Reading Learning Goals

Standard 1 - Thinking within the text

		Milepost 1		Milepost 2		Milepost 3	
	EY3 and EY4	EY5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Searching and using information	1.10 Use illustrations to tell stories	1.12 Use illustrations and print to create meaning	1.13 Use details in the pictures or graphics to search for and use information	1.14 Use background understanding of familiar easy content to search for and use information	1.15 Search for information in a variety of graphics (photos, drawings with labels and captions, diagrams, maps)	1.16 Use organizational tools to search for information e.g. title, table of contents etc.	1.17 Search for information and language that states or implies the larger message(s) of the text
	1.20	1.21 Know that information can be retrieved from books and computers	1.22 Search for and understand information presented in a variety of ways	1.23 Begin to use resources to locate and sort information	1.24 Use resources to locate, cross reference and sort information	1.25 Use resources (e.g. encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance	1.26 Use resources (e.g. encyclopedias, articles, Internet, and nonfiction texts) to locate information
	1.30 Hold book and turns pages correctly	1.31 Read left to right and Use return sweep to read several lines of print Matches word by words over several lines of print	1.32 Read without pointing	1.33 Begin to skim and scan texts	1.34 Scan and skim text with guidance	1.35 Demonstrate the ability to skim and scan while reading silently to search for information quickly	1.36 Effectively uses skim and scan to retrieve relevant information
Monitoring and self-correcting	1.40 Know that print carries meaning and, in English, is read from left to right and top to bottom	1.41 Use voiceprint match and pictures to self-monitor and self-correct. Rereads a sentence to problem-solve, self-correct or confirm	1.42 Begin to reread a word or phrase to self-monitor or self-correct close to the point of error and without finger pointing	1.43 Use multiple sources of information (meaning, language structure and visual information) to self-monitor and self-correct	1.44 Self-monitor using multiple sources of information and with little overt self-correction; instead covertly self-corrects prior to or after error	1.45 Closely monitor understanding of texts using knowledge of a wide range of fiction and non-fiction genres and a wide range of text forms	1.46 Use understanding of literary elements, narrative structure and knowledge of nonfiction to monitor understanding and correct reading

Reading Learning Goals

	Milepost 1			Milepost 2		Milepost 3	
	EY3 and EY4	EY5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Reading words	1.50 Recognise familiar words and signs such as own name and advertising logos	1.51 Recognize more than 25 high frequency words	1.52 Recognize more than 200+ high frequency words	1.53 Recognize a large number of high-frequency words quickly and automatically	1.54 Recognize a large number of one-, two-, three- and four syllable words rapidly and automatically	1.55 Recognize a large number of high-frequency words and multi syllable words rapidly and automatically	
	1.60 Knows some letter names and letter sounds	1.61 Knows all letter names and sounds in order to read easy decodable words and words with easy spelling patterns (VC, CVC, CVCe) with the support of pictures	1.62 Reads words with easy spelling patterns supported by pictures and language (CVV, CVVC, VCe, VCC) and Use word parts to solve multi syllable words	1.63 Reads a range of regular and irregular plurals, contractions, possessives, compound words, verbs of all tenses with inflectional endings, and words with affixes (prefixes and suffixes)	1.64 Solves words by identifying easy spelling patterns within multisyllable words (VVC, VVCC< VVCe, VCCe, VCCC, VVCCe, VVCCC) and identifies base words and affixes	1.65 Solves words by demonstrating flexibility in using many different strategies	1.66 Solves multi syllable words using a wide range of strategies in a flexible way (e.g., using syllables, spelling patterns within words, base words and affixes)
	1.70 Hears and says the initial sound in words	1.71 Hears and says the final and middle sounds in words and can segment the sounds in words and blend them together					
Vocabulary	1.80 Expands understanding of the meaning of words by connection with the pictures and/or understanding the context	1.81 Understands the meaning of some words that are new but easy to understand in the context of the text, some with low picture support	1.82 Derives the meaning of a new word from context	1.83 Derives the meaning of a new word from the context of the sentence, the paragraph or the whole text	1.84 Derives the meaning of new words and expand meaning of known words using flexible strategies; (e.g. context in a sentence; connections to other words; synonyms & antonyms, etc.	1.85 Derives meaning from connecting words to synonyms and antonyms to expand understanding; regular & irregular plurals; require multiple sources of information	1.86 Understands that many words have multiple meanings and identifies the specific meaning that applies in a sentence or paragraph

Reading Learning Goals

		Milepost 1		Milepost 2		Milepost 3	
	EY3 and EY4	EY5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Fluency		1.91 Notice periods, quotation marks, commas, exclamation marks and question marks and begin to reflect them with the voice with intonation and pausing	1.92 Stress words that are in bold, italics or varied font	1.93 Read orally with appropriate phrasing, pausing, intonation, word stress and rate	1.94 Read silently at a slightly faster rate than when reading orally while maintaining comprehension and accuracy	1.95 Sustain momentum through short texts and some short chapter books or books of short stories, making significant progress daily	1.96 In oral reading, show recognition of a wide range of declarative, imperative, exclamatory or interrogative sentences
Adjusting		1.101 Slows down to problem-solve words and resume reading with momentum	1.102 Adjusts reading to show awareness of sentence variety, accommodate compound sentences and varied placement of non-fiction features	1.103 Adjusts reading to process a graphic text, read parts in a script or play and adjusts to recognize and use characterics of special types of fiction (i.e. mystery)	1.104 Adjusts reading to recognize the purpose and characteristics of fiction and nonfiction genres	1.105 Adjusts reading to understand that a text can be a collection of short stories related to an overarching theme	1.106 Adjusts to read speeches reflecting the point of view of the speaker and to recognize the use of argument in a persuasive text
Summarizing	1.110 Remembers and talks about the important events of ideas in a simple text	1.111 Remembers the order of events in a simple story and talk about them after reading	1.112 Summarizes fiction stories including plot events, problem, resolution and characters. Summarizes information in nonfiction, selecting the information that is important	1.113 Talk about the important information in organized summary form after reading, and summarizes temporal sequence in time order	1.114 Summarizes important parts of a texts (i.e. chapters or sections) in a clear and logical way	1.115 Summarizes a writer's argument or main idea as well as the book's theme or lesson	1.116 Presents a logically organized oral summary that includes important information expressing the main idea or larger message and reflects the overall structure as well as important underlying text structures

Reading Learning Goals

Standard 2 - Thinking beyond the text

		Milepost 1		Milepost 2		Milepost 3	
	EY3 and EY4	EY5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Predicting	2.10 Use knowledge of language structure to make predictions	2.11 Make predictions based on pictures and personal experiences	2.12 Make predictions based on background knowledge and experience in reading texts	2.13 Make predictions based on knowledge, personal experience, content areas, and other reading	2.14 Make predictions based on knowledge of genres, organizational structure and previous reading experiences	2.15 Make predictions based on knowledge of genres using evidence from a text	2.16 Make predictions based on knowledge of genres using evidence from the text, as well as text/plot structures
Making connections: text-to-self	2.20 Make connections based on personal experience and/or background knowledge	2.21 Make connections between background knowledge and content in the text	2.22 Use background knowledge to understand settings	2.23 Accesses background knowledge to understand the context of the text	2.24 Accesses background knowledge to understand description or sequence	2.25 Make many different kinds of connections based on personal experience	2.26 Make connections to students' lives and the content that are particularly appropriate for adolescents
Making connections: text-to-text	2.30 Make connections among texts on the same topic	2.31 Make connections among books in a series	2.32 Make connections with prior reading experiences to recognize common characters and events in a text	2.33 Make connections among texts of the same genre, and between the events in chapters in a single plot	2.34 Make many different kinds of connections among a variety of genres	2.35 Make many different kinds of connections among texts and Use knowledge from one text to understand content in another text	2.36 State explicitly the nature of connections e.g. topic, theme, message, characters, genre, writer or style
Making connections: text-to-world				2.43 Make connections to other areas of study (IPC) - home and host countries	2.44 Make connections to significant world events	2.45 Make many kinds of connections based on current or historical events	2.46 Make connections with the human traits and problems that are shared among people of many different cultures

Reading Learning Goals

		Milepost 1		Milepost 2		Milepost 3	
	EY3 and EY4	EY5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Synthesizing		2.51 Talk about what is known about the topic before reading the text and identifies new learning	2.52 Talk about the text showing understanding about the events, topic or content	2.53 Identify interesting, new and surprising information in a text	2.54 Express new ways of thinking based on engagement with a text and takes on perspectives from diverse cultures	2.55 Talk about new ways of thinking from vicarious experiences in fiction and new understanding of different cultures, places and times in history	2.56 Synthesize new facts, perspectives or conceptual frameworks from texts and describes these to others using evidence from the text
Inferring	2.60 Infer meaning from a story using pictures	2.61 Infer meaning from a story using pictures, i.e. characters feelings, setting, problem	2.62 Use pictures and text to make inferences about content, setting, problem, character feelings and traits	2.63 Make inferences about character traits, feelings, motivations and character change. Understands and infers the importance of setting and plot	2.64 Make inferences using pictures, graphics and pictureless text to interpret and comprehend ideas and themes of fiction and nonfiction	2.65 Infer overarching and abstract themes to determine the larger message in a text and how they are applicable to people's lives	2.66 Infer universal human themes, beliefs, customs and perspectives of people with supporting evidence from the text

Standard 3 - Thinking about the text

		Milepost 1		Milepost 2		Milepost 3	
	EY3 and EY4	EY5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Analyzing	3.10 Begin to recognize that a text can be imagined (fiction) or give information (non-fiction)	3.11 Recognize that a text can be imagined (fiction) or give information (non-fiction)	3.12 Understand what distinguishes fiction and non-fiction texts	3.13 Identify basic genres (e.g., fiction, nonfiction, and poetry)	3.14 Demonstrate knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy)	3.15 Demonstrate knowledge of specific features of different genres (e.g., realistic fiction, historical fiction, and fantasy)	3.16 Expand knowledge of specific features of different genres (e.g., realistic fiction, historical fiction, and fantasy)

	EY3 and EY4	EY5	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
			Milepost 1		**Milepost 2**		**Milepost 3**
			3.22 Begin to distinguish between fact and opinion in texts	3.23 Distinguish between fact and opinion in texts	3.24 Distinguish and demonstrate understanding of the difference between fact and opinion	3.25 Distinguish and demonstrate understanding of the difference between fact and opinion with supporting evidence	
					3.34 Identify the author's purpose e.g. to persuade, entertain, inform	3.35 Analyze the author's purpose e.g. to persuade, entertain, inform	3.36 Analyze an author's purpose in selecting a particular genre, topic, subject or type of narrative structure
Critiquing	3.40 Share opinions about a text and/or illustration	3.41 Identify favorite books and explain choice	3.42 Identify favorite books, writers, and illustrators and describes their qualities	3.43 Talk critically about what a writer does to make a topic interesting or important	3.44 Share opinions about a text, illustration or photograph supported by rationale of what the illustration/photos add to a text	3.45 Express tastes and preferences in reading and supports choices with descriptions and examples of literary elements	3.46 Think critically and Share opinion about a texts' authenticity and quality and how well it exemplifies is genre