

CROSS GRADE COMPARISON CHART

Reading

Overall Expectation 1

READING OVERALL EXPECTATION # 1: *read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning*

Reading for Meaning

1.1 Variety of Texts

Grade 1	Grade 2	Grade 3	Grade 4
<p>read a few different types of literary texts (<i>e.g., pattern books, rhymes, books from home, simple fiction stories</i>), graphic texts (<i>e.g., calendars, environmental print, signs</i>), and informational texts (<i>e.g., morning messages, strategy charts, instructions, simple non-fiction books, labels</i>)</p>	<p>read some different literary texts (<i>e.g., poetry, folk tales, fairy tales from diverse cultures, stories, books from home in their first language</i>), graphic texts (<i>e.g., simple maps, charts, diagrams, graphs</i>), and informational texts (<i>e.g., “How to” books, non-fiction books about topics of personal interest, electronic texts, primary dictionaries</i>)</p>	<p>read a variety of literary texts (<i>e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries</i>), graphic texts (<i>e.g., comic books, posters, charts, tables, maps, graphs</i>), and informational texts (<i>e.g., “How to” books, print and electronic reference sources, magazine articles</i>)</p>	<p>read a variety of texts from diverse cultures, including literary texts (<i>e.g., myths, plays, short stories, chapter books, letters, diaries, poetry</i>), graphic texts (<i>e.g., graphic novels, diagrams, brochures, graphs and graphic organizers, charts and tables, maps</i>), and informational texts (<i>e.g., textbooks, non-fiction books on a range of topics, print and online newspaper and magazine articles or reviews, print and online encyclopaedias and atlases, electronic texts such as e-mails or zines</i>)</p>
Grade 5	Grade 6	Grade 7	Grade 8
<p>read a variety of texts from diverse cultures, including literary texts (<i>e.g., short stories, poetry, myths, culturally focused legends, plays, biographies, novels</i>), graphic texts (<i>e.g., graphic novels, hobby or sports magazines, advertisements, logos, atlases, graphic organizers, charts and tables</i>), and informational texts (<i>e.g., editorials, reports, biographies, textbooks and other non-fiction materials, print and online articles, personal electronic and online texts such as e-mails</i>)</p>	<p>read a wide variety of texts from diverse cultures, including literary texts (<i>e.g., short stories, poetry, myths, legends, fantasies, novels, plays</i>), graphic texts (<i>e.g., graphic novels, advertisements, atlases, graphic organizers, charts and tables</i>), and informational texts (<i>e.g., biographies, textbooks, and other non-fiction materials; articles and reports; print and online editorials, various electronic texts, webquest texts</i>)</p>	<p>read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts (<i>e.g., short stories, poetry, novels, mysteries, historical fiction, autobiographies, scripts, lyrics</i>), graphic texts (<i>e.g., graphs and graphic organizers, charts and tables, diagrams, surveys, maps</i>), and informational texts (<i>e.g., print and online encyclopedias, manuals, and magazine and newspaper articles; magazines in their first languages, where appropriate; electronic texts, textbooks, and non-fiction materials; a variety of dictionaries, thesauri, and websites</i>)</p>	<p>read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts (<i>e.g., short stories, novels, poetry, essays, science fiction, memoirs, scripts, satire</i>), graphic texts (<i>e.g., graphs and graphic organizers, charts and tables, surveys, maps, spreadsheets</i>), and informational texts (<i>e.g. essays, Canadian and global print and online sources, electronic texts, textbooks, dictionaries, thesauri, websites, transcripts</i>)</p>

1.2 Purpose

Grade 1	Grade 2	Grade 3	Grade 4
<p>identify a few different purposes for reading and choose reading materials appropriate for those purposes (<i>e.g., picture books for entertainment, information, or reflection; simple factual and visual texts for information; magazines for entertainment and interest</i>)</p>	<p>identify several different purposes for reading and choose reading materials appropriate for those purposes (<i>e.g., picture books for entertainment or reflection, familiar favourite books to build fluency, simple factual and visual texts for research, a picture atlas for information</i>)</p>	<p>identify a variety of purposes for reading and choose reading materials appropriate for those purposes (<i>e.g., comic books and adventure stories for entertainment and interest, trade books to find information and answer questions, dictionaries to find word meanings and pronunciation, atlases for specific information about the world, newspapers for information on current events</i>)</p>	<p>identify a variety of purposes for reading and choose reading materials appropriate for those purposes (<i>e.g., letters and diaries for information and new ideas, leisure/hobby books and magazines for recreation and interest, print and online magazine or newspaper articles to research a current issue, instructions or information about how to play a computer game</i>)</p>

Grade 5	Grade 6	Grade 7	Grade 8
<p>identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., an online or print encyclopedia article for background information, dictionaries to clarify word meanings, biographies for information about authors or historical figures, print and online newspapers/magazines for information on current issues, e-mail and text messages from friends)</p>	<p>identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., online and print sources to compare different approaches to the same topic; webquest texts for information on a historical topic; graphic organizers, charts, and tables for specific information; a novel or a nonfiction book on a favourite topic for personal enjoyment)</p>	<p>identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., an electronic database listing magazines, newspapers, and journals to verify information; a national, local, or community newspaper for coverage of a specific/current issue scripts and lyrics for enjoyment, recreation, and interest; an online or print encyclopedia article for background information)</p>	<p>identify a variety of purposes for reading and choose increasingly complex or difficult reading materials appropriate for those purposes (e.g., several online or print articles by the same author to identify consistency or change in the author's point of view; websites for information on a topic from different sources; stories from different cultures, including Aboriginal cultures, to compare treatments of similar themes)</p>
<p>1.3 Comprehension Strategies</p>			
Grade 1	Grade 2	Grade 3	Grade 4
<p>identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction (e.g., activate prior knowledge by brainstorming about the cover, title page, or topic; describe how they visualize a character or scene in a text; ask questions about information or ideas presented in a text: I wonder if...?, What if...? Why did...?; identify important ideas in a text) Teacher prompt: "What do you think is the most important thing to remember so far about this text/topic? Why do you think it is important?"</p>	<p>identify several reading comprehension strategies and use them before, during, and after reading to understand texts (e.g., activate prior knowledge to ask questions or make predictions about the topic or story; use visualization to help clarify the sights and sounds referred to in the text; ask questions to monitor understanding during reading; identify important ideas to remember)</p>	<p>identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g., activate prior knowledge through brainstorming and/or developing mind maps; ask questions to focus reading and clarify understanding; use visualization to clarify details about such things as homes and clothing of early settlers; use pictures to confirm understanding of printed text)</p>	<p>identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g., activate prior knowledge through brainstorming; ask questions to focus or clarify reading; use visualization to clarify details about such things as the sights, sounds, and smells in a medieval castle; make and confirm predictions based on evidence from the text; synthesize ideas during reading to generate a new understanding of a text)</p>
Grade 5	Grade 6	Grade 7	Grade 8
<p>identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g., activate prior knowledge through asking questions about or discussing a topic; develop mind maps to explore ideas; ask questions to focus reading; use visualization to clarify details of a character, scene, or concept in a text; make predictions about a text based on reasoning and related reading; reread to confirm or clarify meaning)</p>	<p>identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts (e.g., activate prior knowledge on a topic through brainstorming and developing concept maps; use visualization and comparisons with images from other media to clarify details of characters, scenes, or concepts in a text; make predictions about a text based on knowledge of similar texts; reread or read on to confirm or clarify understanding)</p>	<p>identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts (e.g., activate prior knowledge on a topic through dialogue and discussion; use visualization and comparisons with images from other media to clarify details of characters, scenes, or concepts; ask questions to monitor understanding; summarize sections of text during reading; synthesize ideas to broaden understanding)</p>	<p>identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex or difficult texts (e.g., activate prior knowledge on a topic through dialogue or by developing mind maps; use visualization and comparisons with images in other texts or media to clarify impressions of characters, scenes, or concepts; ask questions to monitor and clarify understanding; identify important ideas; synthesize ideas to broaden understanding)</p>

1.4 Demonstrating Understanding			
Grade 1	Grade 2	Grade 3	Grade 4
demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea (e.g., <i>retell a story or restate facts, including the main idea and important events, in accurate time order; role-play or dramatize a story or informational text using puppets or props</i>)	demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details (e.g., <i>retell a story or restate facts in proper sequence or correct time order, with a few supporting details; restate the important ideas from a short informational text about the life cycle of a butterfly in the correct sequence</i>)	demonstrate understanding of a variety of texts by identifying important ideas and some supporting details (e.g., <i>restate important ideas and some related details from an informational text about early settlers; retell a story giving details about specific elements of the text such as setting, characters, and theme</i>)	demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details (e.g., <i>make an outline of a section from a textbook in another subject to prepare for a test</i>)
Grade 5	Grade 6	Grade 7	Grade 8
demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details (e.g., <i>topic sentence and supporting points in paragraphs, reports, online and print newspaper articles, restaurant or cafeteria menus; theme and supporting plot details in short stories, myths, and fairy tales</i>)	demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details (e.g., <i>general idea and related facts in chapters, reports, tables and charts, concept maps, online and print magazine articles, editorials, brochures or pamphlets, websites; main theme and important details in short stories, poems, plays, legends</i>)	demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea (e.g., <i>key information in manuals, surveys, graphs, online and print encyclopedias, websites, tables and charts; theme and related ideas in magazine articles, dramatic monologues, television programs</i>)	demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea (e.g., <i>theme or argument and supporting evidence in reviews, essays, plays, poems; key information and related data in public documents, online and print reference articles, manuals, surveys, graphs, tables and charts, websites, transcripts</i>)
1.5 Making Inferences/Interpreting Texts			
Grade 1	Grade 2	Grade 3	Grade 4
use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them <i>Teacher prompt:</i> “The text tells us that the girl broke her brother’s toy airplane. Think about what you know about the boy so far. Predict what might happen next. Is there information in the illustration that can help you make your prediction?”	use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them <i>Teacher prompts:</i> “How did Carmen’s actions help us to know how she was feeling in the story?” “The text describes what articles of clothing the character is wearing. How does that information help us predict what the weather conditions might be?”	make inferences about texts using stated and implied ideas from the texts as evidence <i>Teacher prompts:</i> “Using information from the story opening, what can you infer about the outcome of the game?” “How do you think the other characters will react to the actions of the main character?” “Why do you think early settlers chose wood to build their homes? Is there any evidence in the text to explain this?”	make inferences about texts using stated and implied ideas from the texts as evidence <i>Teacher prompts:</i> “What does the graphic show that the text doesn’t tell you?” “If you just saw the picture without the speech bubble/text box, what would you think?” “What does the author want you to realize when she says...?”
Grade 5	Grade 6	Grade 7	Grade 8
use stated and implied ideas in texts to make inferences and construct meaning <i>Teacher prompts:</i> “What do you think will happen based on what the author has told you so far?” “What is the author suggesting ‘between the lines’?”	develop interpretations about texts using stated and implied ideas to support their interpretations <i>Teacher prompt:</i> “What is the story between the lines... beyond the lines? What clues did the author give that led to your conclusion? Why do you think the author doesn’t state these ideas directly?”	develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations <i>Teacher prompts:</i> “How does the information in the graphic influence your interpretation of the text?” “What do you think the author wants you to realize about the character’s decision in this scene? How is this information communicated?”	develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations <i>Teacher prompt:</i> “How do the stated and unstated messages in the dialogue between these characters complicate the plot of this story? What details in the dialogue support your interpretation?”

1.6 Extending Understanding			
Grade 1	Grade 2	Grade 3	Grade 4
extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them (<i>e.g., identify personally significant events in stories, such as losing a tooth or getting a pet; relate information in a text to previous experiences, other familiar texts, movies, or trips</i>) <i>Teacher prompts:</i> “What does this text remind you of in your life?” “Now that we have researched [topic X], what have we learned?” “Does this book remind you of a story that you Have been told?”	extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them <i>Teacher prompts:</i> “How is this story like the one we read last week?” “How is our school like the one we are reading about?”	extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them <i>Teacher prompts:</i> “How are homes in this book the same as or different from homes today?” “Do you know of other reasons why trees are important besides the reasons mentioned in the book?”	extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them <i>Teacher prompts:</i> “Are there personal connections that you can make to the events in the text?” “How are other books by this author similar to the one we are reading?” “Which other books/ movies/articles/online texts share a similar topic/theme/point of view?”
Grade 5	Grade 6	Grade 7	Grade 8
extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them <i>Teacher prompts:</i> “How does your experience of a similar situation help you understand this character’s choices?” “How does what you are reading now compare to what you have already read on this topic?”	extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them <i>Teacher prompt:</i> “How does the author’s treatment of this topic compare with treatments of the topic in other sources?”	extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them (<i>e.g., by comparing their own perspective to those of the characters in a historical novel</i>) <i>Teacher prompt:</i> “How is the immigration experience of these characters similar to that of new arrivals today? How is it different?”	extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them <i>Teacher prompts:</i> “Do you have knowledge or experiences that affect the way you interpret the author’s message?” “How does the author’s approach differ from the approach in other articles you have read on this topic?”
1.7 Analysing Texts			
Grade 1	Grade 2	Grade 3	Grade 4
identify the main idea and a few elements of texts, initially with support and direction (<i>e.g., narrative: characters, setting, problem/solution; information text: introductory statement, facts, photographs</i>)	identify the main idea and some additional elements of texts (<i>e.g., narrative: characters, setting, problem, solution, events/episodes, resolution; procedure: goal, materials, method</i>) <i>Teacher prompts:</i> “What main idea do these two stories share?” “What elements did the author include to make the recipe interesting and still easy to follow?”	identify specific elements of texts and explain how they contribute to the meaning of the texts (<i>e.g., narrative: setting, characters, plot, theme; explanation of a procedure: procedure to be explained, sequence of steps</i>) <i>Teacher prompts:</i> “In what way does knowing more about the characters help you to understand the text?” “How does identifying the setting in the text help you as a reader?” “Why is it important to have the steps in a specific sequence?”	analyse texts and explain how specific elements in them contribute to meaning (<i>e.g., narrative: characters, setting, main idea, problem/challenge and resolution, plot development; review: statement of opinion, reasons for opinion, concluding statement</i>) <i>Teacher prompts:</i> “How does the author use the setting to establish the mood of the text? Is it effective?” “How does the author use the opening paragraph to establish a framework for the book review?”

Grade 5	Grade 6	Grade 7	Grade 8
<p>analyse texts and explain how various elements in them contribute to meaning (<i>e.g., narrative: character development, plot development, mood, theme; report: introduction, body, conclusion</i>) <i>Teacher prompts:</i> “What devices did the author use to try to make you sympathize with the character? Were they effective?” “How did the author tie the concluding paragraph to the opening statement?”</p>	<p>analyse increasingly complex texts and explain how the different elements in them contribute to meaning (<i>e.g., narrative: contribution of characters, setting, and plot to the theme; persuasive argument: the role of the summing-up paragraph in highlighting the most compelling points in the argument</i>)</p>	<p>analyse a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader’s reaction (<i>e.g., narrative: having ordinary characters caught up in an exciting plot makes the story seem more real; debate the formal, balanced structure encourages the reader to pay equal attention to both sides of the argument</i>) <i>Teacher prompts:</i> “What does the author do to engage our sympathy for the main character? Why do you think the author makes us wait to find out what happens to this character?” “Does reading about another point of view make you think about this issue differently?”</p>	<p>analyse a variety of texts, including complex or difficult texts, and explain how the various elements in them contribute to meaning and influence the reader’s reaction (<i>e.g., narrative: rising action holds attention and creates suspense; report on an investigation: the opening paragraph tells the reader about the purpose, goals, and audience for the report</i>) <i>Teacher prompts:</i> “Why does the author spend so much time describing the preparation for the race?” “How does the information in the opening paragraph help you understand the rest of the report?”</p>
<p>1.8 Responding to and Evaluating Texts</p>			
Grade 1	Grade 2	Grade 3	Grade 4
<p>express personal thoughts and feelings about what has been read (<i>e.g., through role playing, drama, visual arts, music discussion; by developing a plan to act on issues raised in the text</i>) <i>Teacher prompts:</i> “How does the ending of this story make you feel?” “Do you think there are recycling ideas in the text that we could use in our classroom?” “Show me how you were feeling when...” “What would you say if you were...?”</p>	<p>express personal thoughts and feelings about what has been read (<i>e.g., by using visual art or music to communicate their reaction</i>) <i>Teacher prompts:</i> “Why do you think what happened to the character was fair/not fair?” “How might you express your feelings about what happened to this character?”</p>	<p>express personal opinions about ideas presented in texts (<i>e.g., identify traits they admire in the characters; comment on actions taken by characters</i>) <i>Teacher prompts:</i> “Do any of the characters in this story remind you of someone you know?” “What do you think about the way this story ends?”</p>	<p>express opinions about the ideas and information in texts and cite evidence from the text to support their opinions <i>Teacher prompts:</i> “Do you agree with the decisions made by the main character in the story?” “What is your opinion of this newspaper article? What evidence in the text supports your opinion?”</p>
Grade 5	Grade 6	Grade 7	Grade 8
<p>make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views (<i>e.g., sort and classify information from a text to see what conclusions it supports or suggests; create a profile of a character based on stated or implied information in the text</i>) <i>Teacher prompt:</i> “Do you think this character’s actions accurately reveal his thoughts? What evidence from the text supports your conclusion?”</p>	<p>make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views <i>Teacher prompts:</i> “What conclusions can you draw from the events or information presented in the text?” “Has the author chosen the most convincing facts to support his or her opinion?”</p>	<p>evaluate the effectiveness of both simple and complex texts based on evidence from the texts <i>Teacher prompt:</i> “Did the author’s argument convince you? What impressed you the most – the facts themselves or the way they were presented?”</p>	<p>evaluate the effectiveness of a text based on evidence taken from that text <i>Teacher prompts:</i> “Were the instructions for doing the experiment clear and easy to follow? Why or why not?” “Were the author’s arguments well supported by credible evidence? Did the arguments make sense? Why, or why not?” “Identify three uses of imagery in the poem and explain how they help the poet communicate the theme effectively.”</p>

1.9 Point of View			
Grade 1	Grade 2	Grade 3	Grade 4
begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective (e.g., <i>dramatize the story, taking on the role of different characters; create drawings, paintings, or models to represent the perspective of different characters in a text</i>) <i>Teacher prompts:</i> “Who is talking in this story? Would the story be different if someone else were talking?” “What is the author telling us about this topic?”	identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives (e.g., <i>develop a narrative or role play to present a story from the point of view of one or two minor characters</i>) <i>Teacher prompts:</i> “What do you think the author wants the reader to think?” “How might a different character tell this story?”	identify the point of view presented in a text and suggest some possible alternative perspectives (e.g., <i>retell the story from the point of view of someone other than the author</i>) <i>Teacher prompts:</i> “How does the author show his/her point of view on this poster?” “How might the story have been different if the main character had been a girl instead of a boy or a senior instead of a child?”	identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives (e.g., <i>identify words or phrases that reveal the point of view presented; write a letter or use role play to present the perspective of a character whose voice is not heard in the text</i>) <i>Teacher prompt:</i> “Whose voice/opinion is missing from this text? Why do you think it has been left out of the text? What words might you give to this missing voice?”
Grade 5	Grade 6	Grade 7	Grade 8
identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives (e.g., <i>ask why the perspective of certain characters in a story is not presented and include some missing voices in a dramatization of a text; with a partner, role-play an interview with a person who represents one of the missing voices</i>) <i>Teacher prompts:</i> “Whose point of view is fully explored? Why?” “Do you see any evidence of stereotyping in this text?”	identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives (e.g., <i>ask questions to identify any biases that are stated or implied in the view presented</i>) <i>Teacher prompts:</i> “Who would be most likely to share this point of view? Who would not?” “How would you revise the text to appeal to a different or a wider audience?” “Why do you think stereotypes are used in certain texts?”	identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives (e.g., <i>determine whether an author’s choice of voices to include seems justified and suggest how the meaning would change if different voices were chosen</i>)	identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives (e.g., <i>determine whether an environmental argument should include an economic perspective or an economic argument should include an environmental perspective</i>) <i>Teacher prompt:</i> “How will the addition of another perspective affect the impact or appeal of the text?”