Uses <b>context clues</b> to gain meaning from text. Shows understanding of oral text through <b>visualization</b>. <b>Retells</b> the beginning, middle, and end of a text with details independently. Begins to distinguish between <b>fact and opinion</b>. Identifies the <b>main idea</b> and supporting details of a text with guidance. Makes <b>inferences and draws conclusions</b> using appropriately challenging text. <b>Compares and contrasts</b> characters and events with guidance. Begins to <b>summarizes</b> appropriately challenging texts with guidance. Identifies elements of <b>cause and effect</b> within texts, with guidance. <b>Asks and answers</b> appropriately challenging questions about the text.</p>
	G3	<p>Reads appropriately challenging chapter books.</p> <p>Chooses, reads, and finishes a variety of texts at appropriate level with guidance.</p> <p>Begins to read aloud with <b>fluency</b>.</p> <p>Makes links between <b>punctuation, fluency and expression</b>.</p> <p>Reads silently for longer periods (15-30 minutes).</p> <p>Learns, shares and uses information from reading.</p>	<p>Uses word structure cues (e.g., root words, prefixes, suffixes, word chunks) when encountering unknown words.</p> <p>Identifies chapter titles and table of contents (text organizers). Scans and skims text with guidance.</p> <p><b>Self-monitors</b> for comprehension and accuracy. Identifies elements of <b>cause and effect</b> within texts. Identifies the <b>author's purpose</b> (to persuade, inform or entertain). Increases vocabulary by using <b>context clues</b>, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance. Identifies <b>fact and opinion</b> in texts. Identifies the <b>main idea and supporting details</b> of a text with guidance. Makes <b>inferences and draws conclusions</b> using appropriately challenging text. <b>Compares and contrasts</b> characters and story events. <b>Summarizes</b> appropriately challenging texts with guidance. Responds to and <b>makes connections</b> with both fiction and nonfiction texts.</p>

Reading Skills and Strategies			
MP 3	G4	<p>Reads appropriately challenging chapter books.</p> <p>Chooses reading texts at appropriate level.</p> <p>Expands knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy).</p> <p>Reads aloud with fluency and expression.</p> <p>Reads silently for extended periods (20-35 min.).</p>	<p>Scans and skims text independently.</p> <p>Uses resources to locate and sort information with guidance. Gathers information using the table of contents, captions, glossary, and index (text organizers), dictionary, and thesaurus with guidance.</p> <p>Gathers and uses information from graphs, charts, tables, and maps with guidance.</p> <p>Increases vocabulary by using <b>context clues</b>.</p> <p>Analyzes the <b>author's purpose</b> (to persuade, inform, entertain).</p> <p>Identifies <b>main idea and supporting details</b> of a text independently.</p> <p>Makes <b>inferences</b> and <b>draws conclusions</b>.</p> <p>Recognizes and explains <b>cause and effect</b> relationships. Demonstrates understanding of the difference between <b>fact and opinion</b>.</p> <p><b>Summarizes</b> texts independently.</p> <p><b>Responds</b> to issues and ideas in literature as well as facts or story events.</p>
	G5	<p>Reads appropriately challenging chapter books.</p> <p>Selects, reads, and finishes a wide variety of genres.</p> <p>Begins to develop <b>strategies and criteria</b> for selecting reading texts.</p> <p>Reads aloud with <b>fluency, expression, and confidence</b>.</p> <p>Reads silently for extended periods (30-40 min.).</p>	<p>Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information.</p> <p>Gathers information using the table of contents, captions, glossary, and index (text organizers) independently.</p> <p>Gathers and uses information from graphs, charts, tables, and maps independently.</p> <p>Uses resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas independently.</p> <p>Uses new vocabulary in different subjects and in oral and written response to literature.</p> <p><b>Analyzes text</b> and explains how various elements in them contribute to meaning.</p> <p>Analyze <b>cause and effect relationships</b> to gain deeper understanding of appropriately challenging text.</p> <p><b>Makes judgements</b> and <b>draws conclusions</b> about an appropriately challenging text and cite evidence from the text to support their view.</p> <p><b>Summarizes</b> appropriately challenging texts independently.</p>

**References:**

Bonnie-Campbell Hill Reading Continuum  
 Australian Curriculum

**Other related material:**

FIS Library (2016) Standards - please refer to Atlas  
 Bonnie Campbell Hill Reading and Writing Continuums in relation to FIS Grade Levels - please refer to shared drive ES