
Common Framework of Reference (CFR) EAL Reading Rubrics: Grades 1-8

June 2014



Pilot Stage

This working document is in pilot stage during the 2014-2015 school year. It is anticipated that the final document will be released in September 2015.

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Shauna Tilbury, Coordinator – EAL, SPSPD

Laurie Anderson, Educational Consultant – EAL Assessment, SPSPD

Sandra Mancusi, EAL Educational Consultant, SPSPD

Johanna Stuart, EAL Teacher, Greystone Elementary School, SPSPD

Tracy Johnson, EAL Teacher, Greystone Elementary School, SPSPD

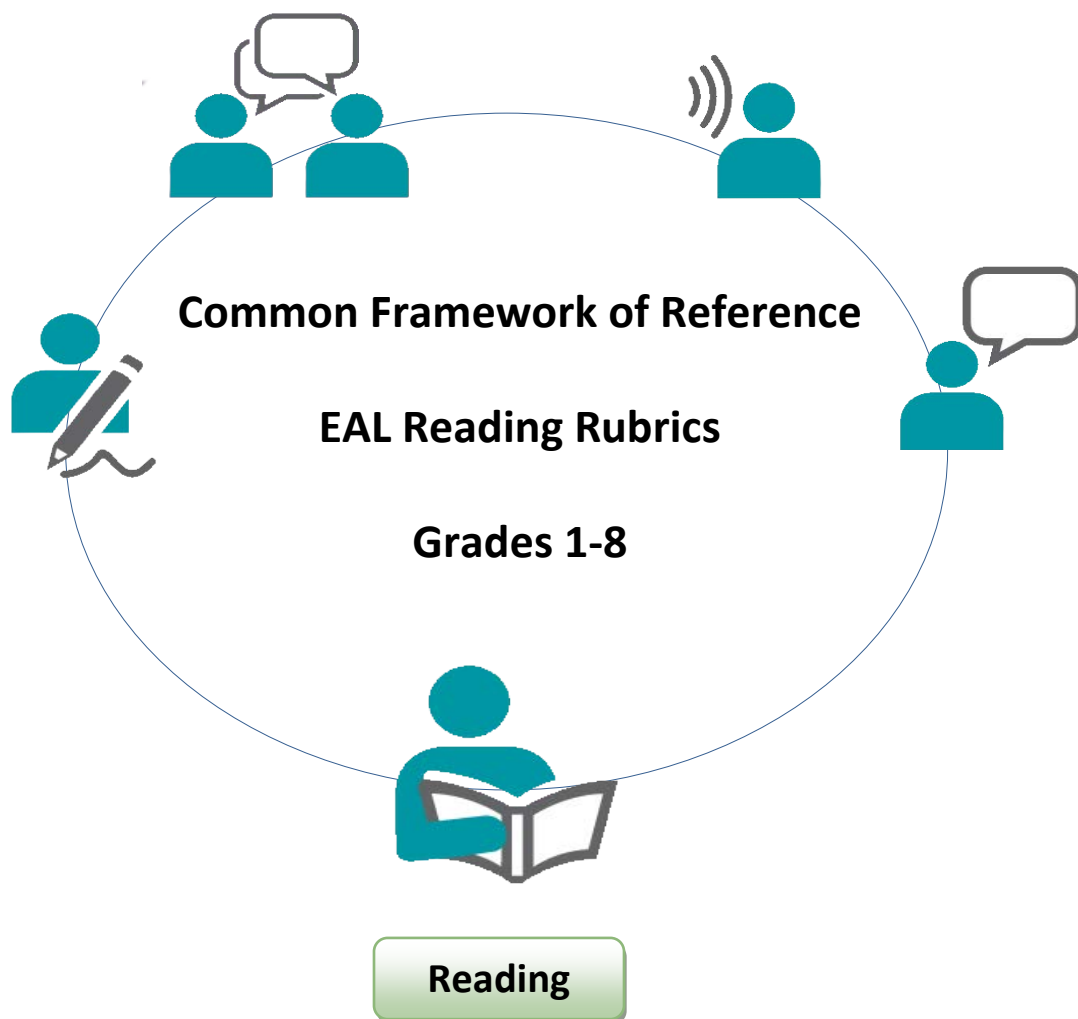


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COMMON FRAMEWORK OF REFERENCE (CFR)

INTRODUCTION

Adoption of the Common Framework of Reference (CFR) as a language reference tool has facilitated ministry collaboration with school divisions on approaches that promote greater consistency with planning, instruction and assessment of learners with English as an Additional Language (EAL) needs.

The CFR is an international, skill-based language framework that focuses on language use to perform meaningful tasks in authentic contexts. For school-aged children with EAL needs, an authentic context is the school and meaningful tasks are associated with learning outcomes. For children learning English, the CFR outlines success through a continuum of observable behaviours and descriptors of language progress that are applicable to the context of schooling.

The ministry document [*A Guide to Using the CFR with EAL Learners*](#) (2012) offers detailed information about each of the six levels of language progress that lead learners to upper levels of proficiency. Learners who do not reach these levels of proficiency will have difficulty achieving the learning outcomes in Saskatchewan curricula.

In addition to six levels of progress, the CFR is organized around five areas of skill development: listening, speaking (spoken production and spoken interaction), reading and writing. The document *Common Framework of Reference (CFR): EAL Reading Rubrics Grades 1-8* focuses specifically on skill development in the area of reading. In the document, you will find rubrics that illustrate how reading progress can be monitored and assessed at each level of the CFR.

In keeping with the intent of the CFR, English language learning should be viewed as a journey and not a rigid set of fixed descriptors confined by level. Learners often start their journey at A1.1 and move toward increased levels of language proficiency. They can look back at the progress they have made on their journey and plan, with guidance from teachers, parents, peers and others, their route to the next level.

KEY TERMS

Specific terms used in this document and their definitions are included below. In addition, a more extensive glossary of common reading terms is provided in Appendix B of the document.

CFR Global Level Descriptors highlight observable language behaviours in social or academic contexts as identified within the five skill areas. The statements describe growing levels of proficiency according to the learner's performance within 'real-world' contexts.

Comprehension involves the use of cognitive strategies (pre/during/post reading) to make meaning of text. These strategies occur *before reading* (e.g., previewing a text, predicting what a text will be about given its title, activating prior knowledge of the subject); *during reading* (e.g., adjusting reading rate, constructing mental images) and *after reading* (e.g., summarizing, re-reading).

Convention is an accepted practice or an agreed-upon rule in representational, spoken, or written language.

Cueing Systems are sets of cues or clues built into the structure or patterns of communication texts.

Decoding is analyzing text in order to identify individual words. It is also the act of deciphering a new word by sounding it out.

Fluency is defined as the ability to read text with accuracy, correct speed, expression, phrasing and intonation.

Guided Reading occurs when a teacher models reading strategies and/or provides before, during and after structures to direct students as they read text.

Independent Reading occurs when students select, read and interpret text without direct guidance.

Phonics is defined as the ability to recognize the written symbols that represent phonemes (graphemes) and use this knowledge to decode and recognize words. All phonics descriptors imply visual/textual activities.

Phonemic Awareness is the ability to identify, produce and manipulate the sounds of language. All phonemic awareness descriptors imply oral/aural activities

Reading Rubrics offer criteria that describe student performance at various stages of reading proficiency. Rubrics provide guidelines for judging quality and make expectations explicit.

Syntax is defined as the pattern or structure of word order in sentences, clauses and phrases.

Visual Processing involves the use of directionality, patterns and text features.

Vocabulary Acquisition is the ability to understand unknown words by using acquisition strategies to help make meaning.

USE OF RUBRICS

The rubrics included in this document will help teachers and administrators to:

- Establish criteria for assessment that will enable students to reflect on their reading abilities and to see where and how to improve their reading skills and strategies in English;
- Provide a basis for conversations among teachers, parents and students about assessment processes and the relationship to progress along the CFR scale;
- Facilitate communication with parents regarding their child's progress with English language learning;
- Promote fair and consistent assessment of learner progress across subject areas through the additional lens of language learning.

Teachers may want to:

- Share information about reading skills provided in the document with their students;
- Provide explicit instruction about English reading skills based on the skill descriptors provided in the CFR scale;
- Use the rubrics to clarify expectations and as reference points when assessing student progress with reading in the areas of phonemic awareness, phonics, vocabulary acquisition, visual processing, fluency and comprehension;
- Use the rubrics to guide selection of texts for their EAL students;
- Create reading rubrics that reflect local classroom needs (e.g., language transference issues from local dialects).

Administrators may choose to:

- Facilitate school-wide collaboration toward consistent assessment and reporting practices for learners of EAL;
- Arrange for professional learning opportunities that focus on reading rubrics for EAL learners at various ages and stages of learning;
- Facilitate sessions for school councils and parent groups using this document as a starting point for topics related to EAL, such as curriculum expectations, use of the CFR, or assessment practices.


PART 1: CFR GLOBAL SKILL DESCRIPTORS

GRADES 1 – 8



CFR GLOBAL SKILL DESCRIPTORS AND ELA ALIGNMENT: GRADES 1 – 8

The pages that follow provide global level descriptors of language skills across CFR levels for Grades 1 – 8.


Level B1.2 in each chart signals the stage at which EAL learner skills and abilities become more closely aligned with those of English-speaking peers. For comparative purposes, a chart of year-end grade level expectations for **English Language Arts (ELA)** has been placed next to the global descriptors for EAL learners at Level B1.2. The acronym *wcpm* is used to denote ‘word count per minute’.

GRADE ONE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT							
CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 1* “Meeting Expectations”
Skills							
Listening 	Understands familiar words/expressions (e.g., thank you, excuse me) and understands simple, concrete questions about themselves, their families and their immediate surroundings provided the speaker speaks slowly and clearly.	Understands simple directions, questions, announcements and descriptions of familiar objects provided the speaker speaks slowly and clearly with significant pauses.	Understands the main points in clear and simple messages and instructions. Understands high frequency phrases and vocabulary related to personal interests.	Understands, at a general level, overheard conversations, simple short narratives and dialogues of movies or cartoons if the topics are familiar and if the speech is slow and clear. Generally recognize changes in the topic of discussion.	Understands the main points of overheard discussions. Understands audio text dealing with familiar topics as well as announcements and television shows (if supported by visuals). There may be a need to repeat particular words and phrases or to replay text.	Understands the main points and the important details of audio text provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation.	Listens and responds appropriately to a range of oral communications including a book read aloud, a person speaking and oral directions of four to six simple steps. Retells key points and sequences (who, what, when, where and why).
Spoken Interaction	Provides basic information such as age when requested and can	Interacts by answering simple questions with single words or	Expresses common greetings (e.g., Happy Birthday), feelings (e.g., I am	Takes part in simple social interactions asking someone to repeat themselves	Participates in simple phone calls with a known person or a conversational	Initiates conversation and can help to sustain it. Participates in	Communicates ideas and understanding to class. Participates in small group work.


GRADE ONE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 1* “Meeting Expectations”
Skills 	ask another’s name. Uses one or two learned expressions of greeting, farewell and politeness (e.g., hello, goodbye, please). Uses gestures to request information and can express a lack of understanding.	short sentences. Makes simple needs known (e.g., the loan of a pencil or an eraser). Asks and responds to questions such as time and the location of familiar objects.	cold, I am hungry, I am sorry)and questions (e.g., what time is it?). Exchanges information about everyday events using simple vocabulary.	or asking appropriate questions to ensure the other person understands them. Can ask forand offer, simple explanations.	exchange with a peer on a familiar topic. Explains to a teacher where they are having difficulty. Repeats what has been said and can convey this to another. Expresses opinions on familiar topics and asks others for their opinions.	relatively lengthy conversations with peers on subjects of common interest provided others make an effort as well. Actively participates in group work, expressing opinions and making suggestions.	Practises turn-taking.
Spoken Production 	Introduces themselves expressing basic personal information such as age and possibly country of origin. Expresses how they are feeling using simple, standard expressions. Names some common objects in familiar environments (e.g.,	Introduces themselves providing basic information. Expresses preferences. Briefly talks about personal, concrete plans (e.g., plans for the weekend or holiday celebrations) and describes familiar objects (e.g., clothing, pets).	Describes basic aspects of daily life such as favourite foods, how to get to their homes and their pets.	Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes.	Describes a variety of familiar subjects related to interests including personal goals and intentions. Can justify point of view.	Speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, but perhaps pausing to self-correct. Describes incidents, expresses feelings and answers straightforward questions.	Speaks clearly and audibly about ideas, experiences, preferences, questions and conclusions, using expression and dramatization when appropriate. Reads according to the punctuation and is beginning to use phrasing. Reads at a reasonable rate with fluent pacing.

GRADE ONE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 1* “Meeting Expectations”
Skills	pieces of clothing and commonplace food items).						
Reading 	Recognizes familiar names, words and phrases on signs (e.g., ‘Open’, ‘Exit’) and very simple instructions if they are supported by images.	Recognizes words previously encountered as well as short text messages such as “Happy Birthday”. Understands signs/posters which use everyday language and have accompanying visuals.	Locates important information in simple text; understands much of what is written in short text dealing with familiar topics of personal interest; follows a set of clear, written instructions especially if accompanied by visuals. Understands most of what happens in a simple, straightforward short story and can identify the story’s main characters.	Reads patterned and predictable text. Understands everyday visual text such as signs around the school. Understands the main points in a straightforward written communication if the topic is familiar.	Understands text of various lengths as long as the words used are familiar and/or concern areas of interest. Uses key words, diagrams and illustrations to support reading comprehension.	Reads and understands straightforward factual text on subjects related to personal interests and/or subjects being studied. Understands most vocabulary in narrative text.	Reads and comprehends grade-appropriate text including narratives, informational text, scripts and poems. Uses eye tracking most of the time. Uses visual cues such as colour, size and shape to construct meaning from text.
Writing	Uses a basic vocabulary	Produces simple descriptions of	Begins to use descriptive words,	Communicates information on	Has sufficient vocabulary to	Produces simple connected text on	Demonstrates control over many elements

GRADE ONE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT



CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 1* “Meeting Expectations”
Skills							
	repertoire of isolated words and phrases. Prints their own name. Copies/prints names of familiar objects and conveys meaning through drawings. Aware of left to right directionality and has some awareness of sound to symbol relationships.	everyday objects and can write (print) simple informal messages as well as label diagrams. Attempts to use capital letters and punctuation as well as lines on their papers. Produces simple sentences in the present tense using familiar, learned patterns.	prepositions and the conjunction, ‘and’. Uses simple sentences and expressions to describe common objects and activities. Begins to use the past tense and singular and plural forms of words with growing accuracy.	familiar topics using simple grammatical structures. Begins to use additional parts of speech and an increased range of grammatical structures.	express themselves (often with some circumlocutions) on most familiar topics of interest to them. Errors occur, but the intent of the communication is usually clear. Begins to use content area vocabulary.	topics which are familiar or are of personal interest. Describes experiences and events and briefly gives reasons and explanations for opinions and plans.	of language and communication. Is producing (by the end of June), simple, complete sentences demonstrating an understanding of word order, upper and lower case, spacing and basic punctuation. Creates clear compositions in a variety of genres. Is editing and adding detail to their work.

*** NOTE: Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum. Each of the provincial curriculum documents provides sample holistic rubrics for assessment and evaluation based on four levels of attainment of the grade’s curricular outcomes-Exceeding Expectations, Meeting Expectations, Beginning to Meet Expectations, and Not Yet Meeting Expectations. The chart presented in this document is based on a description of those students in the Meeting Expectations range.**


GRADE TWO: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 2* “Meeting Expectations”
Skills							
Listening 	Understands familiar words/expressions (e.g., thank you, excuse me) and understands simple, concrete questions about themselves, their families and their immediate surroundings provided the speaker speaks slowly and clearly.	Understands simple directions, questions, announcements and descriptions of familiar objects provided the speaker speaks slowly and clearly with significant pauses.	Understands the main points in clear and simple messages and instructions. Understands high frequency phrases and vocabulary related to personal interests.	Understands, at a general level, overheard conversations, simple short narratives, dialogues of movies or cartoons if the topics are familiar and if the speech is slow and clear. Can generally recognize changes in the topic of discussion.	Understands the main points of overheard discussions. Understands audio text dealing with familiar topics as well as announcements and television shows (if supported by visuals). There may be a need to repeat particular words and phrases or to replay text.	Understands the main points and the important details of audio text provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation.	Listens and demonstrates comprehension by retelling (with support from the text) the key literal and inferential ideas (messages) and important details heard in both small and large group situations. Follows oral directions and demonstrations.


GRADE TWO: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 2* “Meeting Expectations”
Skills							
Spoken Interaction 	Provides basic information such as name and age when requested and can ask the same of other people. Uses one or two learned expressions of greeting, farewell and politeness (e.g., hello, goodbye, please). Uses gestures to request information and can express a lack of understanding.	Interacts by answering simple questions with single words or short sentences. Makes simple needs known (e.g., the loan of a pencil or an eraser). Asks and responds to questions such as time and the location of familiar objects.	Expresses common greetings (e.g., Happy Birthday), feelings (e.g., I am cold, I am hungry, I am sorry) and questions (e.g., What time is it?). Can exchange information about everyday events using simple vocabulary.	Takes part in simple social interactions asking someone to repeat themselves or asking appropriate questions to ensure the other person understands them. Can ask for and offer, simple explanations.	Participates in simple phone calls with a known person or a conversational exchange with a peer on a familiar topic. Explains to a teacher where they are having difficulty. Repeats what has been said and can convey this to another. Expresses opinions on familiar topics and asks others for their opinions.	Initiates conversation and can help to sustain it. Participates in relatively lengthy conversations with peers on subjects of common interest provided others make an effort as well. Actively participates in group work, expressing opinions and making suggestions.	Engages in partner, group and class discussions initiating and sustaining a conversation with a number of exchanges.
Spoken Production 	Introduces themselves expressing basic personal information such as age and possibly country of origin. Expresses how they are feeling using simple,	Introduces themselves providing basic information. Expresses preferences. Briefly talks about personal, concrete plans (e.g., plans for the weekend or	Describes basic aspects of daily life such as favourite foods, how to get to their homes and the appearance of their pets.	Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes.	Describes a variety of familiar subjects related to interests including personal goals and intentions. Can justify point of view.	Speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, but perhaps pausing to self-correct. Describes incidents,	Recounts stories and experiences; gives directions and reports on a topic in sequence with clarity and appropriate detail. Offers opinions and provides reasons.

GRADE TWO: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 2* “Meeting Expectations”
Skills	standard expressions. Names some common objects in familiar environments (e.g., pieces of clothing and commonplace food items).	holiday celebrations) and describes familiar objects (e.g., clothing, pets).				expresses feelings and answers straightforward questions.	
Reading 	Recognizes familiar names, words and phrases on signs (e.g., ‘Open’, ‘Exit’) and very simple instructions if they are supported by images.	Recognizes words previously encountered as well as short text messages such as “Happy Birthday”. Understands signs/posters which use everyday language and have accompanying visuals.	Locates important information in simple text; understands much of what is written in short text dealing with familiar topics of personal interest; and follows a set of clear, written instructions especially if accompanied by visuals. Understands most of what happens in a simple,	Reads patterned and predictable text. Understands everyday visual text such as signs around the school. Understands the main points in a straightforward written communication if the topic is familiar.	Understands text of various lengths as long as the words used are familiar and/or concern areas of interest. Uses key words, diagrams and illustrations to support reading comprehension.	Reads and understands straightforward factual text on subjects related to personal interests and/or subjects being studied. Understands most vocabulary in narrative text.	Reads grade appropriate literary and informational text both silently and orally demonstrating comprehension by relating and retelling key events and ideas in sequence with specific details as well as discussing <i>how</i> , <i>why</i> and <i>what if</i> questions. Reads at a reasonable rate (70-100 <i>wcpm</i> orally; 95-145 <i>wcpm</i> silently) with fluent pacing on practiced texts.

GRADE TWO: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT



CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 2* “Meeting Expectations”
Skills			straightforward short story and can identify the story’s main characters.				
Writing 	Uses a basic vocabulary repertoire of isolated words and phrases. Prints own name. Copies/prints names of familiar objects and conveys meaning through drawings. Aware of left to right directionality and has some awareness of sound to symbol relationships.	Produces simple descriptions of everyday objects and can write (print) simple informal messages as well as label diagrams. Attempts to use capital letters and punctuation as well as lines on their papers. Produces simple sentences in the present tense using familiar, learned patterns.	Begins to use descriptive words, prepositions and the conjunction, ‘and’. Uses simple sentences and expressions to describe common objects and activities. Begins to use the past tense as well as singular and plural forms of words with growing accuracy.	Communicates information on familiar topics using simple grammatical structures. Begins to use additional parts of speech and an increased range of grammatical structures.	Has sufficient vocabulary to express themselves (often with some circumlocutions) on most familiar topics of interest to them. Errors occur, but the intent of the communication is usually clear. Begins to use content area vocabulary.	Produces simple connected text on topics which are familiar or are of personal interest. Describes experiences and events and briefly gives reasons and explanations for opinions and plans.	Writes stories, poems, friendly letters, reports and observations using appropriate and relevant details in clear sentences and paragraphs of at least six sentences. Includes some dialogue in narratives. Prints legibly to form letters and words of consistent size, shape and spacing.

*** NOTE: Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum. Each of the provincial curriculum documents provides sample holistic rubrics for assessment and evaluation based on four levels of attainment of the grade’s curricular outcomes-Exceeding Expectations, Meeting Expectations, Beginning to Meet Expectations, and Not Yet Meeting Expectations. The chart presented in this document is based on a description of those students in the Meeting Expectations range.**


GRADE THREE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 3* “Meeting Expectations”
Skills							
Listening 	Understands familiar words/expressions (e.g., thank you, excuse me) and understands simple, concrete questions about themselves, their families and their immediate surroundings provided the speaker speaks slowly and clearly. Understands simple classroom instructions, such as “Stand up, please” when expressed slowly and clearly, possibly with accompanying gestures.	Understands simple directions, questions, announcements and descriptions of familiar objects provided the speaker speaks slowly and clearly with significant pauses. Understands numbers, times and other pieces of short information if given slowly and clearly.	Understands the main points in clear and simple messages and instructions when delivered slowly (e.g., how to get from X to Y). Understands high frequency phrases and vocabulary related to personal interests.	Understands, at a general level, overheard conversations, simple short narratives, dialogues of movies or cartoons if the topics are familiar and if the speech is slow and clear. Can generally recognize changes in the topic of discussion.	Understands when people speak at normal speed on familiar topics. Understands the main points of overheard discussions. Understands audio text dealing with familiar topics as well as announcements and television shows (if supported by visuals). There may be a need to repeat particular words and phrases or to replay text.	Understands the main points and the important details of audio text provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation.	Listens and demonstrates a good understanding of text offering appropriate and thoughtful responses with reasonable evidence to support responses. Identifies the main ideas. Retells and describes specific details in heard texts. Follows instructions and multi-step oral directions.
Spoken Interaction	Provides basic information such	Interacts by answering simple	Expresses common	Takes part in simple social interactions	Participates in simple phone calls with a	Initiates conversation and	Engages in partner, group and class


GRADE THREE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 3* “Meeting Expectations”
Skills 	as age when requested and can ask another’s name. Uses one or two learned expressions of greeting, farewell and politeness (e.g., hello, goodbye, please). Uses gestures to request information and can express a lack of understanding.	questions with single words or short sentences. Makes simple needs known (e.g., the loan of a pencil or an eraser). Asks and responds to questions such as how they are feeling, the time of day and the location of familiar objects.	greetings (e.g., Happy Birthday), feelings (e.g., I am cold, I am hungry, I am sorry) and questions (e.g., when the bus is to arrive?). Can exchange information about everyday events using simple vocabulary. Makes and accepts apologies.	asking someone to repeat themselves or asking appropriate questions to ensure the other person understands them. Can ask for and offer, simple explanations. Asks for a word to be spelled out and can spell out names or simple words themselves.	known person or a conversational exchange with a peer on a familiar topic. Explains to a teacher where they are having difficulty. Repeats what has been said and can convey this to another. Expresses opinions on familiar topics and asks others for their opinions.	can help to sustain it. Participates in relatively lengthy conversations with peers on subjects of common interest provided others make an effort as well. Actively participates in group work, expressing opinions and making suggestions. Asks spontaneous questions.	discussions initiating and sustaining a conversation with a number of exchanges.
Spoken Production 	Introduces themselves expressing basic personal information such as age and possibly country of origin. Expresses how they are feeling using simple, standard expressions.	Introduces themselves providing basic information. Expresses preferences. Briefly talks about personal, concrete plans (e.g., plans for the weekend or holiday celebrations) and describes familiar objects (e.g., clothing, pets).	Describes basic aspects of daily life such as favourite foods, how to get to their homes and their pets.	Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes. Provides some information concerning their culture’s celebrations and special events.	Describes a variety of familiar subjects related to interests including personal goals and intentions. Justifies point of view. Retells a simple story read/heard in class and describes what is occurring in a film or book.	Speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, but perhaps pausing to self-correct. Describes incidents, expresses feelings and answers straightforward	Communicates thoughts, feelings and ideas reasonably clearly. Delivers brief recitations and oral presentations about familiar experiences or interests, which are generally organized and focused on a central idea. Reads orally with appropriate fluency,

GRADE THREE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 3* “Meeting Expectations”
Skills	Names some common objects in familiar environments (e.g., pieces of clothing and commonplace food items).					questions. Explains clearly how something is done or used.	accuracy and expression.
Reading 	Recognizes some words and straightforward sentences in simple text if these words have been previously encountered.	Recognizes words previously encountered as well as short text messages such as “Happy Birthday”. Understands signs/posters which use everyday language and have accompanying visuals.	Locates important information in simple text; understands much of what is written in short text dealing with familiar topics of personal interest; and follows a set of clear, written instructions especially if accompanied by visuals. Understands most of what happens in a simple, straightforward short story and	Reads patterned and predictable text. Understands everyday visual text such as signs around the school. Understands the main points in a straightforward written communication if the topic is familiar. Uses the alphabet to find particular items in lists (e.g., the telephone book).	Understands text of various lengths as long as the words used are familiar and/or concern areas of interest. Uses key words, diagrams and illustrations to support reading comprehension.	Reads and understands straightforward factual text on subjects related to personal interests and/or subjects being studied. Understands most vocabulary in narrative text.	Retells and sequences ideas and events from grade appropriate literary and informational texts text identifying and describing specific details. Reads just-right text at a reasonable rate (80-110 <i>wcpm</i> , orally; 120-170 <i>wcpm</i> silently), re-reading when meaning is not clear.

GRADE THREE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT



CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 3* “Meeting Expectations”
Skills			can identify the story’s main characters.				
Writing 	Writes the alphabet independently and, with assistance, some simple words. Copies/prints their name and the names of familiar objects. May convey meaning through drawings. Aware of sound to symbol relationships, often representing a word with its beginning consonant. With assistance, they can write/print a patterned sentence.	Beginning, with support, to use subject area vocabulary and descriptive words. Ideas are beginning to be connected by a topic. Produces simple descriptions of everyday objects, simple informal messages, as well as label diagrams. Attempts to use capital letters and punctuation as well as lines on their paper. Produces simple sentences in the present tense using familiar, learned patterns.	Begins to use descriptive words, prepositions and transitional words. Begins to use the past tense and the singular and plural forms of words with growing accuracy. Uses straightforward sentences and expressions to describe such things as their physical surroundings, daily activities and the people around them.	Briefly describes an aspect of daily life, an event, or a personal experience including some concrete details. Begins to use additional parts of speech and an increased range of grammatical structures.	Expresses themselves on most familiar topics of interest. Errors occur, but the intent of the communication is usually clear. Begins to use academic vocabulary is capable of writing in a number of genres.	Produces simple connected text on topics which are familiar or are of personal interest. Describes experiences and events and briefly gives reasons and explanations for opinions and plans. Writes brief descriptions of a process using appropriate transitional language.	Demonstrates control over many elements of language and communication. Communicates ideas, information and experiences pertaining to a topic by creating easy-to –follow writing (including a short report, a procedure, a letter, a story, a short script and a poem) with a clear purpose, correct paragraph structure (if appropriate to the form)and the use of interesting detail.

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GRADE FOUR: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 4* "Meeting Expectations"
Skills							
Listening 	Understands familiar words/expressions (e.g., thank you, excuse me) and understands simple, concrete questions about themselves, their families and their immediate surroundings provided the speaker speaks slowly and clearly. Understands simple classroom instructions, such as 'Stand up, please' when expressed slowly	Understands simple directions, questions, announcements and descriptions of familiar objects provided the speaker speaks slowly and clearly with significant pauses. Understands numbers, times and other pieces of short information if given slowly and clearly.	Understands the main points in clear and simple messages and instructions when delivered slowly (e.g., how to get from X to Y). Understands high frequency phrases and vocabulary related to personal interests.	Understands, at a general level, overheard conversations, simple short narratives, dialogues of movies or cartoons if the topics are familiar and if the speech is slow and clear. Can generally recognize changes in the topic of discussion.	Understands when people speak at normal speed on familiar topics. Understands the main points of overheard discussions. Understands audio text dealing with familiar topics as well as announcements and television shows (if supported by visuals). There may be a need to repeat particular words and phrases or to replay text.	Understands the main points and the important details of audio text provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation.	Listens and demonstrates good understanding of text offering appropriate and thoughtful responses with reasonable evidence to support responses. Retells and describes specific details in heard texts. Follows instructions and multi-step oral directions.


GRADE FOUR: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 4* “Meeting Expectations”
Skills	and clearly, possibly with accompanying gestures.						
Spoken Interaction 	Provides basic information such as age when requested and can ask another’s name. Uses one or two learned expressions of greeting, farewell and politeness (e.g., hello, goodbye, please). Uses gestures to request information and can express a lack of understanding.	Interacts by answering simple questions with single words or short sentences. Makes simple needs known (e.g., the loan of a pencil or an eraser). Asks and responds to questions such as how they are feeling, time of day and the location of familiar objects.	Expresses common greetings (e.g., Happy Birthday), feelings (e.g., I am cold, I am hungry, I am sorry) and questions (e.g., what time do we go to the gym?) Can exchange information about everyday events using simple vocabulary. Makes and accepts apologies.	Takes part in simple social interactions asking someone to repeat themselves or asking appropriate questions to ensure the other person understands them. Can ask for and offer, simple explanations. Asks for a word to be spelled out and can spell out names or simple words themselves.	Participates in simple phone calls with a known person or a conversational exchange with a peer on a familiar topic. Explains to a teacher where they are having difficulty. Repeats what has been said and can convey this to another. Expresses opinions on familiar topics and asks others for their opinions.	Initiates conversation and can help to sustain it. Participates in relatively lengthy conversations with peers on subjects of common interest provided others make an effort as well. Actively participates in group work, expressing opinions and making suggestions. Asks spontaneous questions.	Engages in partner, group and class discussions by interacting with others to share ideas and opinions, ask for support, complete tasks and explain concerns or problems.
Spoken Production 	Introduces themselves expressing basic personal information such as age and	Expresses preferences. Briefly talks about personal, concrete plans (e.g., plans for the weekend or	Describes basic parts of daily life such as favourite foods, how to get to their homes and their pets.	Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes. Provides	Describes a variety of familiar subjects related to interests including personal goals and intentions. Can justify point of	Speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, but	Communicates clear and straightforward messages with a recognizable focus and an awareness of audience. Adequately

GRADE FOUR: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 4* “Meeting Expectations”
Skills	possibly country of origin. Expresses how they are feeling using simple, standard expressions. Names some common objects in familiar environments (e.g., pieces of clothing and commonplace food items).	holiday celebrations) and describes familiar objects (e.g., clothing, pets).		some information concerning their culture’s celebrations and special events.	view. Retells a simple story read/heard in class and describes what is occurring in a film or book.	perhaps pausing to self-correct. Describes incidents, expresses feelings and answers straightforward questions. Explains clearly how something is done or used.	develops ideas and content through details and examples. Reads orally with appropriate fluency, accuracy and expression.
Reading 	Recognizes some words and straightforward sentences in simple text if these words have been previously encountered.	Recognizes words previously encountered as well as short text messages such as “Happy Birthday”. Understands signs/posters which use everyday language and have accompanying visuals.	Locates important information in simple text; understands much of what is written in short text dealing with familiar topics of personal interest; follows a set of clear, written instructions especially if	Reads patterned and predictable text. Understands everyday visual text such as signs around the school. Understands the main points in a straightforward written communication if the topic is familiar. Uses the alphabet	Understands text of various lengths as long as the words used are familiar and/or concern areas of interest. Uses key words, diagrams and illustrations to support reading comprehension.	Reads and understands straightforward factual text on subjects related to personal interests and/or subjects being studied. Understands most vocabulary in narrative text.	Retells and sequences ideas and events from grade appropriate literary and informational texts text identifying and describing specific details. Reads grade-appropriate text silently at 135-185 wcpm and orally (with fluency, accuracy, pacing, intonation and

GRADE FOUR: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 4* “Meeting Expectations”
Skills			accompanied by visuals. Understands most of what happens in a simple, straightforward short story and can identify the story’s main characters.	to find particular items in lists (e.g., the telephone book).			expression) at 100-140 <i>wcpm</i> . Adjusts reading rates to the complexity of materials and purposes for reading.
Writing 	Writes the alphabet independently and, if provided assistance, some simple words. Copies/prints their name and the names of familiar objects. May convey meaning through drawings. Aware of sound to symbol relationships, often representing a	Beginning, with support, to use subject area vocabulary and descriptive words. Ideas are beginning to be connected by a topic. Produces simple descriptions of everyday objects, simple informal messages. As well, they can label diagrams. Attempts to use capital letters and punctuation as well as lines on their paper. Produces	Begins to use descriptive words, prepositions and transitional words. Begins to use the past tense and the singular and plural forms of words with growing accuracy. Uses straightforward sentences and expressions to describe such things as their surroundings, daily activities and	Briefly describes an aspect of daily life, an event, or a personal experience including some concrete details. Beginning to use additional parts of speech and an increased range of grammatical structures.	Expresses themselves on most familiar topics of interest. Errors occur, but the intent of the communication is usually clear. Beginning to use academic vocabulary and are capable of writing in a number of genres.	Produces simple connected text on topics which are familiar or are of personal interest. Describes experiences and events and briefly gives reasons and explanations for opinions and plans. Writes brief descriptions of a process using appropriate transitional language.	Demonstrates control over many elements of language and communication. Organization and form are appropriate and ideas are generally presented coherently. Makes appropriate and varied word choices and varies sentence structure. Uses a writing process to produce descriptive, narrative and expository compositions.

GRADE FOUR: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 4* “Meeting Expectations”
Skills							
	word with its beginning consonant. With support, they can write/print a patterned sentence.	simple sentences in the present tense using familiar, learned patterns.	the people around them.				

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GRADE FIVE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 5* “Meeting Expectations”
Skills							
Listening 	Understands familiar words and expressions (e.g., thank you, excuse me) and understands simple, concrete questions about themselves, their	Understands simple directions, questions, announcements and descriptions of familiar objects provided the speaker speaks slowly and clearly	Understands the main points in clear and simple messages and instructions when delivered slowly (e.g., how to get from X to Y). Understands	Understands, at a general level, overheard conversations, simple short narratives and dialogues of movies or cartoons if the topics are	Understands when people speak at normal speed on familiar topics. Understands the main points of overheard discussions. Understands audio	Understands the main points and the important details of audio text provided standard language is used and the topic is one of interest. Understands the main points in a	Listens and demonstrates a good understanding of text offering appropriate and thoughtful responses with reasonable evidence to support responses. Retells and sequences


GRADE FIVE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 5* “Meeting Expectations”
Skills	families and their immediate surroundings provided the speaker speaks slowly and clearly. Understands simple instructions in the classroom, such as ‘Stand up, please’ when expressed slowly and clearly, possibly with accompanying gestures. Often recognizes spoken words similar to those in known languages.	with significant pauses. Understands numbers, times and other pieces of short information if given slowly and clearly. Understands most of a story when it is read slowly and clearly and is accompanied with visuals.	phrases and high frequency vocabulary related to personal interests. Extracts important information from audio texts (e.g. sports scores, weather forecasts) provided the message is delivered clearly.	familiar and if the speech is slow and clear. Can generally recognize changes in the topic of discussion. Listens to other students’ classroom contributions and uses these responses as models for their own.	text dealing with familiar topics as well as announcements and television shows (if supported by visuals). There may be a need to repeat particular words and phrases or to replay text.	relatively long overheard conversation. Understands detailed oral instructions.	ideas and events from oral texts. Describes the main topic and specific details in heard text. Follows instructions and multi-step oral directions.
Spoken Interaction 	Provides basic information such as age when requested and can ask another’s name. Uses one or two learned	Interacts by answering simple questions with single words or short sentences. Makes simple needs known (e.g., the	Expresses common greetings (e.g., Happy Birthday), feelings (e.g., I am cold, I am hungry, I am sorry)and	Takes part in simple social interactions asking someone to repeat themselves or asking appropriate questions to	Participates in simple phone calls with a known person or a conversational exchange with a peer on a familiar topic. Explains to a teacher	Initiates conversation and can help to sustain it. Participates in relatively lengthy conversations with peers on subjects of	Fulfills role as group member and respects and responds sensitively to the ideas, opinions and interpretations of others.


GRADE FIVE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 5* “Meeting Expectations”
Skills	expressions of greeting, farewell and politeness (e.g., hello, goodbye, please). Uses gestures to request information and can express a lack of understanding.	loan of a pencil or other classroom material). Asks and responds to questions such as how they are feeling, time of day and the location of familiar objects. Meets and takes leave of people using appropriate expressions.	questions (e.g., when does the bus arrive? how much is that?). Participates in a short telephone conversation if they have prepared previously. Can exchange information about everyday events using simple vocabulary. Makes and accepts apologies.	ensure the other person understands them. Can ask for and offer, simple explanations. Asks for a word to be spelled out and can spell out names or simple words themselves.	when and where they are having difficulty. Repeats what has been said and can convey this to another. Expresses opinions on familiar topics and asks others for their opinions. Offers comments and otherwise contributes in a small group situation.	common interest provided others make an effort as well. Actively participates in group work, expressing opinions and making suggestions. Asks spontaneous questions.	
Spoken Production 	Expresses basic personal information such as name, age and country of origin. Expresses how they are feeling using simple, standard expressions. Names some	Introduces themselves providing basic information. Expresses preferences. Briefly talks about personal, concrete plans (e.g., plans for the weekend or holiday	Describes basic parts of daily life such as favourite foods, how to get to their homes and the appearance of their pets. Can indicate personal strengths and weaknesses.	Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes. Provides some information concerning their culture’s celebrations and special events.	Describes a variety of familiar subjects related to interests including personal goals and intentions. Can justify point of view. Retells a simple story read/heard in class and describes what is occurring in a film or book. Can	Speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, but perhaps pausing to self-correct. Describes incidents, expresses feelings and answers	Participates in a variety of oral presentations. Presentations are clear and thoughtful. Uses clear and correct pronunciation and enunciation. Demonstrates an awareness of audience and uses level of language appropriate

GRADE FIVE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 5* “Meeting Expectations”
Skills	common objects in familiar environments (e.g., pieces of clothing and commonplace food items).	celebrations) and describes familiar objects (e.g., favourite sports, number, ages and occupations of their family members).		Can say most numbers (including years) without hesitation.	offer an opinion of a short story or other text examined in class.	straightforward questions. Explains clearly how something is done or used. Can present an argument clearly enough to be understood most of the time.	to purpose.
Reading 	Recognizes some words and straightforward sentences in simple text if these words have been previously encountered.	Recognizes words previously encountered as well as short text messages such as “Happy Birthday”. Understands signs/posters which use everyday language and have accompanying visuals. Can identify key words (e.g., names of people and places) in text.	Locates important information in simple text; understands much of what is written in short text dealing with familiar topics of personal interest; and follows a set of clear, written instructions especially if accompanied by visuals. Understands most of what happens in a simple, straightforward	Reads patterned and predictable text. Understands everyday visual text such as signs around the school. Understands the main points in a straightforward written communication if the topic is familiar. Uses the alphabet to find particular items in lists (e.g., the telephone book). Can follow instructions for	Understands text of various lengths as long as the words used are familiar and/or concern areas of interest. Uses key words, diagrams and illustrations to support reading comprehension. Can understand factual text and simple reports on familiar topics (e.g., a movie review). Can distinguish between factual and fictional text.	Reads and understands straightforward factual text on subjects related to personal interests and/or subjects being studied. Understands most vocabulary in narrative text. Can understand most subject specific words.	Reads and demonstrates comprehension of a range of contemporary and classical grade-appropriate fiction and non-fiction. Offers appropriate and thoughtful responses with reasonable evidence to support responses. Reads grade-appropriate texts silently (150-200 wcpm) for extended periods of time. Reads orally at 110-150 wcpm. Can adjust reading rate to purpose

GRADE FIVE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 5* “Meeting Expectations”
Skills			short story and can identify the story’s main characters. Understands the gist of short articles and ads in age-appropriate magazines provided the subjects are familiar.	using everyday equipment (e.g., ticket dispensers and vending machines).			and text demands.
Writing 	Writes the alphabet independently and, with assistance, some simple words. Writes their own name, copies/writes names of familiar objects and conveys meaning through drawings. Aware of sound to symbol relationships,	Beginning, with support, to use subject area vocabulary and descriptive words. Ideas are beginning to be connected by a topic. Able to produce simple descriptions of everyday objects, simple informal messages, as well as label diagrams. They are attempting to use capital letters	Uses straightforward sentences and expressions to describe such things as their surroundings, their daily activities and the people around them. They are using descriptive words, singulars and plural word forms, prepositions and	Describes common objects or familiar places using short, straightforward sentences. They are using important connecting words, transitions and more varied sentence types. They are attempting more advanced types of punctuation.	Begins to have sufficient vocabulary to express themselves on most familiar topics of interest. Errors occur, but the intent of the communication is usually clear. Begins to use academic vocabulary and are capable of writing in a number of genres.	Writes about familiar topics using comparison and contrast; describes objects of interest including the advantages and disadvantages involved; and presents a personal opinion about an issue. Writes brief descriptions of a process using appropriate transitional language.	A Grade Five student meeting curricular expectations demonstrates control over the elements of communication and language. Students write in a variety of formats, both expository and literary. Communications are adequately developed and appropriate to audience and purpose. Errors that are made do not interfere with

GRADE FIVE: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 5* “Meeting Expectations”
Skills	often representing a word with its beginning consonant. With assistance, can write a patterned sentence and fill in a questionnaire about themselves.	and punctuation as well as the lines on their paper. They are able to produce simple sentences, including questions, in the present tense using familiar, learned patterns.	transitional words.			Their use of punctuation approaches that of grade level as does their facility to use appropriate conventions and spelling.	communication.

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GRADE SIX: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 6* “Meeting Expectations”
Skills							
Listening	Understands familiar words/expressions	Understands simple directions, questions,	Understands the main points in clear and simple	Understands, at a general level, overheard	Understands when people speak at normal speed on	Understands the main points and the important details of	Listens purposefully to understand, respond and analyze oral



GRADE SIX: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 6* “Meeting Expectations”
Skills							
	(e.g., thank you, excuse me) and understands simple, concrete questions about themselves, their families and their immediate surroundings provided the speaker speaks slowly and clearly. Understands simple classroom instructions, such as ‘Stand up, please’ when expressed slowly and clearly, possibly with accompanying gestures. Often recognizes spoken words similar to those in known languages. Can identify the names of common colours when heard.	announcements and descriptions of familiar objects provided the speaker speaks slowly and clearly with significant pauses. Understands numbers, times and other pieces of short information if given slowly and clearly. Understands most of a story when it is read slowly and clearly and is accompanied with visuals.	messages and instructions when delivered slowly (e.g., how to get from X to Y). Understands high frequency phrases and vocabulary related to personal interests. Extracts important information from audio texts (e.g. sports scores, weather forecasts) provided the message is delivered clearly. Understands isolated, familiar words and phrases when listening to clear, slow and basic text read aloud.	conversations, simple short narratives, dialogues of movies or news stories if the topics are familiar and if the speech is slow and clear. Can generally recognize changes in the topic of discussion. Listens to other students’ classroom contributions and uses these responses as models for their own.	familiar topics. Understands the main points of overheard discussions. Understands audio text dealing with familiar topics as well as announcements and television shows (if supported by visuals). There may be a need to repeat particular words and phrases or to replay text.	audio text provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation. Understands detailed oral instructions. Understands clear and organized classroom talks and presentations provided there is some prior knowledge of the topic.	information and ideas from a range of texts including narratives, instructions, explanations, reports and opinions. Selects and uses appropriate strategies to construct meaning before, during and after listening. Identifies speaker’s viewpoint and purpose; restates or summarizes major points and supporting details; draws conclusions.


GRADE SIX: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 6* “Meeting Expectations”
Skills							
Spoken Interaction 	Provides basic information such as name and age when requested and can ask the same of another. Uses one or two learned expressions of greeting, farewell and politeness (e.g., hello, goodbye, please). Uses gestures to request information and can express a lack of understanding.	Interacts by answering simple questions with single words or short sentences. Makes simple needs known (e.g., the loan of a pencil or an eraser). Asks and responds to questions such as how they are feeling, time of day and the location of familiar objects. Meets and takes leave of people using appropriate expressions.	Expresses common greetings (e.g., Happy Birthday), feelings (e.g., I am cold, I am hungry, I am sorry) and questions (e.g., what time is the bus arriving? how much is that?). Participates in a short telephone conversation if they have prepared previously. Can exchange information about everyday events using simple vocabulary. Makes and accepts apologies.	Takes part in simple social interactions asking someone to repeat themselves or asking appropriate questions to ensure the other person understands them. Can ask for and offer, simple explanations. Asks for a word to be spelled out and can spell out names or simple words themselves.	Participates in simple phone calls with a known person or a conversational exchange with a peer on a familiar topic. Explains to a teacher when and where they are having difficulty. Repeats what has been said and can convey this to another. Expresses opinions on familiar topics and asks others for their opinions. Offers comments and otherwise contributes in a small group situation.	Initiates conversation and can help to sustain it. Participates in relatively lengthy conversations with peers on subjects of common interest provided others make an effort as well. Actively participates in group work, expressing opinions and making suggestions. Asks spontaneous questions.	Uses oral language to interact appropriately with others in pairs and small and large group situations (e.g., asking questions to explore others’ ideas and viewpoints, discussing, sharing and comparing ideas and opinions, completing tasks and contributing to group success).
Spoken Production	Expresses basic personal information such	Introduces themselves providing basic	Describes basic parts of daily life such as favourite	Describes, using simple words, daily events,	Describes a variety of familiar subjects related to interests	Speaks in a comprehensible and fairly fluent manner	Uses oral language appropriately to express a range of

GRADE SIX: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 6* “Meeting Expectations”
Skills							
	as name, age and country of origin. Expresses how they are feeling using simple, standard expressions. Names some common objects in familiar environments (e.g., pieces of clothing and commonplace food items).	information. Expresses preferences. Briefly talks about personal, concrete plans (e.g., plans for the weekend or holiday celebrations) and describes familiar objects (e.g., favourite sports, number, ages and occupations of their family members). Can name some specific vocabulary terms.	foods, how to get to their homes and their pets. Can indicate personal strengths and weaknesses.	personal experiences, opinions, likes and dislikes. Provides some information concerning their culture’s celebrations and special events. Can say most numbers (including years) without hesitation.	including personal goals and intentions. Can justify point of view. Retells a simple story read/heard in class and describes what is occurring in a film or book. Can offer an opinion of a short story or other text examined in class.	using a large number of different words and expressions, but perhaps pausing to self-correct. Describes incidents, expresses feelings and answers straightforward questions. Explains clearly how something is done or used. Can present an argument clearly enough to be understood most of the time.	information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration and a short dramatization. Speaks clearly and expressively in classroom presentations adjusting voice, tone and language to a variety of situations.
Reading							
	Recognizes some words and straightforward sentences in simple text if these words have been previously encountered.	Recognizes words previously encountered as well as short text messages such as “Happy Birthday”. Understands signs/posters which use	Locates important information in simple text; understands much of what is written in short text dealing with familiar topics of personal interest;	Reads patterned and predictable text. Understands everyday visual text such as signs around the school. Understands the main points in a	Understands text of various lengths as long as the words used are familiar and/or concern areas of interest. Uses key words, diagrams and illustrations to support reading	Reads and understands straightforward factual text on subjects related to personal interests and/or subjects being studied. Understands most	Reads and demonstrates comprehension of a variety of visual and digital texts. Selects and uses appropriate strategies to construct meaning before, during and after reading.

GRADE SIX: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 6* “Meeting Expectations”
Skills		everyday language and have accompanying visuals. Can identify key words (e.g., names of people and places) in text.	follows a set of clear, written instructions especially if accompanied by visuals. Understands most of what happens in a simple, straightforward short story and can identify the story’s main characters. Can understand the gist of short articles and ads in age-appropriate magazines provided the subjects are familiar.	straightforward written communication if the topic is familiar. Uses the alphabet to find particular items in lists (e.g., the telephone book). Can follow instructions for using everyday equipment (e.g., ticket dispensers and vending machines).	comprehension. Can understand factual text and simple reports on familiar topics (e.g., a movie review). Can distinguish between factual and fictional text.	vocabulary in narrative text. Can understand most subject specific words.	Explores the form and function of texts read. Reads grade-appropriate texts to increase fluency (120-160 <i>wcpm</i> orally; 160-210 <i>wcpm</i> silently) and expression. Adjusts reading rate to purpose and text demands.
Writing 	Writes the alphabet independently and, with assistance, some simple words. Writes own name,	Begins, with support, to use subject area vocabulary and descriptive words. Ideas are beginning to be	Uses straightforward sentences and expressions to describe such things as their surroundings, their	Describes common objects or familiar places using short, straightforward sentences. They are using	Begins to have sufficient vocabulary to express themselves on most familiar topics of interest to them. Errors occur, but the	Writes about familiar topics using comparison and contrast; describes objects of interest including the advantages and	A Grade Six student performing at Level 4 of the 6 point ELA curriculum rubric writes compositions that are clear and straightforward. The

GRADE SIX: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 6* “Meeting Expectations”
Skills	copies/writes names of familiar objects and conveys meaning through drawings. Aware of sound to symbol relationships, often representing a word with its beginning consonant. With assistance, they can write a patterned sentence and can fill in a questionnaire about themselves.	connected by a topic. Produces simple descriptions of everyday objects, simple informal messages, as well as labels in diagrams. Attempts to use capital letters and punctuation as well as lines on their paper. They are able to produce simple sentences or questions in the present tense using familiar, learned patterns.	daily activities and the people around them. They are using descriptive words, singulars and plural word forms, prepositions and transitional words.	important connecting words, transitions and more varied sentence types. They are attempting more advanced types of punctuation.	intent of the communication is usually clear. Begins to use academic vocabulary and are capable of writing in a number of genres.	disadvantages involved; and presents a personal opinion about an issue. Writes brief descriptions of a process using appropriate transitional language. Use of punctuation approaches that of grade level as does their facility to use appropriate conventions and spelling.	compositions are adequately developed, appropriate to purpose and show some awareness of audience. The student demonstrates control over the language elements and techniques. Minor errors, may be noticeable, but do not impede communication.

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GRADE SEVEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 7* “Meeting Expectations”
Skills							
Listening 	<p>Understands familiar words and expressions (e.g., thank you, excuse me) and understands simple, concrete questions about themselves, their families and their immediate surroundings provided the speaker speaks slowly and clearly. Understands simple classroom instructions, such as ‘Stand up, please’ when expressed slowly and clearly, possibly with accompanying gestures. Often recognizes spoken words similar to those in known languages. Can identify the names of common colours</p>	<p>Understands simple directions, questions, announcements and descriptions of familiar objects provided the speaker speaks slowly and clearly with significant pauses. Understands numbers, times and other pieces of short information if given slowly and clearly. Understands the most important information in a straightforward talk provided something is already known about the subject and the talk is accompanied by pictures or drawings.</p>	<p>Understands the main points in clear and simple messages and instructions when delivered slowly (e.g., how to get from X to Y). Understands phrases and high frequency vocabulary related to personal interests. Extracts important information from audio texts (e.g. sports scores, weather forecasts) provided the message is delivered clearly. Understands isolated, familiar words and phrases when listening to clear, slow and basic text read aloud.</p>	<p>Understands, at a general level, overheard conversations, simple short narratives, dialogues of movies or news stories if the topics are familiar and if the speech is slow and clear. Can generally recognize changes in the topic of discussion. Listens to other students’ classroom contributions and uses these responses as models for their own.</p>	<p>Understands when people speak at normal speed on familiar topics. Understands the main points of overheard discussions. Understands audio text dealing with familiar topics as well as announcements and television shows (if supported by visuals). There may be a need to repeat particular words and phrases or to replay text.</p>	<p>Understands the main points and the important details of audio text provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation. Understands detailed oral instructions. Understands clear and organized classroom talks and presentations provided there is some prior knowledge of the topic.</p>	<p>Listens critically to understand and analyze oral information and ideas from a wide range of texts (e.g., complex instructions, oral explanations and reports, opinions or viewpoints and messages presented in the media). Selects and uses appropriate strategies to construct meaning before, during and after listening. Displays active listening behaviours (e.g., focusing on the message of the speaker, making reasonable predictions, checking for understanding, recognizing when information is making sense and making notes).</p>


GRADE SEVEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 7* “Meeting Expectations”
Skills							
	when heard.	Understands most of a story when it is read slowly and clearly and is accompanied with visuals.					
Spoken Interaction 	Provides basic information such as name and age when requested and can ask the same of another. Uses one or two learned expressions of greeting, farewell and politeness (e.g., hello, goodbye, please). Uses gestures to request information and can express a lack of understanding.	Interacts by answering simple questions with single words or short sentences. Makes simple needs known (e.g., the loan of a pencil or an eraser). Asks and responds to questions such as how they are feeling, time of day and the location of familiar objects. Meets and takes leave of people using appropriate expressions. Can make introductions of self and others.	Expresses common greetings (e.g., Happy Birthday), feelings (e.g., I am cold, I am hungry, I am sorry) and questions (e.g., what time does the bus arrive? how much is that?). Participates in a short telephone conversation if they have prepared previously. Can exchange information about everyday events using simple vocabulary. Makes and accepts	Takes part in simple social interactions asking someone to repeat themselves or asking appropriate questions to ensure the other person understands them. Can ask for and offer, simple explanations. Asks for a word to be spelled out and can spell out names or simple words themselves.	Participates in simple phone calls with a known person or a conversational exchange with a peer on a familiar topic. Explains to a teacher when and where they are having difficulty. Repeats what has been said and can convey this to another. Expresses opinions on familiar topics and asks others for their opinions. Offers comments and otherwise contributes in a	Initiates conversation and can help to sustain it. Participates in relatively lengthy conversations with peers on subjects of common interest provided others make an effort as well. Actively participates in group work, expressing opinions and making suggestions. Asks spontaneous questions.	Uses oral language to interact appropriately with others in pairs and small and large group situations (e.g., asking questions to explore others’ ideas and viewpoints, discussing, sharing and comparing ideas and opinions, completing tasks and contributing to group success).


GRADE SEVEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 7* “Meeting Expectations”
Skills			apologies.		small group situation.		
Spoken Production 	Expresses basic personal information such as name, age and country of origin. Expresses how they are feeling using simple, standard expressions. Names some common objects in familiar environments (e.g., pieces of clothing and commonplace food items).	Introduces themselves providing basic information. Expresses preferences. Briefly talks about personal, concrete plans (e.g., plans for the weekend or holiday celebrations) and describes familiar objects (e.g., favourite sports, number, ages and occupations of their family members). Can name some specific vocabulary terms.	Describes basic parts of daily life such as favourite foods, how to get to their homes and their pets. Can indicate personal strengths and weaknesses.	Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes. Provides some information concerning their culture’s celebrations and special events. Can say most numbers (including years) without hesitation.	Describes a variety of familiar subjects related to interests including personal goals and intentions. Can justify point of view. Retells a simple story read/heard in class and describes what is occurring in a film or book. Can offer an opinion of a short story or other text examined in class.	Speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, but perhaps pausing to self-correct. Describes incidents, expresses feelings and answers straightforward questions. Explains clearly how something is done or used. Can present an argument clearly enough to be understood most of the time.	Uses oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration and a short dramatization. Speaks clearly and expressively in classroom presentations adjusting voice, tone and language to a variety of situations.
Reading	Recognizes some words and straightforward	Recognizes words previously encountered as	Locates important information in simple text;	Reads patterned and predictable text. Understands	Understands text of various lengths as long as the words	Reads and understands straightforward	Reads and demonstrates comprehension of a

GRADE SEVEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 7* “Meeting Expectations”
Skills							
	sentences in simple text if these words have been previously encountered.	well as short text messages such as “Happy Birthday”. Understands signs/posters which use everyday language and have accompanying visuals. Can identify key words (e.g., names of people and places) in text. Recognizes important information on promotional material (e.g., price, date and time on posters).	understands much of what is written in short text dealing with familiar topics of personal interest; follows a set of clear, written instructions especially if accompanied by visuals. Understands most of what happens in a simple short story and can identify the story’s main characters. Can understand the gist of short articles and ads in age-appropriate magazines provided the subjects are familiar.	everyday visual text such as signs around the school. Understands the main points in a straightforward written communication if the topic is familiar. Uses the alphabet to find particular items in lists (e.g., the telephone book). Can follow instructions for using everyday equipment (e.g., ticket dispensers and vending machines).	used are familiar and/or concern areas of interest. Uses key words, diagrams and illustrations to support reading comprehension. Can understand factual text and simple reports on familiar topics (e.g., a movie review). Can distinguish between factual and fictional text.	factual text on subjects related to personal interests and/or subjects being studied. Understands most vocabulary in narrative text. Can understand most subject specific words.	variety of visual and digital texts. Selects and uses appropriate strategies to construct meaning before, during and after reading. Explores the form and function of texts read. Reads grade appropriate texts to increase fluency (120-160 <i>wcpm</i> orally; 160-210 <i>wcpm</i> silently) and expression. Adjusts reading rate to purpose and text demands.
Writing	Writes the alphabet independently and, with assistance,	Begins, with support, to use subject area	Uses straightforward sentences and	Describes personal experiences,	Begins to have sufficient vocabulary to	Writes about familiar topics using comparison and	A Grade Seven student performing at Level 4 of the 6 point ELA

GRADE SEVEN: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT


CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 7* “Meeting Expectations”
Skills							
	<p>some simple words. Writes (or prints) their own name, copies/writes names of familiar objects and conveys meaning through drawings. Aware of sound to symbol relationships, often representing a word with its beginning consonant. With assistance, writes a patterned sentence and fills in a questionnaire about themselves.</p>	<p>vocabulary and descriptive words. Ideas are beginning to be connected by a topic. Able to produce simple descriptions of everyday objects, simple informal messages, as well as label diagrams. They are attempting to use capital letters and punctuation. They are able to produce simple sentences, including questions, in the present tense using familiar, learned patterns.</p>	<p>expressions to describe such things as their surroundings, their daily activities and the people around them. They are using descriptive words, singulars and plural word forms, prepositions and transitional words.</p>	<p>common objects or familiar places using short, straightforward sentences. They are using important connecting words, transitions and more varied sentence types. They are attempting more advanced types of punctuation.</p>	<p>express themselves on most familiar topics of interest to them. Errors occur, but the intent of the communication is usually clear. Begins to use academic vocabulary and are capable of writing in a number of genres.</p>	<p>contrast; describes objects of interest including the advantages and disadvantages involved; and presents a personal opinion about an issue. Writes brief descriptions of a process using appropriate transitional language. Use of punctuation approaches that of grade level as does their facility to use appropriate conventions and spelling.</p>	<p>curriculum rubric writes compositions that are clear and straightforward, adequately developed, appropriate to purpose and shows an awareness of audience. The student demonstrates control over the language elements and techniques. Minor errors, though noticeable, do not impede communication.</p>

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GRADE EIGHT: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 8* “Meeting Expectations”
Skills							
Listening 	<p>Understands familiar words/expressions (e.g., thank you, excuse me) and understands simple, concrete questions about themselves, their families and their immediate surroundings provided the speaker speaks slowly and clearly. Understands simple classroom instructions, such as ‘Stand up, please’ when expressed slowly and clearly, possibly with accompanying gestures. Often recognizes spoken words similar to those in known languages. Can identify the names</p>	<p>Understands simple directions, questions, announcements and descriptions of familiar objects provided the speaker speaks slowly and clearly with significant pauses. Understands numbers, times and other pieces of short information if given slowly and clearly. Understands the most important information in a straightforward talk provided something is already known about the subject and the talk is accompanied by pictures or drawings. Understands most</p>	<p>Understands the main points in clear and simple messages and instructions when delivered slowly (e.g., how to get from X to Y). Understands phrases and high frequency vocabulary related to personal interests. Extracts important information from audio texts (e.g. sports scores, weather forecasts) provided the message is delivered clearly. Understands isolated, familiar words and phrases when listening to clear, slow and basic text read</p>	<p>Understands, at a general level, overheard conversations, simple short narratives, dialogues of movies or news stories if the topics are familiar and if the speech is slow and clear. Can generally recognize changes in the topic of discussion. Listens to other students’ classroom contributions and uses these responses as models for their own.</p>	<p>Understands when people speak at normal speed on familiar topics. Understands the main points of overheard discussions. Understands audio text dealing with familiar topics as well as announcements and television shows (if supported by visuals). There may be a need to repeat particular words and phrases or to replay text.</p>	<p>Understands the main points and the important details of audio text provided standard language is used and the topic is one of interest. Understands the main points in a relatively long overheard conversation. Understands detailed oral instructions. Understands clear and organized classroom talks and presentations provided there is some prior knowledge of the topic.</p>	<p>Listens critically from a wide variety of oral texts to understand, gather information, follow directions, form an opinion and analyze oral presentations for diverse opinions, presenter’s point of view, values and biases, stereotypes, or prejudices. Selects and uses appropriate strategies to construct meaning before, during and after listening. Displays the behaviours of an effective and active listener including adapting listening and focus to purpose and situation, determining whether fact or opinion is being expressed and seeking clarification when meaning is not clear.</p>


GRADE EIGHT: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 8* “Meeting Expectations”
Skills							
	of common colours when heard.	of a story when it is read slowly and clearly and is accompanied with visuals.	aloud.				
Spoken Interaction 	Provides basic information such as name and age when requested and can ask others for that information. Uses one or two learned expressions of greeting, farewell and politeness (e.g., hello, goodbye, please). Uses gestures to request information and can express a lack of understanding.	Interacts by answering simple questions with single words or short sentences. Makes simple needs known (e.g., the loan of a pencil or an eraser). Asks and responds to questions such as how they are feeling, time of day and the location of familiar objects. Meets and takes leave of people using appropriate expressions. Can make introductions of self and others.	Expresses common greetings (e.g., Happy Birthday), feelings (e.g., I am cold, I am hungry, I am sorry) and questions (e.g., what time is lunch? how much is that?). Participates in a short telephone conversation, if they have prepared previously. Can exchange information about everyday events using simple vocabulary. Makes and accepts apologies.	Takes part in simple social interactions asking someone to repeat themselves or asking appropriate questions to ensure the other person understands them. Can ask for and offer, simple explanations. Asks for a word to be spelled out and can spell out names or simple words themselves.	Participates in simple phone calls with a known person or a conversational exchange with a peer on a familiar topic. Explains to a teacher when and where they are having difficulty. Repeats what has been said and can convey this to another. Expresses opinions on familiar topics and asks others for their opinions. Offers comments and otherwise contributes in a small group	Initiates conversation and can help to sustain it. Participates in relatively lengthy conversations with peers on subjects of common interest provided others make an effort as well. Actively participates in group work, expressing opinions and making suggestions. Asks spontaneous questions.	Uses oral language to interact purposefully, confidently and respectfully in a variety of situations including one-to-one, small group and large group situations (expressing feelings and viewpoints and contributing to group harmony).

GRADE EIGHT: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 8* “Meeting Expectations”
Skills					situation.		
Spoken Production 	Expresses basic personal information such as name, age and country of origin. Expresses how they are feeling using simple, standard expressions. Names some common objects in familiar environments (e.g., pieces of clothing and commonplace food items).	Introduces themselves providing basic information. Expresses preferences. Briefly talks about personal, concrete plans (e.g., plans for the weekend or holiday celebrations) and describes familiar objects (e.g., favourite sports, number, ages and occupations of their family members). Can name some specific vocabulary terms.	Describes basic parts of daily life such as favourite foods, how to get to their homes and their pets. Can indicate personal strengths and weaknesses.	Describes, using simple words, daily events, personal experiences, opinions, likes and dislikes. Provides some information concerning their culture’s celebrations and special events. Can say most numbers (including years) without hesitation.	Describes a variety of familiar subjects related to interests including personal goals and intentions. Can justify point of view. Retells a simple story read/heard in class and describes what is occurring in a film or book. Can offer an opinion of a short story or other text examined in class.	Speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, but perhaps pausing to self-correct. Describes incidents, expresses feelings and answers straightforward questions. Explains clearly how something is done or used. Can present an argument clearly enough to be understood most of the time.	Uses oral language appropriately to effectively express information and ideas of complexity in formal and informal situations including presenting oral responses to texts; focused oral presentations (with introductions, bodies, transitions and conclusions); poetry recitations; dramatic readings; speeches; mini-debates; and meetings. Uses volume and presentation techniques appropriate to audience and purpose.
Reading 	Recognizes some words and straightforward sentences in simple text if these words have been	Recognizes words previously encountered as well as short text messages such as “Happy Birthday”.	Locates important information in simple text; understands much of what is written in short text	Reads patterned and predictable text. Understands everyday visual text such as signs around the	Understands text of various lengths as long as the words used are familiar and/or concern areas of	Reads and understands straightforward factual text on subjects related to personal interests	Reads, responds and demonstrates comprehension of a variety of visual and digital texts. Selects and uses appropriate

GRADE EIGHT: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 8* “Meeting Expectations”
Skills	previously encountered.	Understands signs/posters which use everyday language and have accompanying visuals. Can identify key words (e.g., names of people and places) in text. Recognizes important information on promotional material (e.g., price, date and time on posters).	dealing with familiar topics of personal interest; follows a set of clear, written instructions if accompanied by some visuals. Understands most of what happens in a simple, straightforward short story and can identify the story’s main characters. Can understand the gist of short articles and ads in age-appropriate magazines provided the subjects are familiar.	school. Understands the main points in a straightforward written communication if the topic is familiar. Uses the alphabet to find particular items in lists (e.g., the telephone book). Can follow instructions for using everyday equipment (e.g., ticket dispensers and vending machines).	interest. Uses key words, diagrams and illustrations to support reading comprehension. Can understand factual text and simple reports on familiar topics (e.g., a movie review). Can distinguish between factual and fictional text.	and/or subjects being studied. Understands most vocabulary in narrative text. Can understand most subject specific words.	strategies to construct meaning before, during and after reading. Understands how an author organized text to achieve unity and coherence. Reads grade appropriate texts to increase fluency (140-180 <i>wcpm</i> orally; 180-230 <i>wcpm</i> silently) and expression.
Writing 	Writes the alphabet independently and, with assistance, some simple words. Writes (or prints) their own name,	Beginning, with support, to use subject area vocabulary and descriptive words. Ideas are beginning	Uses straightforward sentences and expressions to describe such things as their	Describes personal experiences, common objects or familiar places using short,	Begins to have sufficient vocabulary to express themselves on most familiar	Writes about familiar topics using comparison and contrast; describes objects of interest including the	A Grade Eight student performing at Level 4 of the 6 point ELA curriculum rubric writes compositions that are clear and

GRADE EIGHT: CFR GLOBAL DESCRIPTORS AND ELA ALIGNMENT

CFR Levels	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2	ELA Grade 8* “Meeting Expectations”
Skills							
	copies/writes names of familiar objects and conveys meaning through drawings. Aware of sound to symbol relationships, often representing a word with its beginning consonant. With assistance, writes a patterned sentence and fills in a questionnaire about themselves.	to be connected by a topic. Able to produce simple descriptions of everyday objects, simple informal messages, as well as label diagrams. Attempts to use capital letters and punctuation. Produces simple sentences, including questions, in the present tense using familiar, learned patterns.	surroundings, their daily activities and the people around them. Uses descriptive words, singulars and plural word forms, prepositions and transitional words.	straightforward sentences. Using important connecting words, transitions and more varied sentence types. Attempting more advanced types of punctuation.	topics of interest to them. Errors occur, but the intent of the communication is usually clear. Writes in a number of genres and uses some vocabulary from those genres.	advantages and disadvantages involved; and present a personal opinion about an issue. Writes brief descriptions of a process using appropriate transitional language. Use of punctuation approaches that of grade level as does their facility to use appropriate conventions and spelling.	straightforward. The compositions are adequately developed, appropriate to purpose and show an awareness of audience. The student demonstrates control over the language elements and techniques. Minor errors, though noticeable, do not impede communication.

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PART 2: CFR GLOBAL READING DESCRIPTORS

GRADES 1-8

GLOBAL READING DESCRIPTORS: GRADES 1-2

A 1.1 - Grades 1-2

Grades 1-2 students at A 1.1 have a limited repertoire of isolated words and phrases. They can mimic phonemes and recite the alphabet. There is a heavy reliance on illustrations to make meaning. They understand the concept of right-left directionality.

Phonemic Awareness	<ul style="list-style-type: none"> ✓ Mimics phonemes. ✓ Identifies and produces commonly occurring sounds of the alphabet with consonants such as 's', 't' and letters in his/her name. Consonants may come first. ✓ Grade 2 students may be able to identify the beginning sounds of words.
Phonics	<ul style="list-style-type: none"> ✓ Recites the alphabet. ✓ May know some letters of the alphabet. Grade 2 students may be able to recognize sound symbol relationship of most letters. ✓ May recognize personally relevant words such as name, mother, father, brother.
Vocabulary Acquisition	<ul style="list-style-type: none"> ✓ Relies on illustrations to make meaning. ✓ May only identify objects in illustration. ✓ Grade 2 students may make connections between illustration and text and may understand some environmental labels such as those on a calendar or word wall.
Visual Processing	<ul style="list-style-type: none"> ✓ Understands left-right directionality. ✓ Grade 2 students may track word-by-word.
Fluency	<ul style="list-style-type: none"> ✓ Grade 1 students may recognize some sight words while grade 2 students may recognize twenty or more sight words. ✓ Grade 2 students may engage in choral reading, albeit with errors.
Comprehension: pre-reading	<ul style="list-style-type: none"> ✓ Grade 2 students engage in a picture walk with support.
Comprehension: during-reading	<ul style="list-style-type: none"> ✓ Grade 2 students will use illustrations to recognize text topic.
Comprehension: post-reading	<ul style="list-style-type: none"> ✓ Grade 1 students demonstrate knowledge of text by retelling main points of supporting details. ✓ Grade 2 students demonstrate knowledge of text by retelling main points and supporting details.

A 1.2 - Grades 1-2

Grades 1-2 students at A 1.2 are recognizing a growing number of sound-symbol relationships. They continue to use illustrations to make meaning. Grade 1 students will recognize ten or more sight words while grade 2 students will recognize forty or more.

Phonemic Awareness	<ul style="list-style-type: none"> ✓ Identifies and produces most (grade 1) or all (grade 2) sounds of the alphabet. ✓ Grade 1 students identify beginning sounds of words ✓ Grade 2 students can: <ul style="list-style-type: none"> • Identify and produce end sounds of words. • Identify beginning digraphs* (th, sh, ch). • Identify commonly occurring beginning blends (bl, tr, st, sk). • Begin to identify medial vowel sounds in words. • Begin to segment and blend phonemes (d-o-g=dog) • Identify one or two-syllable words.
Phonics	<ul style="list-style-type: none"> ✓ Recognizes sound symbol relationships of some (grade 1) or all (grade 2) words. ✓ Grade 2 students can: <ul style="list-style-type: none"> • Recognize common beginning blends. • Recognize end sounds of words. • Recognize some medial vowel sounds in words. • Recognize digraphs. • Segment and blend some common graphemes. • Recognize some word families (e.g., cat, hat).
Vocabulary Acquisition	<ul style="list-style-type: none"> ✓ Makes connections between illustration and text. Grade 2 students may substitute alternate words based on illustration (e.g., forest for trees). ✓ Makes connection between environmental print and meaning such as words on a calendar or word wall) (grade 1); understands most environmental labels (grade 2).
Visual Processing	<ul style="list-style-type: none"> ✓ Grade 1 students may track word-by-word. ✓ Grade 2 students: <ul style="list-style-type: none"> • Begin to use patterns to read predictable text. • Begin to use text features (e.g., title, illustrations and author). • Distinguish between fictional and factual text.
Fluency	<ul style="list-style-type: none"> ✓ Grade 1 students may read word by word in isolation. Grade 2 students read in 2 to 3 word phrases ✓ Grade 1 students recognize ten or more sight words. Grade 2 students recognize 40 or more sight words. ✓ Grade 2 students engage in choral reading. Grade 1 students engage in choral reading, albeit with errors. ✓ Grade 2 students may read line by line without regard for punctuation. ✓ Grade 2 students may decode simple CVC words.
Comprehension:	<ul style="list-style-type: none"> ✓ Grade 1 students engage in a picture walk with support.

pre-reading	<ul style="list-style-type: none"> ✓ Grade 2 students: <ul style="list-style-type: none"> • Activate prior knowledge with guidance (e.g., completes KWL). • Ask questions with guidance.
Comprehension: during-reading	<ul style="list-style-type: none"> ✓ Grade 1 students use illustrations to recognize next topic. ✓ Grade 2 students make text self-connections, with guidance.
Comprehension: post-reading	<ul style="list-style-type: none"> ✓ Grade 1 students demonstrate knowledge of text by retelling main points and supporting details. ✓ Grade 2 students: <ul style="list-style-type: none"> • Demonstrate knowledge of text by retelling main points and supporting details. • Identify main character and setting in a story. • Reflect on new learning, with guidance (e.g., adding to KWL).

A 2.1 - Grades 1-2

Grade 1 student at A 2.1 identify and produce all sounds of the alphabet. They begin to understand text features. They are reading in 2-3 word phrases and using patterns to read predictable text. With guidance, they can activate prior knowledge and make self-text connections.

Grade 2 students at A 2.1 identify rhyming words, long and short vowels and up to three-syllable words. They can read patterned and predictable text. They read in chunks or phrases and can understand much of what they encounter in short, simple texts written on familiar subjects.

Phonemic Awareness	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Identify and produce all sounds of the alphabet. • Identify and produce end sounds of words. • Begin to identify medial vowel sounds in words. • Identify beginning digraphs (th, sh, ch). • Begin to segment and blend phonemes (d-o-g=dog) • Identify one or two-syllable words. ✓ Grade 2 students: <ul style="list-style-type: none"> • Identify medial vowel sounds in words. • Identify most beginning blends. • Identify rhyming words. • Identify inflected endings (-s, -ing). • Identify up to three-syllable words. • Identify vowels as long or short.
Phonics	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Recognize sound symbol relationships of most letters. • Recognize beginning sounds of words. ✓ Grade 2 students can: <ul style="list-style-type: none"> • Begin to recognize most medial vowel sounds in words. • Recognize most beginning blends. • Segment and blend most common graphemes.

	<ul style="list-style-type: none"> • Recognize inflected endings (-s, -ing). • Know common phonetic rules (e.g., final 'e').
Vocabulary Acquisition	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Uses illustrations to identify unknown words. • May substitute alternate word based on illustration (e.g., forest for trees). ✓ Grade 2 students: <ul style="list-style-type: none"> • May substitute a word with a different tense (e.g., <i>I seed</i> rather than <i>I saw</i>). • May interchange masculine/feminine words (e.g., <i>he/she</i>). • Begin to recognize and understand pre-taught vocabulary. • Understand the meaning of some inflected endings (-ed, -s). • Understand environmental labels such as those on calendars and word walls.
Visual Processing	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Begin to understand text features (e.g., title, illustrations and author). • Begin to use patterns to read predictable text. ✓ Grade 2 students: <ul style="list-style-type: none"> • Read patterned and predictable text. • Regularly use text features (e.g., title, illustrations and author) to make meaning.
Fluency	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Read in 2-3 word phrases. • May read line by line without regard for punctuation. • Engage in choral reading. • Recognize twenty or more sight words. ✓ Grade 2 students: <ul style="list-style-type: none"> • Read in chunks or phrases. • Stop at periods. • Decode simple CCVC words. • Recognize sixty or more sight words.
Comprehension: pre-reading	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Activate prior knowledge with guidance (e.g., completes KWL). • Ask questions with guidance. ✓ Grade 2 students: <ul style="list-style-type: none"> • Activate prior knowledge. • Generate (and answer) simple questions (e.g., <i>Where is she going?</i>) • Use text features (title, illustrations) to predict content. • Evaluate a text to determine readability, with support.
Comprehension: during-reading	<ul style="list-style-type: none"> ✓ Grade 1 students make text-self connections, with guidance. ✓ Grade 2 students: <ul style="list-style-type: none"> • Activate prior knowledge. • Generate (and answer) simple questions (e.g., <i>Where is she going?</i>). • Use text features (title, illustrations) to predict content.

	<ul style="list-style-type: none"> Evaluate a text to determine readability, with support.
Comprehension: <i>post-reading</i>	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> Identify main characters and setting in a story. Reflect on new learning, with guidance (e.g. adding to KWL). Activate prior knowledge with guidance (e.g., completes KWL). Demonstrate knowledge of text by retelling main points and supporting details. ✓ Grade 2 students: <ul style="list-style-type: none"> Infer characters' feelings, with support. Identify problem and solution, with support. Reflect on new learning (e.g., adding to KWL). Revisit text to find important information. Demonstrate knowledge of text by retelling main points and supporting details.

A 2.2 - Grades 1-2

Grade 1 students at A 2.2 identify rhyming words, inflected endings and up to three-syllable words. They can use patterns to read predictable text. They read in chunks or phrases.

Grade 2 students at A 2.2 can generate some rhyming words. They are beginning to read familiar text with grade-appropriate speed and beginning to use expression when reading familiar text.

Phonemic Awareness	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> Identify medial vowel sounds in words. Identify common beginning blends (bl, tr, st, sk). Begin to identify rhyming words. Identify inflected endings (-s, -ing). Identify up to three-syllable words. ✓ Grade 2 students: <ul style="list-style-type: none"> Begin to identify diphthongs (qw, oo, oi). Generate some rhyming words. Manipulate words by adding or deleting phonemes.
Phonics	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> Recognize sound symbol relationships of all letters. Recognize end sounds of words. Recognize digraphs (th, sh, ch). Begin to recognize medial vowel sounds in words. Recognize word families (cat, hat). ✓ Grade 2 students: <ul style="list-style-type: none"> Recognize most medial vowel sounds in words. Begin to recognize final blends (-nd, mp). Begin to recognize final vowel digraphs (ee, oa). Recognize rhyming words with differing spelling (e.g. sneeze/Belize; write/fright).

Vocabulary Acquisition	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • May substitute a word with a different tense (e.g., <i>I seed</i> rather than <i>I saw</i>). • May interchange masculine/feminine words (e.g., <i>he/she</i>). • Begin to recognize and understand pre-taught vocabulary. • Understand most environmental labels such as those on calendars and word walls. ✓ Grade 2 students: <ul style="list-style-type: none"> • Use a graphic organizer to illustrate meaning of word from text. • Begin to use context clues to work out unknown words. • Recognize and understand pre-taught vocabulary • Understand the meaning of most inflected endings (e.g.-ed is used for past tense).
Visual Processing	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Regularly use text features (e.g., title, illustrations) to make meaning. • Use patterns to read predictable text. ✓ Grade 2 students: <ul style="list-style-type: none"> • Begin to use advanced text features (e.g., glossary, table of contents, headings) when processing text.
Fluency	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Read in chunks or phrases. • Decode simple CVC words. • Begin to stop at periods. • Recognize forty or more sight words. ✓ Grade 2 students: <ul style="list-style-type: none"> • Begin to read familiar text with grade-appropriate speed. • Begin to use expression when rereading familiar text. • Use simple punctuation to guide expression (e.g., '!', or '?'). • Decode common words. • Recognize one hundred or more sight words.
Comprehension: pre-reading	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Use text features (title, illustrations) to predict content. • Activate prior knowledge. • Generate (and answer) simple questions (e.g., <i>Where is she going?</i>) ✓ Grade 2 students: <ul style="list-style-type: none"> • Understand the purpose of what they are reading (e.g., to gather information, to entertain, etc.) • Generate and answer higher level questions (e.g. Why might she be going there?). • Evaluate a text to determine readability.
Comprehension: during-reading	<ul style="list-style-type: none"> ✓ Grade 1 students <ul style="list-style-type: none"> • Make text-self connections. • Make and reflect upon some predictions based on illustrations. ✓ Grade 2 students: <ul style="list-style-type: none"> • Make text-text connections.

	<ul style="list-style-type: none"> • Understand short instructions illustrated by step-by-step visuals. • Make and reflect upon ongoing predictions based on illustrations and storyline. • Make predictions about the solution to a problem presented in a story. • Reread and self-correct to ensure meaning, when prompted to do so.
Comprehension: <i>post-reading</i>	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Infer characters' feelings, with support. • Identify problem and solution, with support. • Activate prior knowledge (e.g., adding to KWL). • Demonstrate knowledge of text by retelling main points and supporting details. ✓ Grade 2 students: <ul style="list-style-type: none"> • Infer characters' feelings. • Identify problem and solution. • Begin to identify message of story. • Demonstrate knowledge of text by retelling main points and supporting details.

B 1.1 - Grades 1-2

Grade 1 students at B 1.1 can identify four syllable words. They can begin to use context clues to decipher unknown words. They can use simple punctuation to guide expression. When prompted, they can reread and self-correct to ensure meaning.

Grade 2 students at B 1.1 know common phonetic rules. They can use an illustrated dictionary to search for the meaning of a word. They are beginning to read familiar text with appropriate expression, phrasing and intonation. They can reread and self-correct to ensure meaning.

Phonemic Awareness	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Identify medial consonant sounds in words. • Identify most beginning blends. • Identify vowels as long or short. • Generate some rhyming words. • Identify four-(or more) syllable words. ✓ Grade 2 students: <ul style="list-style-type: none"> • Generate many rhyming words.
Phonics	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Recognize medial consonant graphemes in words. • Recognize common beginning blends. • Segment and blend most common graphemes. • Recognize medial vowel sounds in words. • Recognize inflected endings (-s, -ing). • Know common phonetic rules (e.g., final 'e'). ✓ Grade 2 students:

	<ul style="list-style-type: none"> • Recognize medial vowel sounds in words. • Recognize diphthongs (ow, oo, oi). • Recognize final blends (-nd, mp). • Recognize common vowel digraphs (ee, oa). • Begin to recognize trigraphs (e.g., sch, str).
Vocabulary Acquisition	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Begin to use context clues to work out unknown words. • Understand the meaning of some inflected endings (-ed, -ing). • Recognize and understands pre-taught vocabulary. • Understand environmental labels such as those on calendars and word walls. ✓ Grade 2 students: <ul style="list-style-type: none"> • Use a graphic organizer to define word from text. • Regularly use context clues to work out meaning of unknown words. • Begin to recognize homonyms and homophones. • Use an illustrated dictionary to search for meaning of word. • Begin to dissect compound words to predict meaning.
Visual Processing	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Begin to use advanced text features (e.g., glossary, table of contents, headings) when processing text. ✓ Grade 2 students: <ul style="list-style-type: none"> • Use advanced text features (e.g., glossary, table of contents, headings) when processing text. • Begin to read graphs to obtain information.
Fluency	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Begin to use appropriate speed, expression, phrasing and intonation. • Use simple punctuation to guide expression (e.g., '!', or '?'). • Decode common words. • Begin to demonstrate automaticity (e.g., the immediate, effortless and accurate recognition of vocabulary in a thematic unit). • Recognize sixty or more sight words. ✓ Grade 2 students: <ul style="list-style-type: none"> • Begin to read familiar text with appropriate expression, phrasing and intonation. • Begin to demonstrate automaticity (e.g., the immediate, effortless and accurate recognition of vocabulary in a thematic unit). • Recognize one hundred and fifty sight words.
Comprehension: pre-reading	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Understand the purpose of what they are reading (e.g., to gather information, to entertain, etc.) • Generate and answer higher level questions (e.g. Why might she be going there?). ✓ Grade 2 students: <ul style="list-style-type: none"> • Demonstrate an awareness of genres (folk tales, comics, poems).

	<ul style="list-style-type: none"> • Select and evaluate text for purposefulness (e.g., finding an appropriate research book), with support.
Comprehension: during-reading	<ul style="list-style-type: none"> ✓ Grade 1 students <ul style="list-style-type: none"> • Make text-text connections. • Make and reflect upon ongoing predictions based on illustrations and storyline • Reread and self-correct to ensure meaning, with prompting. ✓ Grade 2 students: <ul style="list-style-type: none"> • Make text-world connection, with support. • Make and reflect upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences. • Reread and self-correct to ensure meaning. • Begin to explain key literal and inferential ideas.
Comprehension: post-reading	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Infer characters' feelings. • Identify problem and solution. • Demonstrate knowledge of text by retelling main points and supporting details. ✓ Grade 2 students: <ul style="list-style-type: none"> • Talk about characters' feelings and provide evidence from text. • Identify message of story. • Identify simple cause-effect relationships. • Understand writing techniques appropriate to genre (e.g., humour), with support. • Justify preference for a book, with support. • Demonstrate knowledge of text by summarizing and synthesizing main points and supporting details.

B 1.2 - Grades 1-2

Grade 1 students at B 1.2 can manipulate words by adding or removing phonemes. They can distinguish between fictional and factual. They understand most grade appropriate vocabulary.

Grade 2 students at B 1.1 begin to examine word structure to determine meaning. They can decode most grade appropriate words and can read with increasingly appropriate speed, expression, phrasing and intonation.

Phonemic Awareness	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Begin to identify diphthongs (e.g.,ow, oo,oi). • Generate many rhyming words. • Manipulate words by adding or removing phonemes.
Phonics	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Begin to recognize final blends (-nd, _mp). • Begin to recognize diphthongs (ow, oo, oi). • Recognize rhyming words.

	<ul style="list-style-type: none"> ✓ Grade 2 students: <ul style="list-style-type: none"> • Recognize trigraphs (e.g., sch, str). • Begin to recognize irregular spellings (e.g., ph-, -ough).
Vocabulary Acquisition	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Regularly use context clues to resolve unknown words. • Understand most vocabulary in grade level text. ✓ Grade 2 students: <ul style="list-style-type: none"> • Use a graphic organizer to provide a synonym and/or antonym for a word from text • Recognize homonyms and homophones • Dissect common words to predict meaning. • Begin to examine word structure to determine meaning using simple affixes (e.g., -ly, un-,) • Understand most vocabulary in grade level text.
Visual Processing	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Use advanced text features (e.g., glossary, table of contents, headings) when processing text. • Distinguish between fictional and factual text. ✓ Grade 2 students: <ul style="list-style-type: none"> • Regularly use sources of reference found in text to add to comprehension. • Read graphs to obtain information.
Fluency	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Read with increasingly appropriate speed, expression, phrasing and intonation. • Use advanced punctuation (e.g., quotation marks) to guide expression and phrasing. • Decode most grade appropriate words. • Demonstrate automaticity, (e.g., vocabulary in a thematic unit). • Recognize eighty or more sight words. ✓ Grade 2 students: <ul style="list-style-type: none"> • Read with increasingly appropriate speed, expression, phrasing and intonation. • Use advanced punctuation (e.g., quotation marks) to guide expression and phrasing. • Decode most grade appropriate words. • Demonstrate automaticity, (e.g., vocabulary in a thematic unit). • Recognize two hundred sight words.
Comprehension: pre-reading	<ul style="list-style-type: none"> ✓ Grade 1 students: <ul style="list-style-type: none"> • Demonstrate an awareness of genres (folk tales, comics, poems). ✓ Grade 2 students: <ul style="list-style-type: none"> • Read and evaluates synopsis, with support • Evaluate a book for its purposefulness (e.g., finding a useful research source).
Comprehension:	<ul style="list-style-type: none"> ✓ Grade 1 students

during-reading	<ul style="list-style-type: none"> • Make text-world connections. • Make and reflect upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences. • Reread and self-correct to ensure meaning. <p>✓ Grade 2 students:</p> <ul style="list-style-type: none"> • Regularly make connections while reading. • Demonstrate active, competent word-solving strategies while reading at a good pace. • Realize when more information is required to understand text. • Explain key literal and inferential ideas.
Comprehension: post-reading	<p>✓ Grade 1 students:</p> <ul style="list-style-type: none"> • Talk about characters' feelings and provide evidence from text. • Identify simple cause-effect relationships. • Demonstrate knowledge of text by retelling main points and supporting details. <p>✓ Grade 2 students:</p> <ul style="list-style-type: none"> • Empathize with characters' feelings and motivations. • Understand writing techniques appropriate to genre (e.g., humour). • Explain writer's use of specific words to convey meaning (e.g., shouted, exclaimed, questioned), with support. • Justify preference for a book. • Demonstrate knowledge of text by summarizing and synthesizing main points and supporting details.

GLOBAL READING DESCRIPTORS: GRADES 3-4

A 1.1 - Grades 3-4

Grades 3-4 students at A 1.1 understand left-right directionality. They can identify and produce all sounds of the alphabet. Students at this level rely heavily on illustrations to make meaning.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Mimics phonemes. ✓ Identifies and produces all sounds of the alphabet. ✓ Identifies beginning sounds of words. ✓ Recites the alphabet. ✓ Recognizes sound symbol relationships of most letters. ✓ Recognizes most beginning sounds of words.
Vocabulary	<ul style="list-style-type: none"> ✓ Relies on illustrations to make meaning. ✓ May only identify objects in illustrations. ✓ Understands some environmental labels (calendar, word wall).
Visual Processing	<ul style="list-style-type: none"> ✓ Understands left-right directionality. ✓ May track word-by-word.
Fluency	<ul style="list-style-type: none"> ✓ May read word-by-word in isolation.

	<ul style="list-style-type: none"> ✓ Engages in choral reading, with errors. ✓ Recognizes thirty or more sight words.
Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ✓ Engages in a picture walk, with support.
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ✓ Uses illustrations to recognize next topic.
Comprehension: <i>post-reading</i>	<ul style="list-style-type: none"> ✓ Demonstrates knowledge of text by retelling main points and supporting details.

A 1.2 - Grades 3-4

Grades 3-4 students at A 1.2 read in 2-3 word phrases. They begin to use patterns to read predictable text. With guidance, they are able to activate prior knowledge, answer questions and make text to self connections.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Identifies and recognizes beginning digraphs (th, sh, ch). ✓ Mimics phonemes. ✓ Identifies and recognizes common beginning blends (bl, tr, st, sk). ✓ Identifies produces and recognizes, end sounds of words. ✓ Begins to identify and recognize medial vowel sounds in words. ✓ Begins to segment and blend phonemes (d-o-g= dog) and graphemes. ✓ Segments polysyllabic words. ✓ Identifies beginning sounds of words. ✓ Recognizes word families (cat, hat).
Vocabulary	<ul style="list-style-type: none"> ✓ Uses illustrations to identify unknown words. ✓ May substitute alternate word based on illustration (e.g., forest for trees). ✓ Understands most environmental labels (calendar, word wall). ✓
Visual Processing	<ul style="list-style-type: none"> ✓ Begins to use patterns to read predictable text. ✓ Begins to use text features (title, illustration). ✓ Distinguishes between fictional and factual text.
Fluency	<ul style="list-style-type: none"> ✓ Reads in 2-3 word phrases. ✓ May read line by line without regard for punctuation. ✓ Decodes simple CVC words. ✓ Engages in choral reading. ✓ Recognizes fifty or more sight words.
Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ✓ Activates prior knowledge, with guidance (completes KWL). ✓ Asks questions, with guidance.
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ✓ Makes text-self connections, with guidance.
Comprehension:	<ul style="list-style-type: none"> ✓ Identifies main character and setting in a story.

<i>post-reading</i>	<ul style="list-style-type: none"> ✓ Reflects on new learning, with guidance (e.g. adding to KWL). ✓ Demonstrates knowledge of text by retelling main points and supporting details.
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A 2.1 - Grades 3-4

Grades 3-4 students at A 2.1 are able to read patterned and predictable text in chunks or phrases. They are beginning to recognize and understand pre-taught vocabulary. They are able to use text features to predict content.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Identifies and recognizes medial vowel sounds in words. ✓ Identifies and recognizes most beginning blends. ✓ Identifies and recognizes rhyming words. ✓ Identifies and recognizes inflected endings (-s, -ing). ✓ Begins to identify and recognize final blends (-nd, -mp). ✓ Segments and blends most common graphemes. ✓ Knows common phonetic rules (e.g., final 'e'). ✓ Begins to recognize common vowel digraphs (ee, oa).
Vocabulary	<ul style="list-style-type: none"> ✓ May substitute a word with a different tense (e.g., <i>I seed</i> rather than <i>I saw</i>). ✓ May interchange masculine/feminine words (e.g., he/she). ✓ Begins to recognize and understand pre-taught vocabulary. ✓ Understands the meaning of some inflected endings (-ed, -s). ✓ Understands environmental labels (calendar, word wall).
Visual Processing	<ul style="list-style-type: none"> ✓ Reads patterned and predictable text. ✓ Uses text features (title, illustration) regularly.
Fluency	<ul style="list-style-type: none"> ✓ Reads in chunks or phrases. ✓ Stops at periods. ✓ Decodes simple CCVC words. ✓ Recognizes seventy-five or more sight words.
Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ✓ Activates prior knowledge. ✓ Generates and answers, simple questions, (e.g. <i>Where is she going?</i>). ✓ Uses text features (title, illustrations) to predict content. ✓ Evaluates a text to determine readability, with support.
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ✓ Makes text-self connections. ✓ Makes and reflects upon some predictions based on illustrations. ✓ Follows a set of clear-cut instructions (e.g., directions for a simple craft project).
Comprehension: <i>post-reading</i>	<ul style="list-style-type: none"> ✓ Revisits text to find important information. ✓ Infers characters' feelings with support. ✓ Identifies problem and solution, with support. ✓ Reflects on new learning (e.g. adding to KWL). ✓ Demonstrates knowledge of text by retelling main points and supporting details.

A 2.2 - Grades 3-4

Grades 3-4 students at A 2.2 begin to use contextual clues to work out unknown words. They are beginning to be able to categorize words into sets or groups. They are beginning to read familiar text with appropriate speed and expression.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Begins to identify and recognize diphthongs (ow, oo, oi). ✓ Begins to recognize trigraphs (sch, scr). ✓ Generates some rhyming words. ✓ Manipulates words by adding or removing phonemes. ✓ Recognizes rhyming words with different spellings (e.g., sneeze/Belize, guide/fried). ✓ Identifies and recognizes final blends (-nd, -mp). ✓ Recognizes common vowel digraphs (ee, oa).
Vocabulary	<ul style="list-style-type: none"> ✓ Begins to use context clues to solve unknown words. ✓ Recognizes and understand pre-taught vocabulary. ✓ Understands the meaning of most inflected endings (e.g., ed is an ending used for the past tense). ✓ Uses a graphic organizer to illustrate the meaning of a word from text. ✓ Begins to classify and categorize words into sets or groups. ✓ Begins to recognize cognates (e.g., family/familia; center/centro; magic/magia).
Visual Processing	<ul style="list-style-type: none"> ✓ Begins to use advanced text features (e.g., glossary, table of contents, headings).
Fluency	<ul style="list-style-type: none"> ✓ Begins to read familiar text with appropriate speed. ✓ Begins to use expression when re-reading familiar text. ✓ Uses simple punctuation (e.g., '?', '!') to guide expression. ✓ Decodes common words. ✓ Recognizes one hundred and fifty or more sight words.
Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ✓ Understands purpose for reading (e.g., to entertain, to obtain information). ✓ Generates and answers, deep-thinking questions, (e.g. <i>Why would she be going there?</i>). ✓ Evaluates a text to determine readability.
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ✓ Makes text-text connections. ✓ Makes and reflects upon ongoing predictions based on illustrations and storyline. ✓ Makes predictions about the solutions to the problem posed in a story. ✓ Backtracks and self-corrects to ensure meaning, if prompted.
Comprehension: <i>post-reading</i>	<ul style="list-style-type: none"> ✓ Infers characters' feelings. ✓ Hypothesizes how characters could have behaved differently, if provided support.

	<ul style="list-style-type: none"> ✓ Identifies problem and solution. ✓ Reflects on new learning (e.g. adding to KWL). ✓ Demonstrates knowledge of text by retelling main points and supporting details.
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B 1.1 - Grades 3-4

Grades 3-4 students at B 1.1 are beginning to read familiar text with appropriate expression, phrasing and intonation. They regularly use context clues to resolve unknown words and are beginning to demonstrate automaticity. They back track and self-correct to ensure meaning.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Recognizes diphthongs (ow, oo, oi). ✓ Recognizes trigraphs (sch, scr). ✓ Begins to recognize irregular spellings (e.g., ph-, -ough).
Vocabulary	<ul style="list-style-type: none"> ✓ Regularly uses context clues to resolve unknown words. ✓ Begins to recognize homonyms and homophones. ✓ Uses an illustrated dictionary to search for the meaning of a word. ✓ Begins to dissect compound words to predict meaning. ✓ Begins to examine simple affixes in a word (e.g., un-, -ly) to determine meaning ✓ Begins to create semantic maps to convey word relationships. ✓ Uses a graphic organizer to define a word from text. ✓ Classifies and categorizes words into sets or groups. ✓ Begins to apply knowledge of cognates.
Visual Processing	<ul style="list-style-type: none"> ✓ Uses key words, diagrams and illustrations to support reading comprehension. ✓ Uses advanced text features (e.g., glossary, table of contents, headings). ✓ Begins to read graphs to obtain information.
Fluency	<ul style="list-style-type: none"> ✓ Begins to read familiar text with appropriate expression, phrasing and intonation. ✓ Begins to demonstrate automaticity (e.g., immediate recall of vocabulary in a thematic unit). ✓ Recognizes three hundred or more sight words.
Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ✓ Selects text for purposefulness. ✓ Evaluates a book for its usefulness (e.g., selecting a research book), if support is provided. ✓ Demonstrates an awareness of genres (e.g., folk tales, comics, graphic novels).
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ✓ Makes text-world connections, with support. ✓ Makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences. ✓ Goes back over the same text and self-corrects to ensure meaning.
Comprehension:	<ul style="list-style-type: none"> ✓ Talks about characters' feelings and provides evidence from text.

<i>post-reading</i>	<ul style="list-style-type: none"> ✓ Hypothesizes how characters could have behaved differently. ✓ Expresses an understanding of writing techniques appropriate to genre (e.g., humour), with support. ✓ Identifies moral of story. ✓ Identifies simple cause-effect relationships. ✓ Justifies preference for a particular text, when support is provided. ✓ Demonstrates knowledge of text by retelling main points and supporting details.
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B 1.2 - Grades 3-4

Grades 3-4 students at B 1.2 understand most grade level vocabulary. They regularly use context clues to determine meaning. They read with increasingly appropriate expression speed, expression, phrasing and intonation. Their reading demonstrates automaticity and competent, active word solving.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Demonstrate competence in grade-appropriate skills related to phonological and phonemic awareness.
Vocabulary	<ul style="list-style-type: none"> ✓ Understands most vocabulary at grade level. ✓ Recognizes homonyms and homophones. ✓ Uses a graphic organizer to provide synonym/antonym for a word from text. ✓ Begins to use a dictionary. ✓ Dissects compound words to predict meaning. ✓ Examines simple affixes in a word (e.g., un-, -ly) to determine meaning ✓ Begins to create semantic maps to convey word relationships. ✓ Begins to identify analogies (e.g., dog/mammal; parrot/bird). ✓ Regularly uses context clues to resolve unknown words. ✓ Regularly applies knowledge of cognates.
Visual Processing	<ul style="list-style-type: none"> ✓ Reads graphs to obtain information. ✓ Regularly uses sources of reference found in text to enhance comprehension.
Fluency	<ul style="list-style-type: none"> ✓ Reads with increasingly appropriate expression speed, expression, phrasing and intonation. ✓ Decodes most grade-appropriate words. ✓ Uses advanced punctuation such as quotation marks to guide expression and phrasing. ✓ Demonstrates automaticity (e.g., immediate recall of vocabulary in a thematic unit). ✓ Recognizes five hundred or more sight words.
Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ✓ Evaluates a book for its usefulness (e.g., selecting a research book). ✓ Read and evaluates synopsis, with support.
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ✓ Makes text-world connections. ✓ Regularly makes connections while reading. ✓ Demonstrates competent, active word solving while reading at a good pace.

	<ul style="list-style-type: none"> ✓ Realizes when more information is needed to understand text.
Comprehension: <i>post-reading</i>	<ul style="list-style-type: none"> ✓ Empathizes with characters' feelings and motivations. ✓ Expresses an understanding of writing techniques appropriate to genre (e.g., humour). ✓ Explained writer's use of specific words to convey meaning (e.g., shouted, exploded, demanded) with support. ✓ Justifies preference for a particular text. ✓ Demonstrates knowledge of text by retelling main points and supporting details.

GLOBAL READING DESCRIPTORS: GRADES 5-6

A 1.1 - Grades 5-6

Grades 5-6 students at A 1.1 can ask questions, with assistance. They can identify and produce all sounds of the alphabet as well as recognize the sound-symbol relationship of most letters.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Identifies beginning sounds of words. ✓ Mimics phonemes. ✓ Identifies and produces all sounds of the alphabet. ✓ Recites the alphabet. ✓ Recognizes sound symbol relationships of most letters. ✓ Recognizes most beginning sounds of words.
Vocabulary	<ul style="list-style-type: none"> ✓ Relies on illustrations to make meaning and to identify unknown words. ✓ May substitute alternate word based on illustration (e.g., forest for trees). ✓ May only identify objects in illustrations. ✓ Understands environmental labels (calendar, word wall).
Visual Processing	<ul style="list-style-type: none"> ✓ Understands left-right directionality. ✓ May track word-by-word. ✓ Uses patterns to read predictable text.
Fluency	<ul style="list-style-type: none"> ✓ Reads in 2-3 word phrases. ✓ Engages in choral reading, with errors. ✓ Recognizes thirty or more sight words.
Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ✓ Engages in a picture walk, with support. ✓ Activates prior knowledge, with guidance (completes KWL). ✓ Asks questions, with assistance.
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ✓ Uses illustrations to recognize next topic. ✓ Makes text-self connections, with guidance.
Comprehension: <i>post-reading</i>	<ul style="list-style-type: none"> ✓ Reflects on new learning, with guidance (e.g., adding to KWL). ✓ Identifies main character and setting in a story.

	✓ Demonstrates knowledge of text by retelling main points and supporting details.
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A 1.2 - Grades 5-6

Grades 5-6 students at A 1.2 recognize word families. They can distinguish between factual and fictional text. They are beginning to identify medial vowel sounds as well as segment and blend phonemes. They engage in choral reading.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Identifies produces and recognizes end sounds of words. ✓ Begins to identify and recognize medial vowel sounds in words. ✓ Identifies and recognizes beginning digraphs (e.g., th, sh, ch). ✓ Identifies and recognizes common beginning blends (e.g., bl, tr, st, sk). ✓ Begins to segment and blend phonemes (e.g., d-o-g= dog) and graphemes. ✓ Segments polysyllabic words. ✓ Recognizes word families (e.g., cat/hat/mat).
Vocabulary	<ul style="list-style-type: none"> ✓ May substitute a word with a different tense (e.g., <i>I seed</i> rather than <i>I saw</i>). ✓ May interchange masculine and feminine words (e.g., he/her). ✓ Begins to recognize and understand pre-taught vocabulary.
Visual Processing	<ul style="list-style-type: none"> ✓ Reads patterned and predictable text. ✓ Begins to use text features (e.g., title, illustrations). ✓ Distinguishes between fictional and factual text.
Fluency	<ul style="list-style-type: none"> ✓ Reads chunks or phrases. ✓ May read line by line without regard for punctuation. ✓ Decodes simple CVC and CCVC words. ✓ Engages in choral reading. ✓ Recognizes seventy-five or more sight words.
Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ✓ Activates prior knowledge. ✓ Generates and answers simple questions (e.g., the 5W's). ✓ Uses text features (e.g., title, illustrations) to predict content. ✓ Evaluates a text to determine its readability, with support.
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ✓ Makes text-self connections. ✓ Makes and reflects upon some predictions based on illustrations. ✓ Returns to text and self-corrects to ensure meaning, if prompted.
Comprehension: <i>post-reading</i>	<ul style="list-style-type: none"> ✓ Revisit text to find important information. ✓ Infers characters' feelings, with support. ✓ Identifies the problem presented in text and a solution, if supported. ✓ Reflects on new learning, (e.g., adding to KWL). ✓ Demonstrates knowledge of text by retelling main points and supporting details.

A 2.1 - Grades 5-6

Grades 5-6 students at A 2.1 comprehend common phonetic rules. They are beginning to use expression when re-reading familiar text and use simple punctuation like the question mark and the quotation mark to guide that expression. They can return to text and self-correct in order to ensure meaning.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Identifies and recognize medial vowel sounds in words. ✓ Begins to recognize common vowel digraphs (e.g., ee, oa). ✓ Identifies and recognizes most beginning blends. ✓ Begins to identify and recognize final blends (e.g., -nd, -mp). ✓ Identifies and recognizes rhyming words. ✓ Identifies and recognizes inflected endings (e.g., -s, -ing). ✓ Segments and blends most common graphemes. ✓ Knows common phonetic rules (e.g., final e).
Vocabulary	<ul style="list-style-type: none"> ✓ Understands the meaning of some inflected endings (e.g., -s is used to make a word plural). ✓ Begins to use context clues to work out unknown words. ✓ Recognizes and understands pre-taught vocabulary. ✓ Uses a graphic organizer to illustrate meaning of a word from text. ✓ Begins to dissect compound words to predict meaning. ✓ Begins to classify and categorize words into sets or groups. ✓ Begins to recognize cognates (e.g., fruit/frutto, hospital/ospedale).
Visual Processing	<ul style="list-style-type: none"> ✓ Regularly uses text features (e.g., title, illustrations).
Fluency	<ul style="list-style-type: none"> ✓ Uses simple punctuation like the question mark and the exclamation mark to guide expression. ✓ Begins to use expression when re-reading familiar text. ✓ Decodes words with common phonetic rules (e.g., -e). ✓ Recognizes one hundred and fifty or more sight words.
Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ✓ Understands the purpose for reading (e.g., to entertain, to obtain information). ✓ Demonstrates an awareness of genres (e.g., folk tales, comics, graphic novels). ✓ Selects text for purposefulness. ✓ Activates prior knowledge. ✓ Begins to generate and answer deep-thinking questions. ✓ Evaluates a text to determine its readability.
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ✓ Makes text-text connections. ✓ Makes and reflects upon ongoing predictions based on illustrations and storyline. ✓ Makes predictions about the solution to a problem raised in a story. ✓ Begins to construct mental images. ✓ Returns to text and self-corrects to ensure meaning.
Comprehension:	<ul style="list-style-type: none"> ✓ Infers characters' feelings.

<i>post-reading</i>	<ul style="list-style-type: none"> ✓ Hypothesizes how characters could have behaved differently, given support. ✓ Identifies the problem presented in text and a solution. ✓ Begins to identify moral or message of story. ✓ Demonstrates knowledge of text by retelling main points and supporting details.
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A 2.2 - Grades 5-6

Grades 5-6 students at A 2.2 can manipulate words by adding or removing phonemes. They regularly use context clues to decipher the meaning of unknown words. They are beginning to use key words, diagram, graphs and illustrations to support reading comprehension. They generate and answer deep-thinking questions.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Recognizes common vowel digraphs (e.g., ee, oa). ✓ Begins to identify and recognize diphthongs (e.g., ow, oo, oi). ✓ Begins to recognize trigraphs (e.g., sch-, squ-). ✓ Identifies and recognizes final blends (e.g., -nd, -mp). ✓ Generates some rhyming words. ✓ Manipulates words by adding or removing phonemes. ✓ Recognizes rhyming words with differing spelling (e.g., sneeze, Belize).
Vocabulary	<ul style="list-style-type: none"> ✓ Understands the meaning of most inflected endings (e.g., -ed is used in the past tense). ✓ Regularly uses context clues to solve unknown words. ✓ Begins to recognize homonyms and homophones. ✓ Uses an illustrated dictionary to find the meaning of a word. ✓ Dissects compound words to predict meaning. ✓ Begins to examine word structure to determine meaning using simple affixes (e.g., happy/unhappy; slow/slowly; write/writer). ✓ Uses a graphic organizer to define a word from text. ✓ Begins to dissect compound words to predict meaning. ✓ Classifies and categorizes words into sets or groups. ✓ Begins to apply knowledge of cognates.
Visual Processing	<ul style="list-style-type: none"> ✓ Begins to use advanced text features (e.g., glossary, table of contents, headings). ✓ Begins to use key words, diagrams, graphs and illustrations to support reading comprehension.
Fluency	<ul style="list-style-type: none"> ✓ Uses simple punctuation like the question mark and the quotation mark to guide expression. ✓ Begins to read familiar text with appropriate speed, expression, phrasing and intonation. ✓ Begins to use advanced punctuation such as quotation marks and colons to guide expression and phrasing. ✓ Begins to demonstrate automaticity (e.g., immediate recall of vocabulary in a thematic unit). ✓ Recognizes three hundred or more sight words.

Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ✓ Evaluates a book for its purposefulness (e.g., choosing a relevant research resource), if provided support. ✓ Reads and evaluates synopsis, with support. ✓ Sets a purpose for reading. ✓ Generates and answers deep-thinking questions.
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ✓ Makes text-world connections, when supported. ✓ Makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences. ✓ Constructs mental images. ✓ Begins to understand complex sentence structure.
Comprehension: <i>post-reading</i>	<ul style="list-style-type: none"> ✓ Discusses characters' feelings and provides supporting evidence from text. ✓ Hypothesizes how characters could have behaved differently. ✓ Understands writing techniques appropriate to genre (e.g., humour), with support. ✓ Identifies moral or message of story. ✓ Identifies simple cause-effect relationships. ✓ Justifies preference for a book, with support. ✓ Compares and contrasts different texts. ✓ Begins to identify structural features of popular multimedia (e.g., newspapers, magazines). ✓ Demonstrates knowledge of text by retelling main points and supporting details.

B 1.1 - Grades 5-6

Grades 5-6 students at B 1.1 can skim text to develop a general idea of its content as well as scan to find specific information. Students at this level can use key words, diagrams, graphs and illustrations to support reading comprehension. They can decode most grade-appropriate words.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Recognizes diphthongs. ✓ Recognizes trigraphs (e.g., sch-, squ-). ✓ Begins to recognize irregular spellings (ph-, -ough).
Vocabulary	<ul style="list-style-type: none"> ✓ Recognizes homonyms and homophones. ✓ Uses a graphic organizer to provide a synonym/antonym for words from text. ✓ Begins to use print and/or electronic references (e.g., dictionary, thesaurus, online resources). ✓ Examines word structure to determine meaning using simple affixes (e.g., happy/unhappy; slow/slowly; write/writer). ✓ Begins to create semantic maps to convey word relationships. ✓ Begins to identify analogies (e.g., dog/mammal; parrot/bird). ✓ Begins to use strategies (examples, comparisons) to clarify meanings of new concepts in content area texts. ✓ Regularly applies knowledge of cognates.

Visual Processing	<ul style="list-style-type: none"> ✓ Uses advanced text features (e.g., glossary, table of contents, headings). ✓ Uses key words, diagrams, graphs and illustrations to support reading comprehension.
Fluency	<ul style="list-style-type: none"> ✓ Reads with increasingly appropriate speed, expression, phrasing and intonation. ✓ Uses advanced punctuation such as the question mark and the quotation mark to guide expression. ✓ Demonstrates automaticity (e.g., immediate recall of vocabulary in a thematic unit). ✓ Decodes most grade-appropriate words.
Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ✓ Evaluates a book for its purposefulness (e.g., choosing a relevant research resource). ✓ Reads and evaluates synopsis. ✓ Skims text to develop a general idea of its content. ✓ Scans text to find information.
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ✓ Makes text-world connections. ✓ Regularly makes connections while reading. ✓ Identifies author's intent. ✓ Monitors vocabulary comprehension. ✓ Realizes when more information is required to understand text. ✓ Differentiates between fact and opinion, using evidence extracted from text. ✓ Identifies point of view in narrative (e.g., first person viewpoint). ✓ Understands complex sentence structure.
Comprehension: <i>post-reading</i>	<ul style="list-style-type: none"> ✓ Empathizes with characters' feelings and motivations. ✓ Understands writing techniques appropriate to genre (e.g., humour). ✓ Explains writer's choice of words to convey meaning (e.g., screamed, laughed, cried), with support. ✓ Justifies preference for a book. ✓ Identifies structural features of popular multimedia (e.g., newspapers, magazines). ✓ Begins to evaluate author's techniques to influence readers' perspectives (e.g., creating an appealing character). ✓ Demonstrates knowledge of text by retelling main points and supporting details.

B 1.2 - Grades 5-6

Grades 5-6 students at B 1. 2 understand most vocabulary in grade level text. Students at this level are able to adjust their reading rate according to the purpose and difficulty of the text. They select and apply a variety of comprehension strategies according to the nature of the text.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Demonstrates competence in most grade-appropriate skills related to phonological and phonemic awareness.
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	<ul style="list-style-type: none"> ✓ Examines word structure to determine pronunciation (e.g., knowledge of commonly occurring affixes).
Vocabulary	<ul style="list-style-type: none"> ✓ Understands most vocabulary in grade level text. ✓ Begins to understand figurative language (e.g., idioms, similes, metaphors). ✓ Understands shades of meaning in related words (e.g., slim, skinny). ✓ Uses knowledge of root words to determine meaning. ✓ Examines word structure to determine meaning using commonly occurring affixes (e.g., view/<i>preview</i>; write/<i>rewrite</i>; celebrate/<i>celebration</i>). ✓ Uses print and/or electronic references (e.g., dictionary, thesaurus, online resources). ✓ Creates semantic maps to convey word relationships.
Visual Processing	<ul style="list-style-type: none"> ✓ Regularly uses sources of reference found in text to enhance comprehension.
Fluency	<ul style="list-style-type: none"> ✓ Adjusts reading rate according to the purpose and difficulty of the text.
Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ✓ Selects and applies a variety of comprehension strategies according to the nature of the text. ✓
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ✓ Recognizes author's techniques (e.g. foreshadowing). ✓ Recognizes artistic devices (e.g., symbolism, personification).
Comprehension: <i>post-reading</i>	<ul style="list-style-type: none"> ✓ Empathizes with characters' feelings and motivations. ✓ Evaluates author's techniques to influence readers' perspectives (e.g., creating an appealing character). ✓ Reflects upon and revises opinion based on new understandings. ✓ Begins to evaluate author's style of writing. ✓ Analyzes sequential organization of text (e.g., order of importance, chronological order). ✓ Uses critical analysis to determine bias, if provided support. ✓ Demonstrates knowledge of text by retelling main points and supporting details.

GLOBAL READING DESCRIPTORS: GRADES 7-8

A 1.1 - Grades 7-8

Grades 7-8 students at A 1.1 can mimic phonemes and recognize the sound-symbol relationships of most letters. They are beginning to recognize and understand pre-taught vocabulary and may read line by line, but without regard for punctuation.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Identifies beginning sounds of words. ✓ Mimics phonemes ✓ Identifies and produces all sounds of the alphabet. ✓ Recites the alphabet.
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	<ul style="list-style-type: none"> ✓ Recognizes sound symbol relationships of most letters. ✓ Recognizes most beginning sounds of words.
Vocabulary	<ul style="list-style-type: none"> ✓ Relies on illustrations to make meaning and to identify unknown words. ✓ May substitute alternate word based on illustration (e.g., forest for trees). ✓ May only identify objects in illustration. ✓ Understands environmental labels (calendar, word wall). ✓ Begins to recognize and understand pre-taught vocabulary.
Visual Processing	<ul style="list-style-type: none"> ✓ Understands left-right directionality. ✓ May track word-by-word. ✓ Uses patterns to read predictable text.
Fluency	<ul style="list-style-type: none"> ✓ Reads in 2-3 word phrases. ✓ May read line by line without regard for punctuation. ✓ Engages in choral reading, with errors. ✓ Recognizes seventy-five or more sight words.
Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ✓ Engages in a picture walk, with support. ✓ Activates prior knowledge, with guidance (completes KWL). ✓ Asks questions, with assistance.
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ✓ Uses illustrations to recognize next topic. ✓ Makes text-self connections, with guidance.
Comprehension: <i>post-reading</i>	<ul style="list-style-type: none"> ✓ Reflects on new learning, with guidance (e.g., adding to KWL). ✓ Identifies main character and setting in a story. ✓ Demonstrates knowledge of text by retelling main points and supporting details.

A 1.2 - Grades 7-8

Grades 7-8 students at A 1.2 recognize word families. They can distinguish between factual and fictional text. They are beginning to identify medial vowel sounds as well as segment and blend phonemes. They read in chunks or phrases and can engage in choral reading.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Identifies, produces and recognizes end sounds of words. ✓ Begins to identify and recognize medial vowel sounds in words. ✓ Identifies and recognizes beginning digraphs (e.g., th, sh, ch). ✓ Identifies and recognizes common beginning blends (e.g., bl, tr, st, sk). ✓ Begins to segment and blend phonemes (e.g., d-o-g= dog) and graphemes. ✓ Segments polysyllabic words. ✓ Recognizes word families (e.g., cat/hat/mat).
Vocabulary	<ul style="list-style-type: none"> ✓ May substitute a word with a different tense (e.g., <i>I seed</i> rather than <i>I saw</i>). ✓ May interchange masculine and feminine words (e.g., he/her). ✓ Understands the meaning of some inflected endings (e.g., -s is used to form

	<ul style="list-style-type: none"> ✓ a plural). ✓ Uses a graphic organizer to illustrate meaning of word from text. ✓ Begins to recognize cognates (e.g., fruit/frutto, hospital/ospedale). ✓ Begins to classify and categorize words into sets or groups. ✓ Recognizes and understands pre-taught vocabulary.
Visual Processing	<ul style="list-style-type: none"> ✓ Reads patterned and predictable text. ✓ Begins to use text features (e.g., title, illustrations). ✓ Distinguishes between fictional and factual text.
Fluency	<ul style="list-style-type: none"> ✓ Reads in chunks or phrases. ✓ Uses simple punctuation (question mark, exclamation point) to guide expression. ✓ Decodes simple CVC and CCVC words. ✓ Engages in choral reading. ✓ Recognizes one hundred fifty or more sight words.
Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ✓ Activates prior knowledge. ✓ Generates and answers simple questions (e.g., the 5W's). ✓ Uses text features (e.g., title, illustrations) to predict content. ✓ Evaluates a text to determine its readability, with support.
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ✓ Makes text-self connections. ✓ Makes and reflects upon some predictions based on illustrations. ✓ Returns to text and self-corrects to ensure meaning, if prompted.
Comprehension: <i>post-reading</i>	<ul style="list-style-type: none"> ✓ Reflects on new learning, (e.g., adding to KWL). ✓ Infers characters' feelings, with support. ✓ Revisits text to find important information. ✓ Identifies the problem presented in text and a solution, if supported. ✓ Demonstrates knowledge of text by retelling main points and supporting details.

A 2.1 - Grades 7-8

Grades 7-8 students at A 2.1 understand common phonetic rules. They are beginning to use expression when re-reading familiar text and use simple punctuation like the colon and the quotation mark to guide that expression. They can return to text and self-correct in order to ensure meaning. They begin to use context clues to work out unknown words.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Identifies and recognize medial vowel sounds in words. ✓ Begins to recognize common vowel digraphs (e.g., ee, oa). ✓ Identifies and recognizes most beginning blends. ✓ Begins to identify and recognize final blends (e.g., -nd, -mp). ✓ Identifies and recognizes rhyming words. ✓ Identifies and recognizes inflected endings (e.g., -s, -ing). ✓ Segments and blends most common graphemes. ✓ Knows common phonetic rules (e.g., final e).
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Vocabulary	<ul style="list-style-type: none"> ✓ Understands the meaning of most inflected endings (e.g., -ed is used for the past tense). ✓ Begins to use context clues to work out unknown words. ✓ Begins to recognize homonyms and homophones. ✓ Uses an illustrated dictionary to uncover the meaning of a word. ✓ Begins to dissect compound words to predict meaning. ✓ Uses a graphic organizer to define a word from text, given support. ✓ Begins to apply knowledge of cognates. ✓ Begins to classify and categorize words into sets or groups.
Visual Processing	<ul style="list-style-type: none"> ✓ Regularly uses text features (e.g., title, illustrations).
Fluency	<ul style="list-style-type: none"> ✓ Begins to use advanced punctuation like the colon and quotation marks to guide expression and phrasing. ✓ Uses expression when re-reading familiar text. ✓ Decodes words with common phonetic rules (e.g., -e). ✓ Recognizes three hundred or more sight words.
Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ✓ Understands the purpose for reading (e.g., to entertain, to obtain information). ✓ Demonstrates an awareness of genres (e.g., folk tales, comics, graphic novels). ✓ Selects and evaluates text for purposefulness, with support (e.g., choosing research materials). ✓ Reads and evaluates synopsis, when supported. ✓ Generates and answer deep-thinking questions (e.g., what reasons would she have for going there?). ✓ Evaluates a text to determine readability.
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ✓ Makes text-text connections. ✓ Makes and reflects upon ongoing predictions based on illustrations and storyline. ✓ Makes predictions about the solution to a problem raised in a story ✓ Begins to construct mental images. ✓ Returns to text and self-corrects to ensure meaning.
Comprehension: <i>post-reading</i>	<ul style="list-style-type: none"> ✓ Infers characters' feelings. ✓ Hypothesizes how characters could have behaved differently, given support. ✓ Identifies the problem presented in text and a solution. ✓ Begins to identify moral or message of story. ✓ Identifies simple cause and effect organization, with support. ✓ Justifies preference for a book, with support. ✓ Begins to identify structural features of popular multi-media (e.g., newspapers, magazines). ✓ Makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences. ✓ Demonstrates knowledge of text by retelling main points and supporting details.

A 2.2 - Grades 7-8

Grades 7-8 students at A 2.2 can manipulate words by adding or removing phonemes. They regularly use context clues to decipher the meaning of unknown words. They are beginning to read familiar text with appropriate speed, expression, phrasing and intonation. They are starting to use key words, diagram, graphs and illustrations to support reading comprehension.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Recognizes common vowel digraphs (e.g., ee, oa). ✓ Begins to identify and recognize diphthongs (e.g., ow, oo, oi). ✓ Manipulates words by adding or removing phonemes. ✓ Begins to recognize trigraphs (e.g., sch-, squ-). ✓ Identifies and recognizes final blends (e.g., -nd, -mp). ✓ Generates some rhyming words. ✓ Recognizes rhyming words with differing spelling (e.g., sneeze, Belize).
Vocabulary	<ul style="list-style-type: none"> ✓ Regularly uses context clues to solve unknown words. ✓ Recognizes homonyms and homophones. ✓ Dissects compound words to predict meaning. ✓ Begins to examine word structure to determine meaning using simple affixes (e.g., happy/unhappy; slow/slowly; write/writer). ✓ Uses a graphic organizer to define a word from text and to provide synonym/antonym for word from text. ✓ Begins to understand 'shades of meaning' in related words (e.g., skinny, slim, lean; hollered, shouted, shrieked). ✓ Regularly applies knowledge of cognates.
Visual Processing	<ul style="list-style-type: none"> ✓ Begins to use advanced text features (e.g., glossary, table of contents, headings). ✓ Begins to use key words, diagrams, graphs and illustrations to support reading comprehension.
Fluency	<ul style="list-style-type: none"> ✓ Begins to read familiar text with appropriate speed, expression, phrasing and intonation. ✓ Uses advanced punctuation such as quotation marks and colons to guide expression and phrasing. ✓ Begins to demonstrate automaticity (e.g., immediate recall of vocabulary in a thematic unit).
Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ✓ Uses personal experiences, content knowledge and knowledge of similar text to make predictions, when provided support. ✓ Skims text to develop a general idea of content. ✓ Scans text to find specific information. ✓ Selects and evaluates a book for its purposefulness (e.g., choosing a relevant research resource). ✓ Reads and evaluates synopsis. ✓ Sets purpose for reading.

Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ✓ Makes text-world connections, when supported. ✓ Makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences. ✓ Constructs mental images. ✓ Begins to understand complex sentence structure. ✓ Identifies author's intent.
Comprehension: <i>post-reading</i>	<ul style="list-style-type: none"> ✓ Discusses characters' feelings and provides supporting evidence from text. ✓ Hypothesizes how characters could have behaved differently. ✓ Understands writing techniques appropriate to genre (e.g., humour), with support. ✓ Explains writer's use of specific words to convey meaning, with support. ✓ Identifies moral or message of story. ✓ Identifies simple cause-effect relationships. ✓ Identifies structural features of popular multimedia (e.g., newspapers, magazines). ✓ Compares and contrasts different texts. ✓ Begins to demonstrate understanding of text by creating notes, summaries and/or reports. ✓ Demonstrates knowledge of text by retelling main points and supporting details.

B 1.1 - Grades 7-8

Grades-7-8 students at B 1.1 are beginning to interpret literal and non-literal meanings of words and phrases and understand the use of figurative language. They can demonstrate understanding of text by creating notes, summaries and/or reports. Students at this level can use key words, diagrams, graphs and illustrations to support reading comprehension. They can decode most grade-appropriate words.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Recognizes diphthongs. ✓ Recognizes trigraphs (e.g., sch-, squ-). ✓ Begins to recognize irregular spellings (ph-, -ough).
Vocabulary	<ul style="list-style-type: none"> ✓ Begins to use print and/or electronic references (e.g., dictionary, thesaurus, online resources). ✓ Examines word structure to determine meaning using simple affixes (e.g., happy/unhappy; slow/slowly; write/writer). ✓ Begins to create semantic maps to convey word relationships. ✓ Begins to identify analogies (e.g., dog/mammal; parrot/bird). ✓ Begins to use strategies (examples, comparisons) to clarify meanings of new concepts in content area texts. ✓ Begins to interpret literal and non-literal meanings of words and phrases. ✓ Begins to understand use of figurative language (e.g., similes, metaphors, idioms). ✓ Understands 'shades of meaning' in related words (e.g., skinny, slim, lean; hollered, shouted, shrieked).
Visual Processing	<ul style="list-style-type: none"> ✓ Uses advanced text features (e.g., glossary, table of contents, headings).

	<ul style="list-style-type: none"> ✓ Uses key words, diagrams, graphs and illustrations to support reading comprehension.
Fluency	<ul style="list-style-type: none"> ✓ Reads with increasingly appropriate speed, expression, phrasing and intonation. ✓ Demonstrates automaticity (e.g., immediate recall of vocabulary in a thematic unit). ✓ Decodes most grade-appropriate words.
Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ✓ Uses personal experiences, content knowledge and knowledge of similar text to make predictions. ✓ Examines key vocabulary prior to reading to support comprehension.
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ✓ Makes text-world connections. ✓ Regularly makes connections while reading. ✓ Monitors vocabulary comprehension. ✓ Realizes when more information is required to understand text. ✓ Differentiates between fact and opinion, using evidence extracted from text. ✓ Identifies point of view in narrative (e.g., first person viewpoint). ✓ Understands complex sentence structure.
Comprehension: <i>post-reading</i>	<ul style="list-style-type: none"> ✓ Empathizes with characters' feelings and motivations. ✓ Understands writing techniques appropriate to genre (e.g., humour). ✓ Justifies preference for a book. ✓ Defines how tone or meaning is conveyed in poetry (e.g., rhythm, repetition, word choice). ✓ Begins to evaluate author's techniques to influence readers' perspectives (e.g., creating an appealing character). ✓ Uses critical analysis to determine bias, with support. ✓ Explains writer's use of specific words to convey meaning (e.g., screamed, laughed, cried). ✓ Demonstrates understanding of text by creating notes, summaries and/or reports. ✓ Demonstrates knowledge of text by summarizing and synthesizing main points and supporting details.

B 1.2 - Grades 7-8

Grades 7-8 students at B 1. 2 understand most vocabulary in grade level text. Students at this level are able to adjust their reading rate according to the purpose and difficulty of the text. They select and apply a variety of comprehension strategies according to the nature of the text. They are able to identify faulty reasoning, persuasion and propaganda in text.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Demonstrates competence in grade-appropriate skills related to phonological and phonemic awareness.
Vocabulary	<ul style="list-style-type: none"> ✓ Understands use of figurative language (e.g., similes, metaphors, idioms). ✓ Understands most vocabulary in grade level text.

	<ul style="list-style-type: none"> ✓ Uses knowledge of root words to determine meaning. ✓ Examines word structure to determine meaning using commonly occurring affixes (e.g., view/<i>preview</i>; write/<i>rewrite</i>; celebrate/<i>celebration</i>). ✓ Uses print and/or electronic references (e.g., dictionary, thesaurus, online resources). ✓ Creates semantic maps to convey word relationships. ✓ Uses strategies (e.g., examples, comparisons) to clarify meanings of new concepts in content area texts. ✓ Interprets literal and non-literal meanings of words and phrases.
Visual Processing	<ul style="list-style-type: none"> ✓ Regularly uses sources of reference found in text to enhance comprehension.
Fluency	<ul style="list-style-type: none"> ✓ Adjusts reading rate according to the purpose and difficulty of the text.
Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ✓ Selects and applies a variety of comprehension strategies according to the nature of the text. ✓
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ✓ Recognizes author's techniques (e.g. foreshadowing). ✓ Recognizes artistic devices (e.g., symbolism, personification).
Comprehension: <i>post-reading</i>	<ul style="list-style-type: none"> ✓ Evaluates author's techniques to influence readers' perspectives (e.g., creating an appealing character). ✓ Reflects upon and revises opinion based on new understandings. ✓ Determines the adequacy of evidence for an author's conclusions. ✓ Identifies faulty reasoning, persuasion and propaganda in text. ✓ Evaluates author's style of writing. ✓ Analyzes sequential organization of text (e.g., order of importance, chronological order). ✓ Uses critical analysis to determine bias. ✓ Demonstrates knowledge of text by summarizing and synthesizing main points and supporting details.

PART 3: ENGLISH LANGUAGE ARTS (ELA) READING EXPECTATIONS

GRADES 1-8

ENGLISH LANGUAGE ARTS (ELA) READING EXPECTATIONS – GRADE 1

A Grade 1 student meeting curricular expectations demonstrates control over many elements of language and comprehension. By the end of June, students comprehend and respond to a variety of grade-appropriate texts (including narratives, informational texts, scripts and poems). They can read aloud with fluency, expression and comprehension any text that is already familiar and is at an independent reading level.

Phonemic Awareness	<ul style="list-style-type: none"> ✓ Identifies initial, medial and final sounds in words in spoken words containing one, two and three phonemes to make new words. ✓ Counts phonemes and segments or blends phonemes at the beginning of words.
Phonics	<ul style="list-style-type: none"> ✓ Recognizes and uses the alphabet. ✓ Understands and identifies all the letters and most grade one sounds. ✓ Uses sound patterns (e.g., rhyming words) to assist reading. ✓ Uses phonics to help decode individual words including using basic phonetic analysis and consonant sounds in some blends and digraphs (e.g., bl, br, th, wh) in regular one-syllable words.. ✓ Recognizes rhyming words.
Vocabulary Acquisition	<ul style="list-style-type: none"> ✓ Understands new concept words. ✓ Identifies word families in text. ✓ Recognizes features of words including word patterns and differences.
Visual Processing	<ul style="list-style-type: none"> ✓ Uses visual clues such as colour, form, shape, size and space to construct meaning from text. ✓ Recognizes key features such as captions, illustrations, colours and sizes in different types of text. ✓ Recognizes the type of text (e.g., poem, fiction and non-fiction). ✓ Recognizes basic statement and question sentences. ✓ Understands what a sentence and its punctuation do to communicate meaning.
Fluency	<ul style="list-style-type: none"> ✓ Uses eye tracking most of the time. ✓ Uses punctuation (including the period and comma) to help understanding. ✓ Begins to use phrasing. ✓ Reads at a reasonable rate with fluent pacing. ✓ Recognizes one hundred of the most commonly used words in print. ✓ Reads and re-reads “just right” texts independently for a sustained minimum 10-15 minutes period daily for enjoyment and to improve fluency (30 to 60 wcpm orally) and comprehension. ✓ Begins to utilize silent reading.
Comprehension: pre-reading	<ul style="list-style-type: none"> ✓ Uses, <i>with guidance</i>, pre-reading strategies. ✓ Identifies what good readers do to make meaning. ✓ Identifies a purpose for reading. ✓ Makes predictions based on text features (e.g., title, illustrations).

	<ul style="list-style-type: none"> ✓ Activates and builds upon prior knowledge and experience.
Comprehension: during-reading	<ul style="list-style-type: none"> ✓ Uses, <i>with guidance</i>, during-reading strategies. ✓ Makes, confirms and adjusts predictions and inferences. ✓ Justifies what might happen. ✓ Makes connections among texts. ✓ Uses prior knowledge and personal experiences to make meaning. ✓ Identifies key and supporting ideas. ✓ Makes inferences. ✓ Justifies predictions. ✓ Looks for details. ✓ Reads and follows one-step, two-step and three-step written instructions. ✓ Identifies and locates key information in pictures, charts and other visual forms (e.g., photographs and icons).
Comprehension: post-reading	<ul style="list-style-type: none"> ✓ Uses, <i>with guidance</i>, post-reading strategies. ✓ Has a good understanding of what is read. Retells the sequence and key points (who, what, where, when, how, why) of a text. ✓ Shows understanding of story elements, character, problem and solution. ✓ Provides adequate interpretations and gives reasonable evidence to support responses. ✓ Answers literal and inferential questions. ✓ Identifies the beginning, middle, end and some key elements of the text. ✓ Identifies the purpose of a text. ✓ Explains favourites. ✓ Sets reading goals, with teacher guidance.

ENGLISH LANGUAGE ARTS (ELA) READING EXPECTATIONS – GRADE 2

A Grade 2 student meeting curricular expectations has a good understanding of what is read and is able to provide adequate interpretations and reasonable evidence to support responses. They are able to read familiar text smoothly and accurately aloud, demonstrating fluency, expression and comprehension.

Phonemic Awareness	<ul style="list-style-type: none"> ✓ Recognizes sounds heard in multi-syllable words. ✓ Segments all sounds of a word (including sound clusters such as “sk”, “ch” and “sh”) into individual sounds. ✓ Deletes beginning or ending sounds and reveals the remaining word. ✓ Decodes individual words and sounds heard in multi-syllabic words.
Phonics	<ul style="list-style-type: none"> ✓ Knows all grade 2 sound-letter combinations. ✓ Decodes unfamiliar words in context. ✓ Recognizes rhyming and alliteration. ✓ Uses phonics to decode individual words. ✓ Recognizes features of words including possessives, double vowels, contractions, ‘y’ as a vowel sound, consonant clusters and consonant digraphs and double vowels.

Vocabulary Acquisition	<ul style="list-style-type: none"> ✓ Understands new concept words. ✓ Uses context clues to make meaning. ✓ Uses knowledge of simple prefixes (e.g., un- and suffixes (e.g., -ed, -ing, -es, -s, -er, -est) to comprehend words in different forms (e.g., happy/unhappy; play/played; sing/singing; nice/nicest). ✓ Uses individual word to predict meaning of compound words. ✓ Recognizes word play (e.g., homonyms, synonyms and repetition). ✓ Begins to recognize how words are used figuratively. ✓ Uses knowledge of common syllable types vowel teams, “r” controlled) and patterns to decode one-syllable “regular” words (e.g., shade) and some multi-syllabic words (e.g., uncurled).
Visual Processing	<ul style="list-style-type: none"> ✓ Identifies key elements, details (e.g., colour, layout, shape, form, size, fonts) and, with teacher guidance, understands how they enhance meaning. ✓ Recognizes and comprehends simple, compound and complex sentences and their related punctuation including quotation marks. ✓ Uses knowledge of sentence structure to determine meaning of a sentence (e.g., the subject and verb are inverted in a question). ✓ Use punctuation to help understand what they read (e.g., question mark, exclamation point and apostrophe).
Fluency	<ul style="list-style-type: none"> ✓ Reads aloud smoothly with accuracy, expression and comprehension. ✓ Reads at a reasonable rate (70-100 wcpm orally; 95-145 silently). ✓ Sustains silent reading independently for at least 15 minutes. ✓ Recognizes accurately most high frequency words. (e.g., 200). ✓ Recognizes accurately irregularly spelled words in grade-appropriate texts. ✓ Reads familiar poems aloud with expression and attention to flow. ✓ Reads most text silently.
Comprehension: pre-reading	<ul style="list-style-type: none"> ✓ Uses, <i>with practice and teacher support</i>, the important pre-reading strategies relevant to the task (e.g., making predictions based on text features such as title and illustrations, activating prior knowledge). ✓ Identifies what good readers do to make meaning. ✓ Identifies the purpose of different text forms and recognizes possible intended audiences.
Comprehension: during-reading	<ul style="list-style-type: none"> ✓ Uses, <i>with practice and teacher support</i>, during-reading strategies relevant to the task. ✓ Reads a variety of text forms (e.g., fiction, non-fiction, legends, poems). ✓ Identifies the structures of various text forms (e.g., cause and effect, goal /problem/solution). ✓ Identifies the elements of various text forms (e.g., diagrams, charts, headings, table of contents, glossary). ✓ Makes, confirms and adjusts predictions and inferences. ✓ Asks questions. ✓ Draws inferences. ✓ Makes connections to self, other texts and the world. ✓ Begins to self-monitor and reread as a ‘fix-up’ strategy.
Comprehension: post-reading	<ul style="list-style-type: none"> ✓ Uses, <i>with practice and teacher support</i>, important post-reading strategies relevant to the task.

	<ul style="list-style-type: none"> ✓ Reads and retells (with support from the text) the key events and elements of a story (including setting, characters, character traits, problem and solution and sequence of key events). ✓ Reads and retells (with support from the text) the key ideas and elements of informational texts (including main idea, supporting details, diagrams, glossary, bold font). ✓ Responds to and answers literal and inferential questions. ✓ Summarizes and draws conclusions from what is read. ✓ Reads and follows written instructions. ✓ Reflects on own reading abilities. ✓ Sets goals for reading.
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ENGLISH LANGUAGE ARTS (ELA) READING EXPECTATIONS – GRADE 3

A grade 3 student **meeting curricular expectations** uses a variety of strategies to determine the meaning of unfamiliar words. This student reads orally with appropriate fluency, accuracy and expression, self-monitoring for meaning and rereading when meaning is not clear. They can offer a supported interpretation of text as well as make s direct and concrete connections to self, other texts and the world.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Recognizes features of words including R-vowel patterns, silent consonants, digraphs, compound words, contractions, prefixes, irregular plurals (e.g., f to v and y to i) and easy multi-syllabic words.
Vocabulary Acquisition	<ul style="list-style-type: none"> ✓ Uses a variety of strategies to determine the meaning of unfamiliar words (e.g., uses context, breaks into syllables, recognizes common word families, uses the sound of a word, utilizes a dictionary) ✓ Uses knowledge of common prefixes (e.g., un-, re-) and suffixes (e.g., -ed, -ing, -er, -est, -ful) to comprehend words in different forms (e.g., happy/unhappy; play/played; sing/singing; nice/nicest). ✓ Understands frequently used specialized terms common to a subject area. ✓ Recognizes word play (e.g., homonyms, synonyms and repetition).
Visual Processing	<ul style="list-style-type: none"> ✓ Recognizes key features in text (e.g., use of colour, size of illustration, illustrator's style, bold typeface) that affect meaning and identifies purpose for these visual features ✓ Uses knowledge of word order to determine meaning of sentences. ✓ Uses the relationships of words (e.g., subject-verb; noun-pronoun) in sentences to help construct meaning. ✓ Use punctuation to help understand meaning (including question mark, exclamation mark and comma). ✓ Identifies and explains different forms of text (e.g., story, play, poem, legends, fables, informational texts). ✓ Uses knowledge of the elements and organization of different texts (e.g., comparison, goal/problem/solution, description, sequence, cause and effect). ✓ Identifies conventions of texts (e.g., chapter titles, table of contents, glossary).

Fluency	<ul style="list-style-type: none"> ✓ Reads orally with appropriate fluency, accuracy and expression. ✓ Reads orally and silently (e.g., 10 to 15 minutes) for enjoyment and information and moves comfortably from oral to silent reading. ✓ Monitors for meaning and rereads when meaning is not clear. ✓ Reads and rereads texts to increase fluency (80-110 wcpm orally; 120-170 silently) and comprehension.
Comprehension: pre-reading	<ul style="list-style-type: none"> ✓ Uses, <i>with practice and teacher support</i>, the important pre-reading strategies relevant to the task. ✓ Draws on prior knowledge and experience. ✓ Makes predictions of what text will be about. ✓ Sets purpose for reading.
Comprehension: during-reading	<ul style="list-style-type: none"> ✓ Reads a variety of text forms (e.g., fiction, script, poetry and non-fiction). ✓ Uses, <i>with practice and teacher support</i>, during-reading strategies relevant to the task. ✓ Identifies main ideas. ✓ Makes connections and inferences. ✓ Asks questions to self-monitor. ✓ Adjusts rate and strategies as required to make meaning ✓ Notes key and supporting ideas and extracts appropriate and significant information.
Comprehension: post-reading	<ul style="list-style-type: none"> ✓ Uses, <i>with practice and teacher support</i>, important post-reading strategies relevant to the task. ✓ Responds to questions or tasks accurately, clearly and completely. ✓ Recalls, paraphrases and summarizes text. ✓ Retells and sequences ideas and events from text. ✓ Identifies and describes specific details and feelings in text. ✓ Responds personally to text, offering supported responses and opinions. ✓ Offers a supported interpretation of text. ✓ Makes direct and concrete connections to self, other texts and world. ✓ Interpret poetry and infer main ideas, lessons, or morals in a variety of prose selections. ✓ Evaluates author's content, craft and techniques. ✓ Re-reads and reviews as necessary to enhance understanding. ✓ Reads and follows simple written multi-step instructions (e.g., how to assemble a product or play a board game). ✓ Reads and responds to functional and instructional messages in the environment (e.g., announcements, menus, invitations) ✓ Reflects on own reading abilities and strategies. ✓ Sets personal goals for reading.

ENGLISH LANGUAGE ARTS (ELA) READING EXPECTATIONS – GRADE 4

A grade 4 student meeting curricular expectations uses knowledge of various text structures and their elements to enhance understanding of content. Students in grade 4 meeting curricular expectations can read for information in content area resources and reference materials. They can adjust their reading rates according to the complexity of material and their purpose for reading.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Use phonics to pronounce words correctly. ✓ Recognizes features of words including vowel patterns in multi-syllabic words, double consonants, contractions, consonants, digraphs, compound words, word endings, prefixes (e.g., anti-, non-, tri-, de-), suffixes (e.g., -ness, -ment, -able, -sh, -ant) and plural possessives.
Vocabulary Acquisition	<ul style="list-style-type: none"> ✓ Uses a variety of strategies to determine the meaning of unfamiliar words including looking at context clues; recognizing common word families; and using knowledge of common prefixes (e.g., un-, re-) and suffixes (e.g., -ed, -ing, -er, -est, -ful). ✓ Uses knowledge of the patterns of word structure to determine pronunciation and meaning (e.g., relation-ship). ✓ Identifies root words to determine the meaning of unfamiliar words. ✓ Identifies synonyms and antonyms. ✓ Uses a dictionary. ✓ Understands frequently used specialized terms in subject areas. ✓ Recognizes word play.
Visual Processing	<ul style="list-style-type: none"> ✓ Uses knowledge of sentence structure and elements to aid comprehension. ✓ Uses punctuation to help understand meaning. ✓ Identifies and uses knowledge of various text structures (e.g., stanzas in poems, chapters in novels) and their elements (e.g., setting, character, plot, main idea) to understand content. ✓ Uses knowledge of the organization of different expository text forms (e.g., comparison, cause and effect, problem-solution) to enhance understanding of content. ✓ Recognizes the characteristics of different media (e.g. print, digital) and the key elements of visual text (e.g., sections in a magazine). ✓ Understands how a range of visual features (e.g., graphs, charts, maps, diagrams) can enhance and clarify meaning, ✓ Identifies conventions of texts (e.g., chapter titles, table of contents, glossary). ✓ Uses knowledge of word order to determine meaning of sentences. ✓ Uses the relationships of words (e.g., subject-verb; noun-pronoun) in sentences to help construct meaning. ✓ Uses punctuation to aid understanding.
Fluency	<ul style="list-style-type: none"> ✓ Reads orally with appropriate fluency, accuracy and expression. ✓ Reads grade-appropriate texts silently (e.g., 20 minutes; 135-185 wcpm) and orally (with fluency, accuracy, pacing, intonation and expression; 100-140 wcpm). ✓ Adjusts reading rates according to the complexity of material and the purpose for reading.
Comprehension: pre-reading	<ul style="list-style-type: none"> ✓ Uses, <i>with practice and teacher support</i>, an expanding range of pre-reading strategies relevant to the task. ✓ Draws on prior knowledge and experience. ✓ Makes predictions of what text will be about. ✓ Sets purpose for reading (e.g. for information, for enjoyment).

Comprehension: during-reading	<ul style="list-style-type: none"> ✓ Uses, <i>with practice and teacher support</i>, an expanding range of during-reading strategies relevant to the task. ✓ Identifies main ideas. ✓ Makes connections and inferences. ✓ Constructs mental images. ✓ Asks questions to self-monitor. ✓ Adjusts rate and strategies as required to make meaning ✓ Notes key and supporting ideas and extracts appropriate and significant information. ✓ Reads a variety of text forms (e.g., fiction, script, poetry and non-fiction). ✓ Reads and uses grade 4 reference texts (e.g., dictionary, encyclopedia, biography) for inquiry and to identify main ideas, details, opinions and reasons.
Comprehension: post-reading	<ul style="list-style-type: none"> ✓ Uses, <i>with practice and teacher support</i>, an expanding range of post-reading strategies relevant to the task. ✓ Describes accurately the main topics or ideas in texts read. ✓ Identifies and describes specific details and feelings in text. ✓ Retells and sequences ideas and events from text. ✓ Recalls, paraphrases and summarizes text. ✓ Responds personally to text, offering supported opinions and interpretations. ✓ Responds to questions or tasks accurately, clearly and completely. ✓ Makes direct and concrete connections to self, other texts and world. ✓ Evaluates author's ideas, explicit and implicit messages and techniques (e.g., the use of figurative language). ✓ Compares information on the same topic after reading several passages or articles. ✓ Follows multi-step instructions and procedures in basic technical or how-to manuals (e.g., how to play a video game). ✓ Re-reads and reviews as necessary to enhance understanding. ✓ Reflects on and assess own reading abilities and strategies. ✓ Sets and pursues personal goals for reading.

ENGLISH LANGUAGE ARTS (ELA) READING EXPECTATIONS – GRADE 5

A grade 5 student **meeting curricular expectations** analyses and responds to a variety of grade-level texts. She/he uses a variety of strategies to determine the meaning of unfamiliar words and use knowledge of sentence elements and patterns (simple, compound and complex) and their related punctuation to understand text. Students at this level are able to adjust reading rates to purpose and text demands. They identify and explain different forms of text and the conventions of each.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Use phonics to decode and say words correctly. ✓ Recognizes features of words including vowel patterns in multi-syllabic words, double consonants, word endings, prefixes (e.g., dis-, in-, un-, ir-, il-, non-, anti-, pro-, pre-), suffixes (e.g., -ish, -en, -ance) and plural possessives. ✓ Recognizes features of words including R-vowel patterns, silent consonants, digraphs, compound words, contractions and easy multi-syllabic words.
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Vocabulary Acquisition	<ul style="list-style-type: none"> ✓ Uses a variety of strategies to determine the meaning of unfamiliar words including context and breaking into syllables; recognizing common word families; using sound; using knowledge of common prefixes and suffixes; and using a dictionary. ✓ Understands frequently used specialized terms in subject areas. ✓ Recognizes word play. ✓ Uses a word attack strategy (e.g., context, structure, sound and reference) as well as knowledge of root words, prefixes and suffixes to determine the pronunciation (e.g., n-ation) and meaning of unfamiliar words. ✓ Identifies synonyms and antonyms.
Visual Processing	<ul style="list-style-type: none"> ✓ Uses knowledge of sentence elements and patterns (simple, compound and complex) and their related punctuation to understand text. ✓ Uses punctuation to help understand meaning. ✓ Uses knowledge of word order to determine meaning of sentences. ✓ Uses the relationships of words in sentences to help construct meaning. ✓ Identifies various forms of texts, their characteristics (such as headings and paragraphs), the way they are organized and the patterns within (such as comparison and contrast). ✓ Recognizes differences in text types used in other subject areas. ✓ Recognizes the characteristics of different media (e.g. photograph, television, digital) and the key elements of visual and multimedia text (e.g., sections in a magazine). ✓ Understands how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts and maps) make information and ideas accessible and useable. ✓ Identifies conventions of text. Has knowledge of the elements, organizational patterns and characteristics of poetry, plays, fiction and non-fiction.
Fluency	<ul style="list-style-type: none"> ✓ Reads orally with appropriate fluency, accuracy and expression. ✓ Reads grade-appropriate texts silently (150-200 wcpm) for extended periods of time. ✓ Reads orally to increase fluency, accuracy, pacing, intonation and expression (110-150 wcpm). ✓ Adjusts reading rates to purpose and text demands.
Comprehension: pre-reading	<ul style="list-style-type: none"> ✓ Selects and flexibly uses, <i>with practice and teacher support</i>, the important and appropriate pre-reading strategies relevant to the task. ✓ Uses an expanding range of familiar pre-reading strategies to derive meaning from written text. ✓ Draws on prior knowledge and experience. ✓ Identifies and explains different forms of text. ✓ Makes predictions of what text will be about. ✓ Recognizes that a text was created for a particular purpose. ✓ Sets purpose for reading (e.g. for information, for enjoyment).
Comprehension: during-reading	<ul style="list-style-type: none"> ✓ Selects and flexibly uses, <i>with practice and teacher support</i>, the important and appropriate during-reading strategies relevant to the task. ✓ Uses an expanding range of familiar during-reading strategies to derive

	<p>meaning from written text.</p> <ul style="list-style-type: none"> ✓ Identifies main ideas. ✓ Makes connections and inferences. ✓ Constructs mental images. ✓ Recognizes and uses key features in text including colour and bold typeface. ✓ Asks questions to self-monitor. ✓ Adjusts rate and strategies as required to make meaning ✓ Notes key and supports. ✓ Reads a range of contemporary and classical grade-appropriate fiction, script, poetry and non-fiction (including magazines, reports, instructions and procedures. ✓ Reads and uses grade-5 appropriate informational and reference texts (e.g., dictionary, encyclopedia, how-to, explanations, biography) to identify main ideas, details, opinions and reasons.
Comprehension: post-reading	<ul style="list-style-type: none"> ✓ Selects and flexibly uses, <i>with practice and teacher support</i>, the important and appropriate after-reading strategies relevant to the task. ✓ Uses an expanding range of familiar after-reading strategies to derive meaning from written text. ✓ Recalls, paraphrases, summarizes and responds personally to text. ✓ Determines the essential purpose, key ideas, arguments and perspectives of text. ✓ Offers and supports an interpretation of text. ✓ Evaluates author's craft and technique. ✓ Re-reads and reviews as necessary to enhance understanding. ✓ Responds to questions or tasks accurately, clearly and completely. ✓ Makes direct and concrete connections to self, other texts and world. ✓ Identifies intended audience and purpose for a text. ✓ Distinguishes among facts, supported inferences and opinions in informational text. ✓ Identifies, in narrative text, the main problem or conflict of the plot and the resolution ✓ Compares and contrasts the actions, motives and appearances of the characters. ✓ Evaluates the meaning of symbols. ✓ Understands that theme refers to the meaning or moral of a work and recognizes these themes (whether implied or stated directly). ✓ Evaluates the author's use of various techniques (e.g., the appeal of characters, logic and credibility of plots and settings, use of figurative language and imagery, strengths of arguments based on evidence) to influence readers' perspectives. ✓ Reflects on and assess own reading abilities and strategies. ✓ Sets and pursues personal goals for reading.

ENGLISH LANGUAGE ARTS (ELA) READING EXPECTATIONS – GRADE 6

A grade 6 student performing at level 4 of the 6 level ELA curriculum rubric reads for a variety of purposes including to gather information, to follow directions, to form an opinion, to understand information and to enjoy and appreciate ideas and craft. They comprehend most of what is read and demonstrate an adequate recall and an adequate understanding of ideas, information, concepts and/or themes. They demonstrate an awareness of a range of task-relevant strategies before, during and after reading and sense when there is a comprehension breakdown making an effort to correct.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Recognizes sound-symbol patterns and relationships.
Vocabulary	<ul style="list-style-type: none"> ✓ Recognizes and comprehends words that are appropriate to audience, purpose and context and capture particular aspect of intended meaning. ✓ Recognizes common prefixes (e.g., anti-, auto-, pre-, trans-), suffixes (e.g., -tion, -ment) and root words (e.g., run, view). ✓ Uses reference tools to determine meaning of words. ✓ Recognizes words used figuratively (e.g., similes, metaphors, personification) and for imagery. ✓ Reads and demonstrates comprehension of informational texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials and written instructions. ✓
Visual Processing	<ul style="list-style-type: none"> ✓ Recognizes and comprehends clear sentence structures that contain a verb and its subject; closely related ideas in compound sentences that use conjunctions or joining words; complete sentences with appropriate modification; varied sentence beginnings; effective punctuation and capitalization including periods, commas, quotation marks, colons, dashes and hyphens; and the word order and emphasis on particular words within a sentence. ✓ Recognizes and explains how structures and features of a range of text including print fiction (e.g., short story, poetry, drama, novel) and non-fiction (e.g., autobiography, biography, newspapers, reference material) can work to shape understanding. ✓ Recognizes and explains how text features (e.g., credits, headings, diagrams, glossaries, columns, sidebars, pull-quotes) can work to shape understanding. ✓ Recognizes and explains the craft and techniques involved in multimedia (including digital) text. ✓ Understands how texts are organized and presented for effect. Identifies the organizational structure within different texts (e.g., problem/solution, compare/contrast, order of importance/chronological). ✓ Recognizes the author's use of language (formal, informal, slang). ✓ Explore various ways in which language is used across culture, age groups and genders to honour and celebrate people and events. ✓ Identifies point of view in narrative (i.e., first person, second person, third person).
Fluency	<ul style="list-style-type: none"> ✓ Reads grade 6 appropriate texts to increase fluency (120-160 wcpm orally;

	<p>160-210 wcpm silently) and expression.</p> <p>✓ Adjusts rate to specific purpose and difficulty of text.</p>
Comprehension: pre-reading	<p>✓ Reads for a variety of purposes including to gather information, to follow directions, to form an opinion, to understand information and to enjoy and appreciate ideas and craft.</p> <p>✓ Reads a variety of visual, print and multi-media (including digital) texts that address grade-level themes and issues related to identity, social responsibility and efficacy.</p> <p>✓ Selects and uses a range of pre-reading strategies including:</p> <ul style="list-style-type: none"> • activating prior knowledge (e.g., considering what is known about the topic), • generating questions (e.g., what needs to be known about the topic), • anticipating message and author's intent, • predicting what text will be about (what visuals are used?), • considering title, • considering what is known about the author and • setting purpose for reading.
Comprehension: during-reading	<p>✓ Selects and uses a range of during reading strategies to construct, monitor and confirm meaning including:</p> <ul style="list-style-type: none"> • making connections to self, text and world, • noting key ideas and what supports them, • constructing mental images, • making, confirming and adjusting predictions, • asking questions to check understanding and • considering appropriate rate for specific purpose and difficulty of text and adjusting as necessary.
Comprehension: post-reading	<p>✓ Selects and uses a range of during reading strategies to confirm and extend meaning including:</p> <ul style="list-style-type: none"> • recalling, paraphrasing, summarizing and synthesizing (e.g., remember information from factual texts and use strategies to remember it; summarizes main ideas to arrive at a new understanding or conclusion; synthesize information from two different points of view), • reflecting and interpreting (e.g., think critically about conclusions), • responding critically (e.g., understands subtext where the author is saying one thing and meaning another; draw conclusions about the validity of ideas and information; identify fact or opinion), • evaluating craft and techniques (e.g., recognize, understand and discuss symbolism; understand how layout contributes to the meaning and effectiveness of text), • responding personally with support from text and beyond, • re-reading, speaking, writing or otherwise representing to deepen understanding and pleasure. <p>✓ Recognize and explain function and purpose of text including informing, persuading, narrating and describing.</p> <p>✓ Considers potential impact of visual, multimedia and written texts.</p> <p>✓ Compares various visual, multimedia and written texts.</p> <p>✓ Responds to and interprets texts in a number of appropriate ways including:</p> <ul style="list-style-type: none"> • responding with clear, complete and accurate information that includes

	<p>specific references to text,</p> <ul style="list-style-type: none"> • offering reactions and opinions about text, • making, explaining and justifying reactions and personal connections to text, • making explicit and deliberate connections with previous knowledge and experience, • giving opinions and making judgements supported by reasons, explanations and evidence, • making and supporting inferences about characters' feelings, motivations and point of view.
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ENGLISH LANGUAGE ARTS (ELA) READING EXPECTATIONS – GRADE 7

A grade 7 student performing at level 4 of the 6 level ELA curriculum rubric reads and responds to a range of contemporary and traditional grade-level texts in a variety of forms and for a variety of purposes including for learning, interest and enjoyment. They comprehend most of what is read and demonstrate an adequate understanding of ideas, information, concepts and/or themes. They demonstrate an awareness of a range of task-relevant strategies before, during and after reading and sense when there is a comprehension breakdown making an effort to correct.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Recognizes and comprehend sound-symbol relationships. ✓ Recognizes and explains onomatopoeia and alliterative words.
Vocabulary Acquisition	<ul style="list-style-type: none"> ✓ Recognizes and comprehends words that are appropriate to the audience, purpose and context and capture a particular aspect of intended meaning. ✓ Uses context, prefixes, suffixes and root words, sounds and reference tools to determine meanings of words. ✓ Recognizes words used figuratively and for imagery. ✓ Identifies and interprets figurative language and words with multiple meanings. ✓ Understands and explains 'shades of meaning' in related words (e.g., quietly, softly). ✓ a variety of strategies to determine the meaning of unfamiliar words including context and breaking into syllables; recognizing common word families; using sound; using knowledge of common prefixes and suffixes; and using a dictionary. ✓ Understands frequently used specialized terms in subject areas. ✓ Recognizes word play. ✓ Uses a word attack strategy (e.g., context, structure, sound and reference) as well as knowledge of root words, prefixes and suffixes to determine the pronunciation (e.g., n-ation) and meaning of unfamiliar words. ✓ Identifies synonyms and antonyms.
Visual Processing	<ul style="list-style-type: none"> ✓ Understands and uses the text structures and language features of texts to construct meaning. ✓ Identifies key text features (e.g., headings, diagrams, paragraphs, glossaries,

	<p>pull-quotes and sidebars) and explains how these text features can affect understanding.</p> <ul style="list-style-type: none"> ✓ Explains how structures and features of text can work to shape understanding including form/genre, common organizational patterns such as chronological, enumerative, problem/solution, cause/effect and comparison/contrast. ✓ Recognizes organization (e.g., plot) and structural clues within texts (e.g., transitional words). ✓ Recognizes and explains how artistic devices (e.g., personification, exaggeration, symbolism, figurative language can work to affect understanding. ✓ Recognizes and Recognizes and explains how elements such as point of view, conflict and supporting arguments, can shape understanding. ✓ Recognizes images and rhetorical devices in texts (e.g., hyperbole, parallelism, colour, repetition). ✓ Identifies how texts were constructed, shaped and produced. ✓ Recognizes and comprehends sentence structures that contain a verb and its subject and closely related ideas in compound structures using conjunctions or joining words. ✓ Recognizes and comprehends; complete sentences with a main idea and subordination and modification. ✓ Recognizes and comprehends varied sentence beginnings, effective punctuation including periods, commas, quotation marks, colons, dashes and hyphens as well as helpful capitalization. ✓ Recognizes and comprehends visual and multimedia techniques characteristic of visual and multimedia texts including navigation bars, footnotes, headings, charts and diagrams. ✓ Recognizes the author's use of language and language register (i.e., formal, informal, colloquial, jargon, slang).
Fluency	<ul style="list-style-type: none"> ✓ Reads grade 7 appropriate texts orally and silently for enjoyment and to increase fluency and expression. Reads text at 130-170 wcpm orally and 170-220 wcpm silently. ✓ Reads independently for a sustained period and demonstrates comprehension of a variety of specialized information texts including non-fiction books, grade-level instructional materials, articles, reports, reference materials, instructions, advertising and promotional materials and websites. ✓ Adjusts reading rates to purpose and text demands.
Comprehension: pre-reading	<ul style="list-style-type: none"> ✓ Reads a variety of visual, print and multi-media (including digital) texts that address grade-level themes and issues related to identity, social responsibility and efficacy. ✓ Selects and uses appropriate pre-reading strategies including: <ul style="list-style-type: none"> • Activates and builds prior knowledge (e.g., lists or outlines what is known and what needs to be known), • Generates a list of questions to guide reading, • Previews text (e.g., skims and scans text), • Makes predictions of what text will be about. Anticipates message and author's intent (e.g., looks closely at maps, charts, graphs and other illustrations), • Sets purpose for reading (e.g., uses 5W's and H).

Comprehension: during-reading	<ul style="list-style-type: none"> ✓ Displays active reading behaviours (e.g., reading with purpose in mind, making, confirming, correcting predictions,). ✓ Selects and uses appropriate during-reading strategies including: <ul style="list-style-type: none"> • Makes self, text and world connections (e.g., connects characters, themes and situations in text with own experiences and other texts, compares text to present day lives); • Notes key ideas and what supports them (e.g., notices and understands cause and effect and other relationships among ideas); • Constructs mental images (e.g., visualizes the setting of a narrative); • Makes, confirms and adjusts predictions(e.g., consistently makes predictions using evidence from the text to support thinking and confirms conclusions); • Makes, confirms and adjusts inferences and draws conclusions (e.g., (e.g., draws conclusions from dialogue); • Asks questions and self-monitors comprehension (e.g., asks questions of text to increase understanding); • Uses cueing systems to construct meaning and self-monitors comprehension (e.g., place subject of text in the centre and “map out” the key ideas when reading; • Adjust strategies to specific purpose and difficulty of text. ✓ Detect use of emotional appeal or persuasive language (e.g., testimonials, band wagon techniques).
Comprehension: post-reading	<ul style="list-style-type: none"> ✓ Reads and demonstrates comprehension and reasonable interpretations of a wide range of literary and informational text including short stories, novels, poetry, instructional materials, non-fiction books, articles, reports and multimedia (including digital) text. ✓ Selects and uses appropriate post reading strategies, including reflecting; recalling; paraphrasing; summarizing; synthesizing; re-reading to deepen understanding and pleasure; and making judgements supported by evidence. ✓ Recognizes and explains function and purpose of texts including informing, narrating, describing and persuading. ✓ Evaluates the ideas, arguments and influences of texts. ✓ Analyses ideas and information. ✓ Supports personal and critical responses with evidence from text. ✓ Evaluates the effectiveness of various texts including ideas, elements, techniques and overall effect. ✓ Develops personal responses and offers reasons for and examples of judgements, feelings and opinions (e.g., learning logs, response journals). ✓ Reads to complete inquiry/research using online resources, reference books, periodicals and pamphlets citing sources of information. ✓ Describes setting and atmosphere, main characters and characterization techniques, conflicts and events in some detail. ✓ Makes logical inferences about characters’ and author’s message, purpose, or theme. ✓ Identifies main ideas. ✓ Makes accurate notes using logical categories. ✓ Makes and supports interpretations and puts together reasonable assertions.

	<ul style="list-style-type: none"> ✓ Paraphrases, summarizes and synthesizes text read. ✓ Responds to comprehension tasks or questions with support from text. ✓ Compares new information with previous knowledge and beliefs. ✓ Uses information and ideas from a variety of sources (e.g., newspapers, websites, electronic media, anthologies, magazines) to complete tasks. ✓ Reflects on and assess own reading abilities and strategies. ✓ Sets and pursues personal goals for reading.
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ENGLISH LANGUAGE ARTS (ELA) READING EXPECTATIONS – GRADE 8

A grade 8 student performing at level 4 of the 6 level ELA curriculum rubric reads and responds to a range of contemporary and traditional grade-level texts in a variety of forms and for a variety of purposes including for learning, interest and enjoyment. A student at this level comprehends most of what is read and demonstrates an adequate understanding of ideas, information, concepts and/or themes. They demonstrate an awareness of a range of task-relevant strategies before, during and after reading and sense when there is a comprehension breakdown making an effort to correct.

Phonics & Phonemic Awareness	<ul style="list-style-type: none"> ✓ Recognizes and comprehend sound-symbol relationships. ✓ Recognizes and comprehends the stress, pitch and juncture of a word, ✓ Recognizes and explains onomatopoeia and alliterative words.
Vocabulary Acquisition	<ul style="list-style-type: none"> ✓ Recognizes and comprehends affixes and root words. ✓ Recognizes and comprehends words that are appropriate to the audience, purpose and context and capture a particular aspect of intended meaning. ✓ Recognizes synonyms used for variety. ✓ Uses context, prefixes, suffixes, root words, sounds and reference tools including dictionaries, thesauri and handbooks to determine meanings of words. ✓ Recognizes words used figuratively and for imagery.
Visual Processing	<ul style="list-style-type: none"> ✓ Recognizes and comprehends word patterns. ✓ Recognizes and explains how structures and features of texts can work to shape understanding including form/genre, artistic devices (e.g., personification, figurative language including similes and metaphors, exaggeration, symbolism), elements (e.g., point of view, conflict, theme, supporting elements) and text features (e.g., credits, headings, diagrams, columns, pull-quotes and sidebars) ✓ Understands a range of standard forms for texts including paragraphs and multi-paragraph compositions. ✓ Recognizes common organizational patterns within texts (e.g., chronological, enumerative, problem/solution, cause/effect and comparison/contrast). ✓ Understands how author organized text to achieve unity and coherence. ✓ Uses structural cues within text such as transitional words to construct meaning. ✓ Recognizes the author's use of language and language register (i.e., formal, informal, colloquial, jargon, slang and cliché). ✓ Recognizes and comprehends: <ul style="list-style-type: none"> • complete, interesting and clear sentence structures that contain a verb

	<p>and its subject.</p> <ul style="list-style-type: none"> • compound and complex sentences used for variety, interest and effect. • effective use of qualifiers. • appropriate subordination and modification. • effective punctuation including periods, commas, semicolons, quotation marks, colons, dashes and hyphens. • effective capitalization. <p>✓ Recognizes rhetorical techniques and craft of text (e.g., hyperbole, parallelism, colour, repetition).</p> <p>✓ Identifies how texts were constructed, shaped and produced.</p>
Fluency	<p>✓ Reads grade 8 appropriate texts orally and silently for enjoyment and to increase fluency and expression. Reads text at 140-180 wcpm orally and 180-230 wcpm silently.</p> <p>✓ Reads independently and demonstrates comprehension of a variety of information texts.</p> <p>✓ Adjusts reading rates according to the text complexity and purpose.</p>
Comprehension: pre-reading	<p>✓ Selects, independently, texts that address learning needs and interests.</p> <p>✓ Reads a variety of visual, print and multi-media (including digital) texts that address grade-level themes and issues related to identity, social responsibility and efficacy.</p> <p>✓ Selects and uses appropriate pre-reading strategies including:</p> <ul style="list-style-type: none"> • Activates and builds prior knowledge (e.g., reviews what is known and what has been learned about subject of text; Identifies what needs to be learned from text to fill in gaps). • Generates questions to guide reading (e.g., surveys text and asks questions about it; forms implicit questions and searches for answers in text). • Previews text (e.g., looks briefly at each section or page of a text, paying attention to the headings, illustrations, boldface type and organizational structure. • Reads the first and last paragraph of text. • Anticipates message and author's intent (e.g., considers the author's possible intention given a brief biographical sketch of his/her background and causes. • Makes predictions of what text will be about (e.g., review an outline of the main ideas in a text and predict what information or stance will be used to support these main ideas). • Sets purpose for reading (e.g., discusses and sets a purpose with peers).
Comprehension: during-reading	<p>✓ Demonstrates the behaviours of an effective and active reader (e.g., reading with purpose in mind, making jot notes to assist recall, analyzing and evaluating ideas and craft as one reads and recognizing underlying biases, stereotypes and prejudices in text.</p> <p>✓ Adjust strategies (e.g., skim, scan, or read carefully) depending on the text complexity and purpose.</p> <p>✓ Selects and uses appropriate during-reading strategies including:</p> <ul style="list-style-type: none"> • Makes connections to self, other texts and to the world to help with making predictions, visualizing and drawing conclusions. • Notes key ideas and what supports them (e.g., stops at the end of each

	<p>page, section, or chapter to answer the who, what, where, when, why and how questions: notes how examples, illustrations and visual aids support or detract from the key message.</p> <ul style="list-style-type: none"> • Constructs mental images (e.g., imagines what a character might be seeing or feeling at a particular point in time). • Makes, confirms and adjusts predictions (e.g., identifies and explains the clues in the text that confirm defensible predictions). • Makes, confirms and adjusts inferences and draws conclusions (e.g., (e.g., analyze, infer and explain unstated ideas in texts). • Uses cueing systems to construct meaning and self-monitors comprehension (e.g., insert notations such as? for “I don’t understand that”, * for “I think that is an important point, or + for “that’s a new idea”.
Comprehension: post-reading	<ul style="list-style-type: none"> ✓ Reads and demonstrates comprehension and interpretation of a wide range of grade-appropriate literary and informational text. ✓ Selects and uses appropriate post reading strategies, including recalling; paraphrasing; summarizing; synthesizing (e.g., connecting comparing and contrasting ideas in texts; determining literal and figurative messages; making notes to assist recall). ✓ Reflects and interprets (e.g., keeps an open mind and considers ideas different from own). ✓ Responds personally providing supporting evidence from text (e.g., connects, compares and contrasts ideas in text to own knowledge and experience). ✓ Re-reads to deepen understanding and pleasure as well as to evaluate the effectiveness and overall impact of the text to deliver the message intended. ✓ Clearly, completely and accurately summarizes and explains the ideas and both implicit and explicit messages (including setting, conflicts, characters, events, themes) in texts. ✓ Cites details that support the main ideas. ✓ Makes logical inferences. ✓ Recognizes and explains function and purposes of text including informing, persuading, narrating, describing. ✓ Explains the motivations of characters in literary text, offering and supports from text. ✓ Identifies and describes techniques used to create mood in written and digital text. ✓ Explains preferences for various texts, genres, or specific authors. ✓ Describes the purpose of specific texts and explains how their key features aid understanding. ✓ Reflects on and assesses reading experiences and the reading strategies selected. ✓ Sets and pursues personal goals for reading.

REFERENCES AND RESOURCES

Council of Europe. Common European Framework of Reference for Languages: Learning, teaching, assessment. Link:

http://www.coe.int/t/dg4/education/elp/elp-reg/Source/Key_reference/Overview_CEFRscales_EN.pdf

Ontario Ministry of Education. The Ontario Curricular Exemplars. *English as a Second Language and English Literacy Development Level 1*. Link:

<http://www.ontla.on.ca/library/repository/mon/1000/10290793.pdf>

Ontario Ministry of Education. The Ontario Curriculum Grades 9 to 12 (Revised). *English as a Second Language and English Literacy Development*. 2007.

Link: <http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf>

Saskatchewan Ministry of Education. 2012. *A Guide To Using The Common Framework of Reference (CFR) with English as an Additional Language (EAL) Learners*. Link:

<http://www.education.gov.sk.ca/guide-to-using-cfr-with-eal>

APPENDIX A: INTERNATIONAL REFERENCE - CEFR GLOBAL SCALE

Proficient	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Common European Framework of Reference for Languages: Learning, teaching, assessment (p. 5)

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APPENDIX B: GLOSSARY OF COMMON READING TERMS

Academic Language – language linked to academic subjects and instruction such as following instructions, knowing the vocabulary of a particular subject area and being able to explain concepts and events with that vocabulary.

Affixes – word elements that can be placed at the beginning (prefix), in the middle (infix), or at the end (suffix) of the root or word stem.

Automaticity – fast, accurate and effortless word identification.

Cloze – a procedure whereby a word or words have been removed from a sentence and the student must supply the appropriate word/words using contextual clues (clues in the sentence).

Cognates – words in a first (or known) language that are comparable to, related to, or similar to words in the language being learned.

Comprehensible input – language that can be understood (made comprehensible) by the learner through the use of visual aids, familiar content, rephrasing, rereading, repetition and other means.

Comprehension – involves the use of cognitive strategies (pre/during/post reading) to make meaning of text. These strategies occur *before reading* (e.g., previewing a text, predicting what a text will be about given its title, activating prior knowledge of the subject); *during reading* (e.g., adjusting reading rate, constructing mental images) and *after reading* (e.g., summarizing, re-reading).

Convention – an accepted practice or an agreed-upon rule in representational, spoken, or written language. Some conventions help to convey meaning (e.g., punctuation, capital letters, raised inflection for questions or surprise), while other conventions aid in the presentation of content (e.g., table of contents, headings, footnotes, charts, transitional words/phrases, lists).

Conversational Language – the language used to conduct everyday tasks or to accompany routines to meet basic needs. Conversational language can be used orally or in written texts.

Cueing Systems – sets of cues or clues built into the structure or patterns of communication texts. These cues or clues help language users to construct meaning from both printed and visual text.

Decoding is analyzing text in order to identify individual words. It is also the act of deciphering a new word by sounding it out.

Digraph – a pair of characters used together to represent a single phoneme (distinct sound). Examples are ‘sh’, ‘ch’, ‘ea’, ‘oi’.

Environmental print – written text that is encountered in the surrounding environment, e.g., product labels, street signs, billboards, company logos, packaging, warning labels.

Fluency – the ability to read text with accuracy, correct speed, expression, phrasing and intonation. This also involves the application of appropriate prosodic features (rhythm, intonation, and phrasing) at the phrase, sentence and text levels.

Guided Reading – occurs when a teacher models reading strategies and/or provides before, during and after structures to direct students as they read text.

Independent Reading – occurs when students select, read and interpret text without direct guidance.

Modelled Reading – occurs when the teacher or other fluent reader reads aloud to students.

Phoneme – the smallest unit of sound in the language.

Phonemic Awareness is the ability to identify, produce and manipulate the sounds of language. All phonemic awareness descriptors imply oral/aural activities.

Phonics is defined as the ability to recognize the written symbols that represent phonemes (graphemes) and use this knowledge to decode and recognize words. All phonics descriptors imply visual/textual activities.

Reading Rubrics offer criteria that describe student performance at various stages of reading proficiency. Rubrics provide guidelines for judging quality and make expectations explicit.

Sight words – known words that are recognized and pronounced ‘on sight’. Words are read as a whole unit without the need to sound out individual letters or syllables.

Social language – language that is linked to life experiences inside and outside of the classroom, e.g., expressing personal needs, talking to friends about social activities, or interacting with classmates at school.

Syntax – the pattern or structure of word order in sentences, clauses and phrases.

Text – any form of spoken, written, visual, non-verbal or multimedia communication.

Trigraph – a group of three letters used to represent a single sound or a combination of sounds that does not correspond to the written letters combined (e.g., tch, sch, str,squ).

Visual Processing – involves the use of directionality, patterns and text features.

Vocabulary Acquisition – the ability to understand unknown words by using acquisition strategies to help make meaning.

Word Pattern Recognition – an important stage in reading is learning to recognize common patterns of vowels (V) and consonants(C). Examples are CVC (e.g., bed); CVVC (e.g., train); CV (e.g., go).

Word Wall – an area of the classroom (such as a bulletin board) on which a collection of words are displayed. (Personal word walls can be made using file folders.)

APPENDIX C: READING RUBRICS DISPLAY CHARTS (8 x 14 SIZE)

Reading Rubric Grade 1

	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Phonemic Awareness *Defined as the ability to identify, produce and manipulate the sounds of language. All phonemic awareness descriptors imply oral/aural activities	<ul style="list-style-type: none">➤ mimics phonemes➤ identifies and produces commonly occurring sounds of the alphabet (s, t, letters in name)	<ul style="list-style-type: none">➤ identifies and produces most sounds of the alphabet➤ identifies beginning sounds of words	<ul style="list-style-type: none">➤ identifies and produces all sounds of the alphabet➤ identifies and produces end sounds of words➤ begins to identify medial vowel sounds➤ identifies beginning digraphs (th, sh, ch)➤ begins to segment and blend phonemes (d-o-g = dog)➤ identifies one or two-syllable words	<ul style="list-style-type: none">➤ identifies medial vowel sounds in words➤ identifies common beginning blends (bl, tr, st, sk)➤ identifies rhyming words➤ identifies inflected endings (-s, -ing)➤ identifies up to three syllable words	<ul style="list-style-type: none">➤ identifies medial consonant sounds in words➤ identifies most beginning blends➤ identifies vowels as long or short➤ generates some rhyming words➤ identifies four or more syllable words	<ul style="list-style-type: none">➤ begins to identify diphthongs (ow, oo, oi)➤ generates many rhyming words➤ manipulates words by adding or removing phonemes
Phonics *Defined as the ability to recognize the written symbols that represent phonemes (graphemes) and use this knowledge to decode and recognize words. All phonics descriptors imply visual/textual activities.	<ul style="list-style-type: none">➤ recites the alphabet➤ may know some letters of the alphabet➤ may recognize personally relevant words (name, mom, dad)	<ul style="list-style-type: none">➤ recognizes sound symbol relationship of some letters	<ul style="list-style-type: none">➤ recognizes sound symbol relationship of most letters➤ recognizes beginning sounds of words	<ul style="list-style-type: none">➤ recognizes sound symbol relationship of all letters➤ recognizes end sounds of words➤ recognizes digraphs (th, sh, ch)➤ begins to recognize medial vowel sounds in words➤ recognizes word families (cat, hat)	<ul style="list-style-type: none">➤ recognizes medial consonant graphemes in words➤ recognizes common beginning blends➤ segments and blends most common graphemes➤ recognizes medial vowel sounds in words➤ recognizes inflected endings (-s, -ing)➤ knows common phonetic rules (e.g. final e)	<ul style="list-style-type: none">➤ recognizes common beginning blends➤ begins to recognize final blends (-nd, -mp)➤ begins to recognize diphthongs (ow, oo, oi)➤ recognizes rhyming words
Vocabulary Acquisition *Defined as the ability to	<ul style="list-style-type: none">➤ relies on illustrations to make meaning➤ may only identify objects in illustration	<ul style="list-style-type: none">➤ makes connection between illustration and text➤ makes connection	<ul style="list-style-type: none">➤ uses illustrations to identify unknown words➤ may substitute alternate word based on an	<ul style="list-style-type: none">➤ may substitute a word with a different tense (I seed vs. I saw)➤ may interchange	<ul style="list-style-type: none">➤ begins to use context clues to solve unknown words➤ understands the	<ul style="list-style-type: none">➤ regularly uses context clues to solve unknown words➤ understands most

understand unknown words and use acquisition strategies to help make meaning.		between environmental print and meaning (calendar, word wall)	illustration (e.g. forest vs. trees) ➤ understands some environmental labels (calendar, word wall)	masculine/feminine words (e.g. he/she) ➤ begins to recognize and understand pre-taught vocabulary ➤ understands most environmental labels (calendar, word wall)	meaning of some inflected endings (-ed, -s) ➤ recognizes and understands pre-taught vocabulary ➤ understands environmental labels (calendar, word wall)	vocabulary in grade level text.
Visual Processing *Defined as the use of directionality, patterns and text features.	➤ understands left-right directionality	➤ may track word-by-word	➤ begins to understand text features (title, illustrations, author) ➤ begins to use patterns to read predictable text	➤ regularly uses text features (title, illustrations, author) ➤ uses patterns to read predictable text.	➤ begins to use advanced text features (glossary, table of contents, headings)	➤ uses advanced text features (glossary, table of contents, headings) ➤ distinguishes between fictional and factual text.
Fluency *Defined as the ability to read text with accuracy, correct speed, expression, phrasing and intonation.	➤ may recognize some sight words	➤ may read word-by-word in isolation ➤ engages in choral reading, with errors ➤ recognizes ten or more sight words	➤ reads in 2-3 word phrases ➤ may read line by line without regard for punctuation ➤ engages in choral reading ➤ recognizes twenty or more sight words	➤ reads in chunks or phrases ➤ decodes simple CVC words ➤ begins to stop at periods ➤ recognizes forty or more sight words	➤ begins to use appropriate speed expression, phrasing and intonation ➤ uses simple punctuation to guide expression (? !) ➤ decodes common words ➤ begins to demonstrate automaticity (e.g., vocabulary in a thematic unit) ➤ recognizes sixty or more sight words	➤ reads with increasingly appropriate speed expression, phrasing and intonation ➤ uses advanced punctuation to guide expression and phrasing (, " ") ➤ decodes most grade-appropriate words ➤ demonstrates automaticity (e.g. vocabulary in a thematic unit) ➤ recognizes eighty or more sight words
Comprehension: <i>pre-reading</i>		➤ engages in a picture walk, with support	➤ activates prior knowledge, with guidance (completes KWL) ➤ asks questions, with	➤ uses text features (title, illustrations) to predict content ➤ activates prior knowledge	➤ understands purpose for reading (to entertain, to obtain information) ➤ generates and answers deep-thinking questions	➤ demonstrates an awareness of genres (folk tales, comics, graphic novels)

			guidance	➤ generates and answers simple questions (Where is she going?)	(Why would she be going there?)	
Comprehension: <i>during-reading</i>		➤ uses illustrations to recognize text topic.	➤ makes text-self connections, with guidance	➤ makes text-self connections ➤ makes and reflects upon some predictions based on illustrations	➤ makes text-text connections ➤ makes and reflects upon ongoing predictions based on illustrations and storyline ➤ rereads and self-corrects to ensure meaning, with prompting	➤ makes text-world connections ➤ makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences ➤ rereads and self-corrects to ensure meaning
Comprehension: <i>post-reading</i>	➤ demonstrates very basic knowledge of text by retelling one or two main points	➤ demonstrates basic knowledge of text by retelling main points and one or two supporting details	➤ identifies main characters and setting in a story ➤ reflects on new learning, with guidance (e.g. adding to KWL) ➤ demonstrates knowledge of text by retelling main points and a few supporting details	➤ infers characters' feelings, with support ➤ identifies problem and solution, with support ➤ reflects on new learning (e.g., adding to KWL) ➤ demonstrates knowledge of text by retelling main points and supporting details	➤ infers characters' feelings ➤ identifies problem and solution ➤ demonstrates knowledge of text by retelling main points and key supporting details	➤ talks about characters' feelings and provide evidence from text ➤ identifies simple cause-effect relationships ➤ demonstrates knowledge of text by retelling main points and a range of supporting details

Reading Rubric Grade 2

	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Phonemic Awareness *Defined as the ability to identify, produce and manipulate the sounds of language. All phonemic awareness descriptors imply oral/aural activities	<ul style="list-style-type: none">➤ mimics phonemes➤ identifies and produces most sounds of the alphabet (consonants may come first)➤ identifies beginning sounds of words	<ul style="list-style-type: none">➤ identifies and produces all sounds of the alphabet➤ identifies and produces end sounds of words➤ begins to identify medial vowel sounds in words➤ identifies beginning digraphs (th, sh, ch)➤ identifies common beginning blends (bl, tr, st, sk)➤ begins to segment and blend phonemes (d-o-g = dog)➤ identifies one or two-syllable words	<ul style="list-style-type: none">➤ identifies medial vowel sounds in words➤ identifies most beginning blends➤ identifies rhyming words➤ identifies inflected endings (-s, -ing)➤ identifies up to three syllable words➤ identifies vowels as long or short	<ul style="list-style-type: none">➤ begins to identify diphthongs (ow, oo, oi)➤ generates some rhyming words➤ manipulates words by adding or removing phonemes	<ul style="list-style-type: none">➤ generates many rhyming words	
Phonics *Defined as the ability to recognize the written symbols that represent phonemes and use this knowledge to decode and recognize words. All phonics descriptors imply visual/textual activities	<ul style="list-style-type: none">➤ recites the alphabet➤ recognizes sound symbol relationship of most letters➤ recognizes most beginning sounds of words	<ul style="list-style-type: none">➤ recognizes sound symbol relationship of all letters➤ recognizes common beginning blends➤ recognizes end sounds of words➤ recognizes some medial vowel sounds in words➤ recognizes digraphs (th, sh, ch)➤ segments and blends some common graphemes➤ recognizes word families (cat, hat)	<ul style="list-style-type: none">➤ begins to recognize most medial vowel sounds in words➤ recognizes most beginning blends➤ segments and blends most common graphemes➤ recognizes inflected endings (-s, -ing)➤ knows common phonetic rules (e.g. final e)	<ul style="list-style-type: none">➤ recognizes most medial vowel sounds in words➤ begins to recognize diphthongs (ow, oo, oi)➤ begins to recognize final blends (-nd, -mp)➤ begins to recognize common vowel digraphs (ee, oa)➤ recognizes rhyming words with differing spelling (e.g. sneeze, Belize)	<ul style="list-style-type: none">➤ recognizes medial vowel sounds in words➤ recognizes diphthongs (ow, oo, oi)➤ recognizes final blends (nd, mp)➤ recognizes common vowel digraphs (ee, oa)➤ begins to recognize trigraphs (sch-, str)	<ul style="list-style-type: none">➤ recognizes trigraphs (sch-, squ)➤ begins to recognize irregular spellings (ph-, -ough)

Visual Processing	<ul style="list-style-type: none"> ➤ understands left-right directionality ➤ may track word-by-word 	<ul style="list-style-type: none"> ➤ begins to use patterns to read predictable text ➤ begins to use text features (title, illustrations, author) ➤ distinguishes between fictional and factual text 	<ul style="list-style-type: none"> ➤ reads patterned and predictable text ➤ regularly uses text features (title, illustrations, author) 	<ul style="list-style-type: none"> ➤ begins to use advanced text features (glossary, table of contents, headings) 	<ul style="list-style-type: none"> ➤ uses advanced text features (glossary, table of contents, headings) ➤ begins to read graphs to obtain information 	<ul style="list-style-type: none"> ➤ regularly uses sources of reference found in text to enhance comprehension ➤ reads graphs to obtain information
Vocabulary Acquisition	<ul style="list-style-type: none"> ➤ relies on illustrations to make meaning ➤ may only identify objects in illustration ➤ makes connection between illustration and text ➤ understands some environmental labels (calendar, word wall) 	<ul style="list-style-type: none"> ➤ uses illustrations to identify unknown words ➤ may substitute alternate word based on an illustration (e.g. forest vs. trees) ➤ understands most environmental labels (calendar, word wall) 	<ul style="list-style-type: none"> ➤ may substitute a word with a different tense (I seed vs. I saw) ➤ may interchange masculine/feminine words (e.g. he/she) ➤ begins to recognize and understand pre-taught vocabulary ➤ understands the meaning of some inflected endings (-ed, -s) ➤ understands environmental labels (calendar, word wall) 	<ul style="list-style-type: none"> ➤ uses a graphic organizer to illustrate meaning of word from text ➤ begins to use context clues to solve unknown words ➤ recognizes and understands pre-taught vocabulary ➤ understands the meaning of most inflected endings (-ed is used for past tense) 	<ul style="list-style-type: none"> ➤ uses a graphic organizer to define word from text ➤ regularly uses context clues to solve unknown words ➤ begins to recognize homonyms and homophones ➤ uses an illustrated dictionary to look of meaning of word ➤ begins to dissect compound words to predict meaning 	<ul style="list-style-type: none"> ➤ uses a graphic organizer to provide synonym/antonym for word from text ➤ recognizes homonyms and homophones ➤ dissects compound words to predict meaning ➤ begins to examine word structure to determine meaning using simple affixes (-un, -ly) ➤ understands most vocabulary in grade level text.
Fluency	<ul style="list-style-type: none"> ➤ may read word-by-word in isolation ➤ engages in choral reading, with errors ➤ recognizes twenty or more sight words 	<ul style="list-style-type: none"> ➤ reads in 2-3 word phrases ➤ may read line by line without regard for punctuation ➤ decodes simple CVC words ➤ engages in choral reading ➤ recognizes forty or more sight words 	<ul style="list-style-type: none"> ➤ reads in chunks or phrases ➤ stops at periods ➤ decodes simple CCVC words ➤ recognizes sixty or more sight words 	<ul style="list-style-type: none"> ➤ begins to read familiar text with appropriate speed ➤ begins to use expression when re-reading familiar text ➤ uses simple punctuation to guide expression (?, !) ➤ decodes common words ➤ recognizes one hundred or more sight words 	<ul style="list-style-type: none"> ➤ begins to read familiar text with appropriate expression, phrasing and intonation ➤ begins to demonstrate automaticity (e.g., vocabulary in a thematic unit) ➤ recognizes one hundred fifty sight words 	<ul style="list-style-type: none"> ➤ reads with increasingly appropriate speed expression, phrasing and intonation ➤ uses advanced punctuation to guide expression and phrasing (, , "") ➤ decodes most grade-appropriate words ➤ demonstrates automaticity (e.g. vocabulary in a thematic unit) ➤ recognizes two hundred

						sight words
Comprehension: <i>pre-reading</i>	➤ engages in a picture walk, with support	➤ activates prior knowledge, with guidance (completes KWL) ➤ asks questions, with guidance	➤ activates prior knowledge ➤ generates and answers simple questions (Where is she going?) ➤ uses text features (title, illustrations) to predict content ➤ evaluates a text to determine readability, with support	➤ understands purpose for reading (to entertain, to obtain information) ➤ generates and answers deep-thinking questions (Why would she be going there?) ➤ evaluates a text to determine readability	➤ demonstrates an awareness of genres (folk tales, comics, graphic novels) ➤ selects and evaluates text for purposefulness(e.g., finding a research book), with support	➤ reads and evaluates synopsis, with support ➤ evaluate a book for its purposefulness (e.g. finding a research book)
Comprehension: <i>during-reading</i>	➤ uses illustrations to recognize text topic	➤ makes text-self connections, with guidance	➤ makes text-self connections ➤ understands much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested ➤ makes and reflects upon some predictions based on illustrations	➤ makes text-text connections ➤ understands short instructions illustrated by step-by-step visuals ➤ makes and reflects upon ongoing predictions based on illustrations and storyline ➤ make predictions about the solution to the problem of a story ➤ rereads and self-corrects to ensure meaning, with prompting	➤ makes text-world connections, with support ➤ makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences ➤ rereads and self-corrects to ensure meaning ➤ begins to explain key literal and inferential ideas	➤ regularly makes connections while reading ➤ demonstrate competent, active word solving while reading at a good pace ➤ realize when more information is required to understand text ➤ explains key literal and inferential ideas
Comprehension: <i>post-reading</i>	➤ demonstrates very basic knowledge of text by retelling one or two main points	➤ identifies main character and setting in a story ➤ reflects on new learning, with guidance (e.g. adding to KWL) ➤ demonstrates basic knowledge of text by retelling main points and one or two supporting details	➤ infers characters' feelings, with support ➤ identifies problem and solution, with support ➤ reflects on new learning (e.g. adding to KWL) ➤ revisits text to find important information ➤ demonstrates knowledge of text by retelling main	➤ infers characters' feelings ➤ identifies problem and solution ➤ begins to identify moral of story ➤ demonstrates knowledge of text by retelling main points and supporting details	➤ talks about characters' feelings and provide evidence from text ➤ identifies the moral of a story ➤ identifies simple cause-effect relationships ➤ understands writing techniques appropriate to genre (e.g. humour),	➤ empathizes with character's feelings and motivations ➤ understands writing techniques appropriate to genre (e.g. humour) ➤ explains writer's use of specific words to convey meaning (e.g. shouted, cried), with support

			points and a few supporting details		<div>with support</div> <div>➤ justifies preference for a book, with support</div> <div>➤ demonstrates knowledge of text by summarizing and synthesizing main points and key supporting details</div>	<div>➤ justifies preference for a book</div> <div>➤ demonstrates knowledge of text by summarizing and synthesizing main points and a range of supporting details</div>
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Reading Rubric Grade 3/4

	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Phonological & Phonemic Awareness <u>Phonemic Awareness is defined as the ability to identify, produce and manipulate the sounds of language. Phonemic awareness skills are indicated with the verb “identify.”</u> <u>Phonics is defined as the ability to recognize the written symbols that represent phonemes and use this knowledge to decode and recognize words. Phonetic skills are indicated with the verb “recognize.”</u>	<ul style="list-style-type: none"> ➤ mimics phonemes ➤ identifies and produces all sounds of the alphabet ➤ identifies beginning sounds of words ➤ recites the alphabet ➤ recognizes sound symbol relationship of most letters ➤ recognizes most beginning sounds of words 	<ul style="list-style-type: none"> ➤ identifies and recognizes beginning digraphs (th, sh, ch) ➤ identifies and recognizes common beginning blends (bl, tr, st, sk) ➤ identifies, produces and recognizes end sounds of words ➤ begins to identify and recognize medial vowel sounds in words ➤ begins to segment and blend phonemes (d-o-g = dog) and graphemes ➤ segments polysyllabic words ➤ recognizes word families (cat, hat) 	<ul style="list-style-type: none"> ➤ identifies and recognizes medial vowel sounds in words ➤ identifies and recognizes most beginning blends ➤ identifies and recognizes rhyming words ➤ identifies and recognizes inflected endings (-s, -ing) ➤ begins to identify and recognize final blends (-nd, -mp) ➤ segments and blends most common graphemes ➤ knows common phonetic rules (e.g. final e) ➤ begins to recognize common vowel digraphs (ee, oa) 	<ul style="list-style-type: none"> ➤ begins to identify and recognize diphthongs (ow, oo, oi) ➤ begins to recognize trigraphs (sch-, str) ➤ generates some rhyming words ➤ manipulates words by adding or removing phonemes ➤ recognizes rhyming words with differing spelling (e.g. sneeze, Belize) ➤ identifies and recognizes final blends (nd, mp) ➤ recognizes common vowel digraphs (ee, oa) 	<ul style="list-style-type: none"> ➤ recognizes diphthongs (ow, oo, oi) ➤ recognizes trigraphs (sch-, squ) ➤ begins to recognize irregular spellings (ph-, -ough) 	<ul style="list-style-type: none"> ➤ demonstrates competence in grade-appropriate skills related to phonological and phonemic awareness
Vocabulary	<ul style="list-style-type: none"> ➤ relies on illustrations to make meaning ➤ may only identify objects in illustration ➤ understands some environmental labels (calendar, word wall) 	<ul style="list-style-type: none"> ➤ uses illustrations to identify unknown words ➤ may substitute alternate word based on an illustration (e.g. forest vs. trees) ➤ understands most environmental labels (calendar, word wall) 	<ul style="list-style-type: none"> ➤ may substitute a word with a different tense (I seed vs. I saw) ➤ may interchange masculine/feminine words (e.g. he/she) ➤ begins to recognize and understand pre-taught vocabulary ➤ understands the meaning of some inflected endings (-ed, -s) 	<ul style="list-style-type: none"> ➤ begins to use context clues to solve unknown words ➤ recognizes and understands pre-taught vocabulary ➤ understands the meaning of most inflected endings (-ed is used for past tense) ➤ uses a graphic organizer to illustrate meaning of 	<ul style="list-style-type: none"> ➤ regularly uses context clues to solve unknown words ➤ begins to recognize homonyms and homophones ➤ uses an illustrated dictionary to look of meaning of word ➤ begins to dissect compound words to predict meaning 	<ul style="list-style-type: none"> ➤ understands most vocabulary in grade level text ➤ recognizes homonyms and homophones ➤ uses a graphic organizer to provide synonym/antonym for word from text ➤ begins to use a dictionary ➤ dissects compound words to predict meaning

			<ul style="list-style-type: none"> ➤ understands environmental labels (calendar, word wall) 	<ul style="list-style-type: none"> word from text ➤ begins to classify and categorize words into sets or groups ➤ begins to recognize cognates 	<ul style="list-style-type: none"> ➤ begins to examine word structure to determine meaning using simple affixes (-un, -ly) ➤ begins to create semantic maps to convey word relationships ➤ uses a graphic organizer to define word from text ➤ classifies and categorize words into sets or groups ➤ begins to apply knowledge of cognates 	<ul style="list-style-type: none"> ➤ examines word structure to determine meaning using simple affixes (-un, -ly) ➤ creates semantic maps to convey word relationships ➤ begins to identify analogies (dog/mammal; parrot/bird) ➤ regularly applies knowledge of cognates
Visual Processing	<ul style="list-style-type: none"> ➤ understands left-right directionality ➤ may track word-by-word 	<ul style="list-style-type: none"> ➤ begins to use patterns to read predictable text ➤ begins to use text features (title, illustrations, author) ➤ distinguishes between fictional and factual text 	<ul style="list-style-type: none"> ➤ reads patterned and predictable text ➤ regularly uses text features (title, illustrations, author) 	<ul style="list-style-type: none"> ➤ begins to use advanced text features (glossary, table of contents, headings) 	<ul style="list-style-type: none"> ➤ uses key words, diagrams, and illustrations to support reading comprehension ➤ uses advanced text features (glossary, table of contents, headings) ➤ begins to read graphs to obtain information 	<ul style="list-style-type: none"> ➤ reads graphs to obtain information ➤ regularly uses sources of reference found in text to enhance comprehension
Fluency	<ul style="list-style-type: none"> ➤ may read word-by-word in isolation ➤ engages in choral reading, with errors ➤ recognizes thirty or more sight words 	<ul style="list-style-type: none"> ➤ reads in 2-3 word phrases ➤ may read line by line without regard for punctuation ➤ decodes simple CVC words ➤ engages in choral reading ➤ recognizes fifty or more sight words 	<ul style="list-style-type: none"> ➤ reads in chunks or phrases ➤ stops at periods ➤ decodes simple CCVC words ➤ recognizes seventy-five or more sight words 	<ul style="list-style-type: none"> ➤ begins to read familiar text with appropriate speed ➤ begins to use expression when re-reading familiar text ➤ uses simple punctuation to guide expression (?.!) ➤ decodes common words ➤ recognizes one hundred fifty or more sight words 	<ul style="list-style-type: none"> ➤ begins to read familiar text with appropriate expression, phrasing and intonation ➤ begins to demonstrate automaticity (e.g., vocabulary in a thematic unit) ➤ recognizes three hundred or more sight words 	<ul style="list-style-type: none"> ➤ reads with increasingly appropriate speed, expression, phrasing and intonation ➤ decodes most grade-appropriate words ➤ uses advanced punctuation to guide expression and phrasing (, ""') ➤ demonstrates automaticity (e.g., vocabulary in a thematic unit)

						➤ recognizes five hundred or more sight words
Comprehension: <i>pre-reading</i>	➤ engages in a picture walk, with support	➤ activates prior knowledge, with guidance (completes KWL) ➤ asks questions, with guidance	➤ activates prior knowledge ➤ generates and answers simple questions (Where is she going?) ➤ uses text features (title, illustrations) to predict content ➤ evaluates a text to determine readability, with support	➤ understands purpose for reading (to entertain, to obtain information) ➤ generates and answers deep-thinking questions (Why would she be going there?) ➤ evaluates a text to determine readability	➤ selects text for purposefulness ➤ demonstrates an awareness of genres (folk tales, comics, graphic novels) ➤ evaluate a book for its purposefulness (e.g., finding a research book), with support	➤ evaluate a book for its purposefulness (e.g., finding a research book) ➤ reads and evaluates synopsis, with support
Comprehension: <i>during-reading</i>	➤ uses illustrations to recognize text topic.	➤ makes text-self connections, with guidance	➤ makes text-self connections ➤ makes and reflects upon some predictions based on illustrations ➤ follows a set of clear-cut instructions (e.g., for a simple craft project)	➤ makes text-text connections ➤ makes and reflects upon ongoing predictions based on illustrations and storyline ➤ make predictions about the solution to the problem of a story ➤ backtracks and self-corrects to ensure meaning, with prompting	➤ makes text-world connections, with support ➤ makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences ➤ backtracks and self-corrects to ensure meaning	➤ makes text-world connections ➤ regularly makes connections while reading ➤ demonstrate competent, active word solving while reading at a good pace ➤ realize when more information is required to understand text
Comprehension: <i>post-reading</i>	➤ demonstrates very basic knowledge of text by retelling one or two main points	➤ identifies main character and setting in a story ➤ reflects on new learning, with guidance (e.g. adding to KWL) ➤ demonstrates basic knowledge of text by retelling main points and one or two supporting details	➤ revisits text to find important information ➤ infers characters' feelings, with support ➤ identifies problem and solution, with support ➤ reflects on new learning (e.g. adding to KWL) ➤ demonstrates knowledge of text by retelling main	➤ infers characters' feelings ➤ hypothesize how characters could have behaved differently, with support ➤ identifies problem and solution ➤ begins to identify moral of story ➤ demonstrates knowledge	➤ talks about characters' feelings and provide evidence from text ➤ hypothesize how characters could have behaved differently ➤ understands writing techniques appropriate to genre (e.g. humour), with support	➤ empathizes with character's feelings and motivations ➤ understands writing techniques appropriate to genre (e.g., humour) ➤ explains writer's use of specific words to convey meaning (e.g., shouted, cried), with support

			points and a few supporting details	of text by retelling main points and supporting details	<div>➤ identifies moral of story</div> <div>➤ identifies simple cause-effect relationships</div> <div>➤ justifies preference for a book, with support</div> <div>➤ demonstrates knowledge of text by summarizing and synthesizing main points and key supporting details</div>	<div>➤ justifies preference for a book</div> <div>➤ demonstrates knowledge of text by summarizing and synthesizing main points and a range of supporting details</div>
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Reading Rubric Grade 5/6

	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Phonological & Phonemic Awareness <u>Phonemic awareness is defined as the ability to identify, produce and manipulate the sounds of language. Phonemic awareness skills are indicated with the verb “identify.”</u> <u>Phonics is defined as the ability to recognize the written symbols that represent phonemes and use this knowledge to decode and recognize words. Phonetic skills are indicated with the verb “recognize.”</u>	<ul style="list-style-type: none"> ➤ identifies beginning sounds of words ➤ mimics phonemes ➤ identifies and produces all sounds of the alphabet ➤ recites the alphabet ➤ recognizes sound symbol relationship of most letters ➤ recognizes most beginning sounds of words 	<ul style="list-style-type: none"> ➤ identifies, produces and recognizes end sounds of words ➤ begins to identify and recognize medial vowel sounds in words ➤ identifies and recognizes beginning digraphs (th, sh, ch) ➤ identifies and recognizes common beginning blends (bl, tr, st, sk) ➤ begins to segment and blend phonemes (d-o-g = dog) and graphemes ➤ segments polysyllabic words ➤ recognizes word families (cat, hat) 	<ul style="list-style-type: none"> ➤ identifies and recognizes medial vowel sounds in words ➤ identifies and recognizes most beginning blends ➤ begins to identify and recognize final blends (-nd, -mp) ➤ begins to recognize common vowel digraphs (ee, oa) ➤ identifies and recognizes rhyming words ➤ identifies and recognizes inflected endings (-s, -ing) ➤ segments and blends most common graphemes ➤ knows common phonetic rules (e.g., final e) 	<ul style="list-style-type: none"> ➤ identifies and recognizes final blends (nd, mp) ➤ recognizes common vowel digraphs (ee, oa) ➤ begins to identify and recognize diphthongs (ow, oo, oi) ➤ begins to recognize trigraphs (sch-, squ) ➤ generates some rhyming words ➤ manipulates words by adding or removing phonemes ➤ recognizes rhyming words with differing spelling (e.g. sneeze, Belize) 	<ul style="list-style-type: none"> ➤ recognizes diphthongs ➤ recognizes trigraphs (sch-, squ) ➤ begins to recognize irregular spellings (ph-, -ough) 	<ul style="list-style-type: none"> ➤ demonstrates competence in grade-appropriate skills related to phonological and phonemic awareness ➤ examines word structure to determine pronunciation (e.g., knowledge of commonly occurring affixes)
Vocabulary	<ul style="list-style-type: none"> ➤ relies on illustrations to make meaning and identify unknown words ➤ may substitute alternate word based on illustration (e.g., forest vs. trees) ➤ may only identify objects in illustration ➤ understands environmental labels (calendar, word wall) 	<ul style="list-style-type: none"> ➤ may substitute a word with a different tense (I seed vs. I saw) ➤ may interchange masculine/feminine words (e.g. he/she) ➤ begins to recognize and understand pre-taught vocabulary 	<ul style="list-style-type: none"> ➤ understands the meaning of some inflected endings (-s, is used for plural) ➤ begins to use context clues to solve unknown words ➤ recognizes and understands pre-taught vocabulary ➤ uses a graphic organizer to illustrate meaning of word from text ➤ begins to dissect 	<ul style="list-style-type: none"> ➤ understands the meaning of most inflected endings (-ed is used for past tense) ➤ regularly uses context clues to solve unknown words ➤ begins to recognize homonyms and homophones ➤ uses an illustrated dictionary to look of meaning of word 	<ul style="list-style-type: none"> ➤ recognizes homonyms and homophones ➤ uses a graphic organizer to provide synonym/ antonym for word from text ➤ begins to use print or electronic references (e.g. dictionary, thesaurus, online resources) ➤ examines word structure to determine meaning 	<ul style="list-style-type: none"> ➤ understands most vocabulary in grade level text. ➤ begins to understand use of figurative language (e.g. idioms, similes, metaphors) ➤ understands shades of meaning in related words (e.g. shouted, hollered) ➤ uses knowledge of roots to determine meanings of words

			compound words to predict meaning ➤ begins to fy and categorize words into sets or groups ➤ begins to recognize cognates	➤ dissects compound words to predict meaning ➤ begins to examine word structure to determine meaning using simple affixes (-un, -ly) ➤ uses a graphic organizer to define word from text ➤ classifies and categorize words into sets or groups ➤ begins to apply knowledge of cognates	using simple affixes (-un, -ly) ➤ begins to create semantic maps to convey word relationships ➤ begins to identify analogies (dog/mammal; parrot/bird) ➤ begins to use strategies (examples, comparisons) to clarify meanings of new concepts in content area texts ➤ regularly applies knowledge of cognates	➤ examines word structure to determine meaning using commonly occurring affixes (pre-, re-, -tion) -uses print or electronic references (e.g. dictionary, thesaurus, online resources) -creates semantic maps to convey word relationships
Visual Processing	➤ understands left-right directionality ➤ may track word-by-word ➤ uses patterns to read predictable text	➤ reads patterned and predictable text ➤ begins to use text features (title, illustrations, author) ➤ distinguishes between fictional and factual text	➤ regularly uses text features (title, illustrations, author)	➤ begins to use advanced text features (glossary, table of contents, headings) ➤ begins to use key words, diagrams, graphs and illustrations to support reading comprehension	➤ uses advanced text features (glossary, table of contents, headings) ➤ uses key words, diagrams, graphs and illustrations to support reading comprehension.	➤ regularly uses sources of reference found in text to enhance comprehension
Fluency	➤ reads in 2-3 word phrases ➤ engages in choral reading, with errors ➤ recognizes thirty or more sight words	➤ reads in chunks or phrases ➤ may read line by line without regard for punctuation ➤ decodes simple CVC and CCVC words ➤ engages in choral reading ➤ recognizes seventy-five or more sight words	➤ uses simple punctuation to guide expression (?.!) ➤ begins to use expression when re-reading familiar text ➤ decodes words with common phonetic rules (e.g., silent e) ➤ recognizes one hundred fifty or more sight words	➤ begins to read familiar text with appropriate speed, expression, phrasing and intonation ➤ recognizes three hundred or more sight words ➤ begins to use advanced punctuation to guide expression and phrasing (, : - """) ➤ begins to demonstrate automaticity (e.g., vocabulary in a thematic unit)	➤ reads with increasingly appropriate speed, expression, phrasing and intonation ➤ uses advanced punctuation to guide expression and phrasing (, : - """) ➤ demonstrates automaticity (e.g., vocabulary in a thematic unit) ➤ decodes most grade-appropriate words	➤ adjusts reading rate according to the purpose and difficulty of the text

Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ➤ engages in a picture walk, with support ➤ activates prior knowledge, with guidance (completes KWL) ➤ asks questions, with guidance 	<ul style="list-style-type: none"> ➤ activates prior knowledge ➤ generates and answers simple questions (5 Ws) ➤ uses text features (title, illustrations) to predict content ➤ evaluates a text to determine readability, with support 	<ul style="list-style-type: none"> ➤ understands purpose for reading (to entertain, to obtain information) ➤ demonstrates an awareness of genres (folk tales, comics, graphic novels) ➤ selects text for purposefulness ➤ begins to generate and answer deep-thinking questions ➤ evaluates a text to determine readability 	<ul style="list-style-type: none"> ➤ evaluates a book for its purposefulness (e.g., choosing a research book), with support ➤ reads and evaluates synopsis, with support ➤ sets purpose for reading ➤ generates and answers deep-thinking questions 	<ul style="list-style-type: none"> ➤ evaluates a book for its purposefulness (e.g., choosing a research book) ➤ reads and evaluates synopsis ➤ skims text to develop an overview of content ➤ scans text to find information ➤ identifies author's intent 	<ul style="list-style-type: none"> ➤ selects and applies a variety of comprehension strategies according to the nature of the text
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ➤ uses illustrations to recognize text topic ➤ makes text-self connections, with guidance 	<ul style="list-style-type: none"> ➤ makes text-self connections ➤ makes and reflects upon some predictions based on illustrations ➤ backtracks and self-corrects to ensure meaning, with prompting 	<ul style="list-style-type: none"> ➤ makes text-text connections ➤ makes and reflects upon ongoing predictions based on illustrations and storyline ➤ make predictions about the solution to the problem of a story ➤ begins to construct mental images ➤ backtracks and self-corrects to ensure meaning 	<ul style="list-style-type: none"> ➤ makes text-world connections, with support ➤ makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences ➤ constructs mental images ➤ begins to understand complex sentence structure 	<ul style="list-style-type: none"> ➤ makes text-world connections ➤ regularly makes connections while reading ➤ monitors vocabulary comprehension ➤ realize when more information is required to understand text ➤ differentiates between fact and opinion, using evidence from text ➤ identifies point of view in narrative (e.g. first – person) ➤ understands complex sentence structure 	<ul style="list-style-type: none"> ➤ recognizes author's techniques (foreshadowing) ➤ recognizes artistic devices (symbolism, personification)

<p>Comprehension: <i>post-reading</i></p>	<ul style="list-style-type: none"> ➤ reflects on new learning, with guidance (e.g. adding to KWL) ➤ identifies main character and setting in a story ➤ demonstrates very basic knowledge of text by retelling one or two main points 	<ul style="list-style-type: none"> ➤ revisits text to find important information ➤ infers characters' feelings, with support ➤ identifies problem and solution, with support ➤ reflects on new learning (e.g. adding to KWL) ➤ demonstrates basic knowledge of text by retelling main points and one or two supporting details 	<ul style="list-style-type: none"> ➤ infers characters' feelings ➤ hypothesize how characters could have behaved differently, with support ➤ identifies problem and solution ➤ begins to identify moral of story ➤ demonstrates knowledge of text by retelling main points and a few supporting details 	<ul style="list-style-type: none"> ➤ talks about characters' feelings and provide evidence from text ➤ hypothesizes how characters could have behaved differently ➤ understands writing techniques appropriate to genre (e.g. humour), with support ➤ identifies the moral of a story ➤ identifies simple cause-effect relationships ➤ justifies preference for a book, with support ➤ compares and contrasts different texts ➤ begins to identify structural features of popular multimedia (newspapers, magazines) ➤ demonstrates knowledge of text by retelling main points and supporting details 	<ul style="list-style-type: none"> ➤ empathizes with character's feelings and motivations ➤ understands writing techniques appropriate to genre (e.g. humour) ➤ explains writer's use of specific words to convey meaning (e.g., shouted, cried), with support ➤ justifies preference for a book ➤ identifies structural features of popular multimedia (newspapers, magazines) ➤ begins to evaluate authors' techniques to influence readers' perspectives (e.g. appeal of characters) ➤ demonstrates knowledge of text by summarizing and synthesizing main points and key supporting details 	<ul style="list-style-type: none"> ➤ evaluates authors' techniques to influence readers' perspectives (e.g. appeal of characters) ➤ reflects and revises opinion based on new understandings ➤ begins to evaluate author's style of writing ➤ analyzes sequential organization of text (e.g. order of importance, chronological) ➤ uses critical analysis to determine bias, with support ➤ demonstrates knowledge of text by summarizing and synthesizing main points and a range of supporting details
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Reading Rubric Grade 7/8

	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Phonological & Phonemic Awareness Phonemic awareness is defined as the ability to identify, produce and manipulate the sounds of language. Phonemic awareness skills are indicated with the verb “identify.” Phonics is defined as the ability to recognize the written symbols that represent phonemes and use this knowledge to decode and recognize words. Phonetic skills are indicated with the verb “recognize.”	<ul style="list-style-type: none"> ➤ identifies beginning sounds of words ➤ mimics phonemes ➤ identifies and produces all sounds of the alphabet ➤ recites the alphabet ➤ recognizes sound-symbol relationship of most letters ➤ recognizes most beginning sounds of words 	<ul style="list-style-type: none"> ➤ identifies, produces and recognizes end sounds of words ➤ begins to identify and recognize medial vowel sounds in words ➤ identifies and recognizes beginning digraphs (th, sh, ch) ➤ identifies and recognizes common beginning blends (bl, tr, st, sk) ➤ begins to segment and blend phonemes (d-o-g = dog) and graphemes ➤ segments polysyllabic words ➤ recognizes word families (cat, hat) 	<ul style="list-style-type: none"> ➤ identifies and recognizes medial vowel sounds in words ➤ identifies and recognizes most beginning blends ➤ begins to identify and recognize final blends (-nd, -mp) ➤ begins to recognize common vowel digraphs (ee, oa) ➤ identifies and recognizes rhyming words ➤ identifies and recognizes inflected endings (-s, -ing) ➤ segments and blends most common graphemes ➤ knows common phonetic rules (e.g., silent e) 	<ul style="list-style-type: none"> ➤ identifies and recognizes final blends (nd, mp) ➤ recognizes common vowel digraphs (ee, oa) ➤ begins to identify and recognize diphthongs (ow, oo, oi) ➤ begins to recognize trigraphs (sch-, str) ➤ generates some rhyming words ➤ manipulates words by adding or removing phonemes ➤ recognizes rhyming words with differing spelling (e.g., sneeze, Belize) 	<ul style="list-style-type: none"> ➤ recognizes diphthongs (ow, oo, oi) ➤ recognizes trigraphs (sch-, squ) ➤ begins to recognize irregular spellings (ph-, -ough) 	<ul style="list-style-type: none"> ➤ demonstrates competence in grade-appropriate skills related to phonological and phonemic awareness
Vocabulary Appendix C-16	<ul style="list-style-type: none"> ➤ relies on illustrations to make meaning and identify unknown words ➤ may substitute alternate word based on an illustration (e.g., forest vs. trees) ➤ may only identify objects in illustration ➤ understands environmental labels (calendar, word wall) ➤ begins to recognize and 	<ul style="list-style-type: none"> ➤ may substitute a word with a different tense (I seed vs. I saw) ➤ may interchange masculine/feminine words (e.g. he/she) ➤ understands the meaning of some inflected endings (-s, is used for plural) ➤ uses a graphic organizer to illustrate meaning of word from text ➤ begins to recognize 	<ul style="list-style-type: none"> ➤ begins to use context clues to solve unknown words ➤ understands the meaning of most inflected endings (-ed is used for past tense) ➤ begins to recognize homonyms and homophones ➤ uses an illustrated dictionary to look of meaning of word 	<ul style="list-style-type: none"> ➤ regularly uses context clues to solve unknown words ➤ begins to examine word structure to determine meaning using simple affixes (-un, -ly) ➤ dissects compound words to predict meaning ➤ uses a graphic organizer to define word from text ➤ recognizes homonyms and homophones 	<ul style="list-style-type: none"> ➤ uses print or electronic references (e.g., dictionary, thesaurus, online resources) ➤ examines word structure to determine meaning using simple affixes (-un, -ly) ➤ begins to create semantic maps to convey word relationships ➤ begins to identify analogies (dog/mammal; 	<ul style="list-style-type: none"> ➤ begins to use print or electronic references (e.g., dictionary, thesaurus, online resources) ➤ understands use of figurative language (e.g. idioms, similes, metaphors) ➤ understands most vocabulary in grade level text ➤ uses knowledge of roots

	understand pre-taught vocabulary	cognates ➤ begins to classify and categorize words into sets or groups ➤ recognizes and understands pre-taught vocabulary	➤ begins to dissect compound words to predict meaning ➤ uses a graphic organizer to define word from text, with support ➤ begins to apply knowledge of cognates ➤ classifies and categorize words into sets or groups	➤ uses a graphic organizer to provide synonym/antonym for word from text ➤ regularly applies knowledge of cognates ➤ begins to understand “shades” of meaning in related words (e.g. shouted, hollered)	parrot/bird) ➤ begins to use strategies (examples, comparisons) to clarify meanings of new concepts in content area texts ➤ begins to interpret literal and non-literal meanings of words and phrases ➤ begins to understand use of figurative language (e.g. idioms, similes, metaphors) ➤ understands “shades” of meaning in related words (e.g., shouted, hollered)	to determine meanings of words ➤ examines word structure to determine meaning using commonly occurring affixes (pre-, re-, -tion) ➤ creates semantic maps to convey word relationships ➤ uses strategies (examples, comparisons) to clarify meanings of new concepts in content area texts ➤ interprets literal and non-literal meanings of words and phrases
Visual Processing	➤ understands left-right directionality ➤ may track word-by-word ➤ uses patterns to read predictable text	➤ reads patterned and predictable text. ➤ begins to use text features (title, illustrations, author) ➤ distinguishes between fictional and factual text	➤ regularly uses text features (title, illustrations, author)	➤ begins to use advanced text features (glossary, table of contents, headings) ➤ begins to use key words, diagrams, graphs and illustrations to support reading comprehension	➤ uses advanced text features (glossary, table of contents, headings) ➤ uses key words, diagrams, graphs and illustrations to support reading comprehension	➤ regularly uses sources of reference found in text to enhance comprehension
Fluency	➤ reads in 2-3 word phrases ➤ may read line by line without regard for punctuation ➤ engages in choral reading, with errors ➤ recognizes seventy-five or more sight words	➤ reads in chunks or phrases ➤ uses simple punctuation to guide expression (?.!) ➤ decodes simple CVC and CCVC words ➤ engages in choral reading ➤ recognizes one hundred fifty or more sight words	➤ begins to use advanced punctuation to guide expression and phrasing (, : - “”) ➤ uses expression when re-reading familiar text ➤ decodes words with common phonetic rules (silent e) ➤ recognizes three	➤ begins to read familiar with appropriate speed, expression, phrasing and intonation ➤ uses advanced punctuation to guide expression and phrasing (, : - “”) ➤ begins to demonstrate automaticity (e.g.,	➤ reads with increasingly appropriate speed, expression, phrasing and intonation ➤ demonstrates automaticity (e.g., vocabulary in a thematic unit) ➤ decodes most grade-appropriate words	➤ adjusts reading rate according to the purpose and difficulty of the text

			hundred or more sight words	vocabulary in a thematic unit)		
Comprehension: <i>pre-reading</i>	<ul style="list-style-type: none"> ➤ engages in a picture walk, with support ➤ activates prior knowledge, with guidance (completes KWL) ➤ asks questions, with guidance 	<ul style="list-style-type: none"> ➤ activates prior knowledge ➤ generates and answers simple questions (5 Ws) ➤ uses text features (title, illustrations) to predict content ➤ evaluates a text to determine readability, with support 	<ul style="list-style-type: none"> ➤ generates and answers deep-thinking questions (Why would she be going there?) ➤ demonstrates an awareness of genres (folk tales, comics, graphic novels) ➤ understands purpose for reading (to entertain, to obtain information) ➤ selects and evaluates text for purposefulness, with support (e.g., choosing a research book) ➤ evaluates a text to determine readability ➤ reads and evaluates synopsis, with support 	<ul style="list-style-type: none"> ➤ uses personal experiences, content knowledge and knowledge of similar text to make predictions, with support ➤ sets purpose for reading ➤ identifies author's intent ➤ skims text to develop an overview of content ➤ scans text to find information ➤ selects and evaluates text for purposefulness (e.g., choosing a research book) ➤ reads and evaluates synopsis 	<ul style="list-style-type: none"> ➤ uses personal experiences, content knowledge and knowledge of similar text to make predictions ➤ examines key vocabulary prior to reading to support comprehension 	<ul style="list-style-type: none"> ➤ selects and applies a variety of comprehension strategies according to the nature of the text
Comprehension: <i>during-reading</i>	<ul style="list-style-type: none"> ➤ understands left-right directionality ➤ may track word-by-word ➤ uses patterns to read predictable text 	<ul style="list-style-type: none"> ➤ reads patterned and predictable text ➤ begins to use text features (title, illustrations, author) ➤ distinguishes between fictional and factual text 	<ul style="list-style-type: none"> ➤ regularly uses text features (title, illustrations, author) 	<ul style="list-style-type: none"> ➤ begins to use advanced text features (glossary, table of contents, headings) ➤ begins to use key words, diagrams, graphs and illustrations 	<ul style="list-style-type: none"> ➤ uses advanced text features (glossary, table of contents, headings) ➤ uses key words, diagrams, graphs and illustrations to 	<ul style="list-style-type: none"> ➤ regularly uses sources of reference found in text (e.g., defining bolded words)
Comprehension: <i>post-reading</i>	<ul style="list-style-type: none"> ➤ reflects on new learning, with guidance (e.g., adding to KWL) ➤ identifies main character and setting in a story ➤ demonstrates basic knowledge of text by 	<ul style="list-style-type: none"> ➤ reflects on new learning (e.g., adding to KWL) ➤ infers characters' feelings, with support ➤ revisits text to find important information ➤ identifies problem and 	<ul style="list-style-type: none"> ➤ infers characters' feelings ➤ hypothesize how characters could have behaved differently, with support ➤ identifies problem and solution 	<ul style="list-style-type: none"> ➤ talks about characters' feelings and provides evidence from text ➤ hypothesizes how characters could have behaved differently ➤ understands writing 	<ul style="list-style-type: none"> ➤ empathizes with character's feelings and motivations ➤ understands writing techniques appropriate to genre (e.g., humour) ➤ justifies preference for a 	<ul style="list-style-type: none"> ➤ evaluates authors' techniques to influence readers' perspectives (e.g., appeal of characters) ➤ reflects and revises opinion based on new

	retelling one or two main points	<ul style="list-style-type: none"> ➤ solution, with support demonstrates basic knowledge of text by retelling main points and one or two supporting details 	<ul style="list-style-type: none"> ➤ begins to identify the moral of a story ➤ identifies simple cause-effect, with support ➤ justifies preference for a book, with support ➤ begins to identify structural features of popular multimedia (newspapers, magazines) ➤ makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences ➤ demonstrates knowledge of text by retelling main points and a few supporting details 	<p>techniques appropriate to genre (e.g., humour), with support</p> <ul style="list-style-type: none"> ➤ explains writer's use of specific words to convey meaning (e.g., shouted, cried), with support ➤ identifies the moral of a story ➤ identifies simple cause-effect relationships ➤ compares and contrasts different texts ➤ identifies structural features of popular multimedia (newspapers, magazines) ➤ begins to demonstrate understanding of text by creating notes, summaries or reports ➤ demonstrates knowledge of text by retelling main points and supporting details 	<p>book</p> <ul style="list-style-type: none"> ➤ explains writer's use of specific words to convey meaning (e.g., shouted, cried) ➤ begins to evaluate authors' techniques to influence readers' perspectives (e.g., appeal of characters) ➤ uses critical analysis to determine bias, with support ➤ demonstrates understanding of text by creating notes, summaries or reports ➤ defines how tone or meaning is conveyed in poetry (sentence structure, rhythm) ➤ demonstrates knowledge of text by summarizing and synthesizing main points and key supporting details 	<p>understandings</p> <ul style="list-style-type: none"> ➤ evaluates author's style of writing ➤ analyzes sequential organization of text (e.g., chronological, order of importance) ➤ uses critical analysis to determine bias ➤ determines the adequacy of the evidence for an author's conclusions ➤ identifies fallacious reasoning, persuasion and propaganda in text ➤ demonstrates knowledge of text by summarizing and synthesizing main points and a range of supporting details
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