

Reading Benchmark Continuum (Kindergarten to Grade Six) - grade level outcomes build on previous levels8;/++

	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six
Personal Perceptions, Attitudes, and Interests 1.2.2 2.2.3	Communicates personal ideas and concepts	Explores own and others' ideas and concepts	Explores own and others' understanding of concepts			Integrates others' opinions and ideas into own understanding	Adjusts and explains personal understanding of concepts by integrating others' opinions and ideas
			Recognizes information being expressed in different ways				Uses evidence to support revisions of previous understandings
	Expresses desire to read	Chooses appropriate text and begins to explain preferences	Chooses appropriate text and explains preferences; begins to collect examples of preferred text	Explains text preferences and collects samples of preferred texts	Discusses and explains to peers why a particular text genre or form is preferred	Chooses appropriate reading material; can identify text that can be read independently	Chooses appropriate reading material; can identify text that can be read independently
		Chooses to read with and for others		Chooses appropriate reading material; can identify text that can be read independently	Chooses appropriate reading material; can identify text that can be read independently		
	Talks about what has been read	Collaborates with a peer and chooses to participate in a variety of partnerships and groups					
		Begins to recognize differences in forms and genres	Recognizes differences between a variety of forms and genres				Discusses the strengths and limits of various forms and genres

		Talks about personal connections with texts from various cultures		Describes similarities and differences between self and own culture and those described in texts from other cultures	Describes how groups of people are portrayed in texts	Compares and contrasts self and own culture to those portrayed in texts from other cultures	Reflects upon personal perspective of cultural representations
		Asks for help and chooses to help others	Begins to ask for and offer help according to needs	Asks for and offers help according to needs			
Comprehension 1.1.2 1.2.1 2.1.1 2.1.2 3.2.4	Recognizes that print carries meaning Recognizes that print and pictures are connected in text						
	Begins to talk about connections between prior and new experiences or knowledge	Makes and talks about connections between self and prior and new experiences	Makes connections between prior knowledge and new information and to questions asked	Identifies connections and discusses the differences between prior knowledge and newly learned information from text			
	Begins to ask questions to satisfy curiosity and information needs, to explore opinions and concepts, and to clarify and revise new understandings	Asks questions to clarify connections and new understandings; begins to draw conclusions Talks about what was learned to revise understanding of text based on new information		Uses others' responses to extend personal understanding	Extends questions and answers to clarify new understandings and explains conclusions	Applies current understandings and/or conclusions to new contexts Seeks others' points of view through text Integrates and describes new	Extends questions and answers to clarify others' understandings Uses others' ideas, perspectives, and responses as well as those in text to develop

						ideas and information into personal understanding	personal thinking and understanding
Begins to make simple predictions about text Retells stories	Asks questions and makes comments to anticipate the meaning in text Retells ideas and information in sequence			Draws conclusions based on connections between prior and new knowledge Identifies main idea in information text	Identifies main and supporting ideas in information text		
		Begins to set a purpose for reading		Sets purpose for reading			
Begins to use comprehension strategies with guidance and support	Begins to deliberately use specific comprehension strategies with guidance			Uses specific comprehension strategies			Uses and chooses from a variety of comprehension strategies to construct and confirm meaning; seeks to deepen understanding of text through the use of strategies

		Uses title, sequence, sentence patterns, illustrations, and other text cues to construct and confirm meaning	Uses prior knowledge and textual cues to make and check predictions; begins to identify main ideas in information Uses titles, sequence/organization, sentence patterns, illustrations, headings, key words, and other text cues to construct and confirm meaning				
Processing Words and Other Text Features 2.1.2 2.1.3 2.1.4 2.1.5 2.1.6 2.3.1 2.3.2 3.2.4	Recognizes that print corresponds to oral language Recognizes that letters go together to make words and word to make sentences						
	Recognizes own name, environmental print, and familiar words with personal significance, in context	Reads familiar, basic sight, and high frequency words in context Talks about and uses new vocabulary	Extends sight vocabulary of high frequency words in context Reads familiar and unfamiliar words in context Applies knowledge of word analysis to predict meaning of new words Asks and answers questions about new vocabulary	Extends vocabulary			

	Identifies some letters and some beginning and ending consonant sounds	Identifies beginning, ending, and some medial sounds, in context	Identifies initial, medial, and final consonants in context; identifies short and long vowel sounds in context; begins to use consonant blends, digraphs, and diphthongs to decode unfamiliar words in context	Uses vowel combinations to decode unfamiliar words in context	Applies phonetic rules, strategies, and generalizations to decode unfamiliar words in context Uses word order and context clues to read new or unfamiliar words		
		Begins to identify simple text elements (book cover, title, sequence, sentence patterns...) and techniques used to emphasize text and uses them to construct and confirm meaning	Identifies text elements (pictures, type...) and techniques used to emphasize text and uses them to construct and confirm meaning	Identifies text elements (key words, headings, sequence/organization...) and techniques used to emphasize text and uses them to construct and confirm meaning	Identifies text elements (paragraphs, illustrations and captions...) and techniques used to emphasize text and uses them to construct and confirm meaning	Identifies text elements (photographs, indices...) and techniques used to emphasize text and uses them to construct and confirm meaning	Identifies text elements (margin notes, side bars...) and techniques used to emphasize text and uses them to construct and confirm meaning Skims and scans to gather information
	Demonstrates reading-like behaviours	Reads familiar text	Reads both familiar and unfamiliar text	Reads unfamiliar texts with fluency			
Fluency 2.1.5 2.1.6	"Reads" familiar text with appropriate pacing, pauses, and intonation	Reads familiar and predictable text with fluency (30 – 60 words correct per minute)	Reads familiar and new text with fluency (70 – 100 words correct per minute)	Reads grade appropriate new text with fluency (80 – 110 words correct per minute)	Reads grade appropriate new text with fluency (100 – 140 words correct per minute)	Reads grade appropriate new text with fluency (110 – 150 words correct per minute)	Reads grade appropriate new text with fluency (120 – 160 words correct per minute)

		Begins to attend to end punctuation, capitalization, and word boundaries when reading	Attends to end punctuation, word boundaries, and capitalization when reading aloud	Attends to apostrophes and quotation marks when reading aloud	Attends to commas when reading aloud	Attends to end punctuation, word boundaries, capitalization, apostrophes, quotation marks, and commas when reading aloud or silently	
			Reads for meaning; monitors and self-corrects				
Metacognition and Reading Strategies 1.1.4 2.2.2 2.3.3 5.1.3		Recognizes what is real and imaginary in a variety of text					
	Begins to reflect on personal behaviours and/or learning style	Reflects on learning experiences	Reflects on strengths and challenges as reader Asks for and responds to feedback	Uses reflections about own strengths and challenges as a reader to set goals	Identifies areas of accomplishment and enhancement in reading Reviews goals set to improve reading	Sets personal goals to enhance reading	Assesses reading skills, strategies, and behaviours and revises personal goals Sets criteria to assess skills, strategies, and behaviour, as well as goals
	Begins to reflect on personal behaviours that contribute to group success	Identifies personal behaviours that contribute to success	Identifies personal behaviours that contribute to group success				
	Begins to talk about how an author expresses his/her voice through techniques of style	Talks about author's voice, with guidance	Talks about how an author expresses his/her voice through techniques of style			Explains how an author uses words, techniques, or elements to create sounds or images	Explains which techniques of style the author used effectively to express his/her voice

			Identifies words that create sounds, images, or rhythm, and talks about how the author expresses his voice through word choice			Describes how humour is created using language and visual imagery	Explains how effective an author's choice of words, techniques, or elements are in clarifying or enhancing meaning
		Talks about connections between forms of expression, purpose, and audience		Identifies intended audience when reading	Sorts forms and genres according to their purpose and talks about their differences		Talks about relationship between form/genre and audience/purpose
		Evaluates the usefulness of information, with guidance	Talks about how making connections, asking questions, and making predictions have deepened understanding of text	Reflects on use of comprehension strategies when reading			Compares how groups of people are portrayed in texts and identifies bias and stereotyping