



GOVERNMENT OF
NEWFOUNDLAND
AND LABRADOR
Department of Education

Correlation

**Primary English Language Arts Curriculum Guide
(Reading/Viewing Component)**

with

First Steps Reading Developmental Continuum

General Curriculum Outcomes (Reading)

4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Curriculum Guide	First Steps Reading Phase
<p>Emergent</p> <p>regarding reading/viewing as sources of interests, enjoyment, and information</p>	<p>Role Play/Experimental/Early</p> <p>Role Play - Text</p> <ul style="list-style-type: none"> • selects favourite books from a range, e.g., chooses a book saying, “I want <i>The Three Little Pigs</i>” • can talk about favourite stories and enjoys hearing them <p>Role Play - Attitude</p> <ul style="list-style-type: none"> • displays curiosity about print by experimenting with ‘writing’ and drawing and asking “What does that say?” • wants to look at books • expresses enjoyment by joining in orally and responding emotively when listening to familiar stories • eagerly anticipates book-reading events that are part of daily routine
<p>understanding basic concepts of print including directionality, word, space, letter, and sound</p>	<p>Role Play - Text</p> <ul style="list-style-type: none"> • displays reading like behaviour - holding the book the right way up, turning the pages appropriately, looking at words and pictures, using pictures to construct ideas • knows that writing and drawing are different, e.g., “Mummy reads the black bits.” • responds to and uses simple terminology such as: book, right way up, front, back, upside down <p>Experimental - Text</p> <ul style="list-style-type: none"> • knows that print goes from left to right and from top to bottom of a page • responds to and uses terminology such as: letter, word, sentence, chapter

<p>S begin to match one-to-one spoken to printed word</p>	<p>Experimental - Context</p> <ul style="list-style-type: none"> • uses prior knowledge of context and personal experience to make meaning, e.g., uses memory of a text to match spoken with written words • demonstrates understanding of one-to-one correspondence between spoken and written words, for instance, the child slows down when dictating to an adult • asks for assistance with some words. May be aware that own reading is not accurate and may seek help, re-read or stop reading
<p>S begin to recognize some high frequency sight words</p>	<p>Experimental - Word</p> <ul style="list-style-type: none"> • points to specific known words as they are read • matches some spoken words with written words when reading a book or environmental print <p>Early - Word</p> <ul style="list-style-type: none"> • has a bank of words which are recognized when encountered in different contexts, e.g., in a book, on the black board, in the environment or on a chart • locates words from sources such as word banks and environmental print

General Curriculum Outcomes (Reading)

5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Curriculum Guide	First Steps Reading Phase
Emergent	Early
with assistance, interact with a variety of simple texts as well as human and community resources	Early - Text <ul style="list-style-type: none"> • talks about ideas and information from informational texts, making links to own knowledge

General Curriculum Outcomes (Reading)

1. Students will speak and listen to explore, extend, clarify and reflect on their thoughts, feelings and experiences.

Curriculum Guide	First Steps Reading Phase
Emergent	Experimental/Early
respond personally to texts in a variety of ways	<p>Experimental - Text</p> <ul style="list-style-type: none"> • expresses personal views about the actions of a character and speculates on own behaviour in a similar situation, e.g., 'If I had been...I would have...' <p>Experimental - Attitudes</p> <ul style="list-style-type: none"> • may ask for favourite stories to be read • joins in and acts out familiar stories if invited to do so • selects books to read for pleasure • self-selects on basis of interest or familiarity
express opinions about texts, the work of authors and illustrators	<p>Role Play - Text</p> <ul style="list-style-type: none"> • can talk about favourite stories and enjoys hearing them <p>Early - Attitudes</p> <ul style="list-style-type: none"> • talks about a favourite author • discusses favourite books

General Curriculum Outcomes (Reading)

7. Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.

Curriculum Guide	First Steps Reading Phase
Emergent	Experimental/Early
recognize some basic types of texts (e.g., videos, poems, posters, letters, true, and imaginary texts)	Early - Text <ul style="list-style-type: none"> • can identify and talk about a range of different text forms such as letters, lists, recipes, stories, newspaper and magazine articles, television dramas and documents
recognize some basic components of texts such as author, illustrator, title	Experimental - Text <ul style="list-style-type: none"> • identifies the subject matter of a story through the use of titles and illustrations, e.g., “I want the story about the big black cat”
begin to ask questions of text	Experimental - Text <ul style="list-style-type: none"> • see major teaching emphasis for Phase 1 (Role Play) and Phase 2 (Experiment) on pages 22 and 30 of the Reading Developmental Continuum
begin to develop an understanding and respect for diversity	Experimental - Text <ul style="list-style-type: none"> • critical thinking valued at all phases of the continuum

General Curriculum Outcomes (Reading)

4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts

Curriculum Guide	First Steps Reading Phase
Early	Early
regard reading/viewing as sources of interest, enjoyment, and information	Early - Attitude <ul style="list-style-type: none"> • enjoys listening to stories • reads for a range of purposes, e.g., for pleasure or information
expend their understanding of concepts of print: S punctuation in text serves a purpose S upper and lower case letters have specific forms and functions	Early - Context <ul style="list-style-type: none"> • uses knowledge of sentence structure and punctuation to help make meaning (syntactic strategies)
select independently, and with teacher assistance, texts appropriate to their interest and learning needs	Early - Attitude <ul style="list-style-type: none"> • selects own reading material according to interest, purpose and level of difficulty and, with teacher support, can reconstruct information gained
use some features of written text to determine content, locate topics and obtain information	Early - Text <ul style="list-style-type: none"> • identifies the main topic of a story or informational text and supplies some supporting information
uses a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict monitor/self-correct: S predict on the basis of what makes sense, what sounds right, and what the print suggests S make meaningful substitutions S attempt to self-correct predictions that interfere with meaning S begin to monitor their on reading by cross-checking meaning cues with cues from beginning and last letters of the word	Early - Context <ul style="list-style-type: none"> • uses pictures cues and knowledge of context to check understanding of meaning • generally makes meaningful substitutions, however, over-reliance on graphophonics may cause some meaning to be lost • may sub-vocalize when reading difficulty text 'silently' • is beginning to use self-correction as a strategy • uses knowledge of sentence structure and punctuation to help make meaning (syntactic strategies) • sometimes reads on to confirm meaning • re-reads passage in order to clarify meaning that may have been lost due to word-by-word reading. May re-read a phrase, a sentence, or a paragraph

	<p>Early - Context (continued)</p> <ul style="list-style-type: none"> • can talk about strategies used at the sentence level, e.g., ‘If I think it doesn’t sound right, I try again’ • is beginning to integrate prediction and substantiation <p>Early - Word</p> <ul style="list-style-type: none"> • relies heavily on beginning letters and sounding-out for word identification (graphophonic strategies) • when questioned can reflect on own word identification strategies, e.g., “I sounded it out”
<p>use a variety of strategies to create meaning:</p> <ul style="list-style-type: none"> S identify main ideas S predict content using text information and knowledge and experience S make inferences by drawing on their own experience and clues in the text S identify character traits from contextual clues S make connections between texts, noticing similarities in characters, events, illustrations, language S follow written directions 	<p>Early - Text</p> <ul style="list-style-type: none"> • is beginning to read familiar texts confidently and can retell major content from visual and printed texts, e.g., language experience recounts, shared books, simple informational texts and children’s television programs • identifies the main topics of a story or informational text and supplies some supporting information • can talk about how to predict text content, e.g., “I know that book hadn’t got facts in it. The dinosaurs had clothes on.” • talks about ideas and information from informational texts, making links to own knowledge • provides detail about characters, setting, and events when retelling a story • make comparisons with other texts read or viewed. The reader’s comments could relate to theme, setting, character, plot, structure, information or the way the text is written.

consistently match one-to-one

Early - Context

- may read word-by-word or line-by-line when reading an unfamiliar text, i.e., reading performance maybe word centered - fluency and expression are stilted

Early - Word

- carefully reads text, demonstrating the understanding that meaning is vested in the words
- may point as an aid to reading, using finger, eyes, or voice, especially when reading difficulty text

General Curriculum Outcomes (Reading)

5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Curriculum Guide	First Steps Reading Phase
Early	Early
engage in the research process with assistance S generate questions to guide research S use a database or electronic search with assistance S interact with the information	Text <ul style="list-style-type: none"> • identifies the main topic of a story or informational text and supplies some supporting information • talks about ideas and information from informational texts, making links to own knowledge

General Curriculum Outcomes (Reading)

6. Students will be expected to respond personally to a range of texts.

Curriculum Guide	First Steps Reading Phase
Early	Early
make personal connects to text and share their responses in a variety of ways	<p>Early - Text</p> <ul style="list-style-type: none"> • has a strong personal reaction to advertisements, ideas, and information from visual and written texts <p>Early - Attitude</p> <ul style="list-style-type: none"> • responds sensitively to stories read • discusses favourite books • talks about favourite author
express and begin to support opinions about text and the work of authors and illustrators	<p>Early - Text</p> <ul style="list-style-type: none"> • demonstrates understanding that all texts, both narrative and informational are written by authors who are expressing their own ideas • makes comparisons with other texts read or viewed. The reader's comments could relate to theme, setting, character, plot, structure, information or the way the text is written <p>Early - Attitude</p> <ul style="list-style-type: none"> • discusses favourite books • talks about favourite author

General Curriculum Outcomes (Reading)

7. Students will be expected to respond critically to a range of texts, applying their knowledge of language, form, and genre.

Curriculum Guide	First Steps Reading Phase
Early	Early
use their experience with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics	Early - Text <ul style="list-style-type: none"> • can identify and talk about a range of different text forms such as letters, lists, recipes, stories, newspaper and magazine articles, television dramas and documentaries
respond critically to texts S formulate questions as well as understanding S develop an understanding as respect for diversity	Early - Text <ul style="list-style-type: none"> • demonstrates understanding that all texts, both informational and narrative are written by authors who are expressing their own ideas (see also: Major Teaching Emphases - Phase 2 (experimental) and Phase 3 (early) - pages 30 and 39 in the reading Developmental Continuum)

General Curriculum Outcomes (Reading)

4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Curriculum Guide	First Steps Reading Phase
Transitional	Transitional
select, independently and with teacher assistance, texts appropriate to their interests and learning needs	<p>Transitional - Text</p> <ul style="list-style-type: none"> • selects appropriate material and adjusts reading strategies for different texts and different purposes, e.g., skimming to search for a specific fact; scanning for a key word • uses a range of strategies effectively to find relevant information in texts, e.g., makes use of table of contents and index • selects texts effectively, integrating reading purpose and level difficulty
read widely and experience a variety of children's literature	<p>Transitional - Attitude</p> <ul style="list-style-type: none"> • is self-motivated to read for pleasure • reads for a range of purposes • may discover a particular genre, e.g., adventure stories (may seek out other titles of this type) • shows a marked preference for specific type of book or author • demonstrates confidence when reading different texts
use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information	<p>Transitional - Text</p> <ul style="list-style-type: none"> • shows an ability to construct meaning by integrating knowledge of: <ul style="list-style-type: none"> S text structure, e.g., letter, narrative, report, recount, procedure S text organization, e.g., paragraphs, chapters, introduction, conclusion, contents page, index S language features, e.g., descriptive language connectives such as because, therefore, if...then S subject specific language, e.g., the language of reporting in science and the language of a journalistic report

use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning

- S predict on the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntax, graphophonics)
- S monitor reading by cross-checking the various cues (Did that make sense? Did it sound right? If that were 'fire' would it have a 't' at the end?)
- S uses a variety of self-correcting strategies (e.g., rereading, reading on and trying to think about what would make sense, trying to find a little word in a big word)
- S read silently, vocalizing only when a major problem with word recognition or meaning occurs
- S visually survey the text when reading and abandon finger pointing unless a problem occurs
- S word-solve by using analogy with known words, knowledge of affixes, roots, or compounds, and syllabication
- S using blending as one strategy for decoding words
- S recognizes a wide variety of sight words
- S uses a dictionary
- S identify main idea and support details
- S identify principles of order in text (time, cause/effect, space)
- S interpret figurative language
- S use clues from the text and personal experience to gain an understanding of character
- S recognize different emotions and emphasize with literary characters
- S recognize the element of a story or plot

Transitional - Context

- is becoming efficient in using most of the following strategies for constructing meaning:
 - S makes predictions and is able to substantiate them
 - S self-corrects when reading
 - S re-reads to clarify meaning
 - S reads-on when encountering a difficult text
- slows down when reading difficult texts
- substitutes familiar words
- uses knowledge of print conventions, e.g., capitalization, full stops, commas, exclamation marks, speech marks
- makes meaningful substitutions, i.e., replacement miscues are meaningful, e.g., 'cool' drink for 'cold drink'. The integration of the three cueing systems (semantic, syntactic and graphophonic) developing
- is able to talk about some of the strategies for making meaning

Transitional - Word

- is becoming efficient in the use of the following word identification strategies for constructing meaning:
 - S sounds-out to decode words
 - S uses initial letters as a cue to decoding
 - S uses knowledge of common letter patterns to decode words, e.g., th, tion, scious, ough
 - S uses known parts of words to make sense of the whole word
 - S uses blending to decode words, e.g., str-ing
 - S uses word segmentation and syllabification to make sense of whole word
- has an increasing bank of sight words, including some difficulty and subject-specific words, e.g., science, experiment, February, Christmas

Transitional - Text

- shows an ability to construct meaning by integrating knowledge of:
 - S text structure, e.g, letter, narrative, report, recount, procedure
 - S text organization, e.g., paragraphs, chapters, introduction, conclusion, contents page, index
 - S language features, e.g., descriptive language, connectives such as because, therefore, if...then
 - S subject specific language, e.g., the language of reporting in science and the languages of a journalistic report