

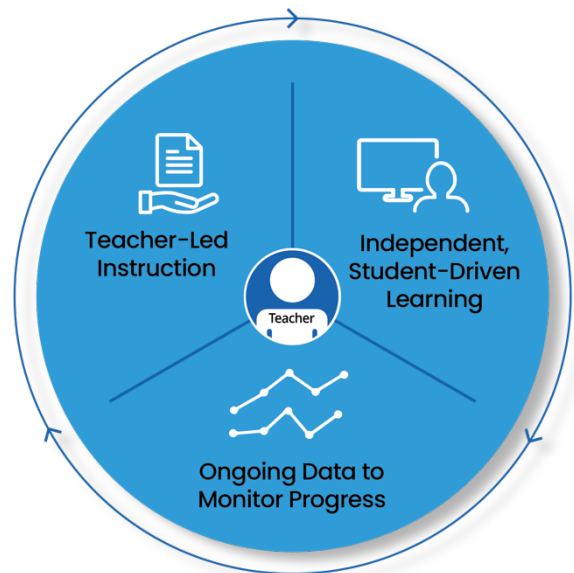
Lexia® Core5® Reading

Ontario Kindergarten Learning Expectation 4.5 & Ontario Language Curriculum Expectations 2023, Grades 1-5

Lexia® Core5® Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades Pre-K through 5. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six primary areas of reading instruction: Phonological Awareness, Phonics, Structural Analysis, Automaticity/Fluency, Vocabulary and Comprehension. Core5® targets skill gaps as they emerge and provides teachers with the data and student-specific resources they need for individual or small-group instruction.

This document demonstrates how **Lexia Core5® Reading** is aligned to the **Ontario’s Learning Expectations**. In Kindergarten, Core5 is aligned to the Learning Expectation 4.5 – *Demonstrating Literacy and Mathematics Behaviors*. For grades 1-5, Core5 is aligned to the Language Curriculum Expectations 2023 in *Strand B - Foundations of Literacy* and *Strand C - Comprehension: Understanding and Responding to Texts*.

Each Core5 Online Reading Activity builds the student’s capacity from learning foundational readings skills to understanding complex comprehension strategies. In addition to teaching foundational skills, Core5 supports students with vocabulary development and reading comprehension through offline materials such as Lexia Lessons, Lexia Connections, and Lexia Skill Builders.



Using this Resource

Educators can use this resource to plan instruction and monitor the pacing and introduction of new skills while implementing Core5®. The tables below demonstrate the alignment of Core5® to the Kindergarten Learning Expectation 4.5 and the Ontario Language Curriculum Expectations 2023 for grades 1-5.



Kindergarten

Learning Expectation 4.5: Demonstrating Literacy and Mathematics Behaviors¹

Overall Expectations	Core5 Online	Core5 Offline
1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts	n/a	✓
9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts	✓	✓
10. demonstrate literacy behaviours that enable beginning writers to communicate with others	n/a	✓
11. demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators	✓	✓

Specific Expectations	Core5 Online	Core5 Offline
OE1. Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts		
1.1 explore sounds, rhythms, and language structures, with guidance and on their own	✓	✓
1.2 listen and respond to others, both verbally and non-verbally (e.g., using the arts, using signs, using gestures and body language), for a variety of purposes (e.g., to exchange ideas, express feelings, offer opinions) and in a variety of contexts (e.g., after read-alouds and shared reading or writing experiences; while solving a class math problem; in imaginary or exploratory play; in the learning areas; while engaged in games and outdoor play; while making scientific observations of plants and animals outdoors)	n/a	✓
1.3 use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; name feelings and recognize how someone else might be feeling)	n/a	n/a
1.4 sustain interactions in different contexts (e.g., with materials, with other children, with adults)	✓	✓

¹ For the Learning Expectations, overall and specific, only the expectations that are related to literacy are included in this alignment document for Kindergarten.

1.5 use language (verbal and non-verbal communication) in various contexts to connect new experiences with what they already know (e.g., contribute ideas during shared or interactive writing; contribute to conversations in learning areas; respond to educator prompts)	n/a	✓
1.6 use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems	n/a	✓
1.7 use specialized vocabulary for a variety of purposes (e.g., terms for things they are building or equipment they are using)	✓	✓
1.8 ask questions for a variety of purposes (e.g., for direction, for assistance, to innovate on an idea, to obtain information, for clarification, for help in understanding something, out of curiosity about something, to make meaning of a new situation) and in different contexts (e.g., during discussions and conversations with peers and adults; before, during, and after read-aloud and shared reading experiences; while exploring the schoolyard or local park; in small groups, in learning areas)	n/a	✓
1.9 describe personal experiences, using vocabulary and details appropriate to the situation	n/a	n/a
1.10 retell experiences, events, and familiar stories in proper sequence (e.g., orally; in new and creative ways; using drama, visual arts, non-verbal communication, and representations; in a conversation)	✓	✓
1.11 demonstrate an awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words	✓	✓
OE9. Demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts		
9.1 use reading behaviours to make sense of familiar and unfamiliar texts in print (e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships)	✓	✓
OE10. Demonstrate literacy behaviours that enable beginning writers to communicate with others		
10.1 demonstrate an interest in writing (e.g., choose a variety of writing materials, such as adhesive notes, labels, envelopes, coloured paper, markers, crayons, pencils) and choose to write in a variety of contexts (e.g., draw or record ideas in learning areas)	n/a	✓
10.2 demonstrate an awareness that text can convey ideas or messages (e.g., ask the educator to write out new words for them)	✓	✓
10.3 write simple messages (e.g., a grocery list on unlined paper, a greeting card made on a computer, labels for a block or sand construction), using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words	n/a	✓



10.4 use classroom resources to support their writing (e.g., a classroom word wall that is made up of children's names, words from simple patterned texts, and words used repeatedly in shared or interactive writing experiences; signs or charts in the classroom; picture dictionaries; alphabet cards; books)	n/a	n/a
10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts	n/a	n/a
10.6 communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing (e.g., make a story map of "The Three Little Pigs" and retell the story individually to a member of the educator team during a writing conference)	n/a	✓
OE11. Demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators		
11.1 demonstrate an interest in reading (e.g., expect to find meaning in pictures and text; choose to look at reading materials; respond to texts read by the educator team; reread familiar text; confidently make attempts at reading)	✓	✓
11.2 identify personal preferences in reading materials (e.g., choose fiction and non-fiction books, magazines, posters, or computerized interactive texts that they enjoy) in different contexts (e.g., educator team read-alouds, shared experiences in reading books, independent reading time)	n/a	n/a
11.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print (e.g., start at the beginning of the book; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages)	✓	✓
11.4 respond to a variety of materials that have been read aloud to them (e.g., paint, draw, or construct models of characters or settings)	✓	✓
11.5 make predictions regarding an unfamiliar text that is read by and with the educator team, using prior experience, knowledge of familiar texts, and general knowledge of the world around them (e.g., use the cover pictures and/or title to determine the topic and/or text form)	n/a	✓
11.6 use prior knowledge to make connections (e.g., to new experiences, to other books, to events in the world) to help them understand a diverse range of materials read by and with the educator team	n/a	n/a
11.7 use illustrations to support comprehension of texts that are read by and with the educator(s)	✓	✓
11.8 demonstrate knowledge of most letters of the alphabet in different contexts (e.g., use a variety of capital and lower-case manipulative letters in letter play; identify letters by name on signs and labels in chart stories, in poems, in big books, on traffic signs; identify the sound that is represented by a letter; identify a word that begins with the letter)	✓	✓



<p>11.9 retell, orally or with non-verbal communication, familiar experiences or stories in proper sequence (e.g., in new and creative ways, using drama, visual arts, non-verbal communication, and representations; in a conversation)</p>	<p>n/a</p>	<p>✓</p>
<p>11.10 retell information from non-fiction materials that have been read by and with the educator team in a variety of contexts (e.g., read-alouds, shared reading experiences), using pictures and/or props</p>	<p>n/a</p>	<p>✓</p>



Grade 1

Strand B. Foundations of Language

Overall Expectations	Core5 Online	Core5 Offline
B1. Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	n/a	✓
B2. Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing	✓	✓
B3. Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts	n/a	✓

Specific Expectations	Core5 Online	Core5 Offline
B1. Oral and Non-Verbal Communication		
Effective Listening Skills		
B1.1 use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities	n/a	✓
Listening Strategies for Comprehension		
B1.2 identify and use listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally	n/a	✓
Speaking Purposes and Strategies		
B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently	n/a	✓
Oral and Non-Verbal Communication Strategies		
B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, to interpret or contribute to the meaning of messages	n/a	✓



Word Choice, Syntax, and Grammar in Oral Communication B1.5 use appropriate word choice, including new vocabulary, grammar, and cohesive phrases and sentences when speaking and communicating ideas	n/a	✓
B2. Language Foundations for Reading and Writing		
Phonemic Awareness B2.1 use understanding of the sound structure of spoken words to orally isolate, blend, and segment phonemes, from simple structures with two phonemes to structures with more phonemes	✓	✓
Alphabetic Knowledge B2.2 name and form the upper- and lowercase letters both in and out of order and demonstrate knowledge of alphabetic order, with automaticity	✓	✓
Phonics: Grapheme-Phoneme Correspondence B2.3 identify, read, and spell most common grapheme-phoneme correspondences of consonants and vowels, with automaticity	✓	✓
Word-Level Reading and Spelling: Using Phonics Knowledge B2.4 use phonics knowledge and phonemic blending to read words, and phonemic segmentation to spell phonetically regular words, in isolation and various text contexts	✓	✓
Word-Level Reading and Spelling: Using Orthographic Knowledge B2.5 use developing orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading	✓	✓
Word-Level Reading and Spelling: Using Morphological Knowledge B2.6 use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words	n/a	n/a
Vocabulary B2.7 demonstrate an understanding of commonly used words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use their developing morphological knowledge to analyze and understand new words in context	✓	✓
Reading Fluency: Accuracy, Rate, and Prosody B2.8 read simple words, short sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression	✓	✓



B3. Language Conventions for Reading and Writing

Syntax and Sentence Structure		
B3.1 identify and construct simple and compound sentences, including declarative, imperative, interrogative, and exclamatory sentences	n/a	✓
Grammar		
B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including common singular and plural nouns, using the pronoun “I”, the past, present, and future verb tenses, common adjectives and adverbs, and common conjunctions, and use this knowledge to support comprehension and communicate meaning clearly	✓	✓
Capitalization and Punctuation		
B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of a capital letter at the beginning of a sentence and the appropriate punctuation mark at the end	n/a	✓

Strand C. Comprehension: Understanding and Responding to Texts

Overall Expectations	Core5 Online	Core5 Offline
C1. Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres	✓	✓
C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts	✓	✓
C3. Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts	n/a	✓



Specific Expectations	Core5 Online	Core5 Offline
C1. Knowledge about Texts		
Using Foundational Knowledge and Skills to Comprehend Texts		
C1.1 read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge	✓	✓
Text Forms and Genres		
C1.2 identify simple literary and informational text forms and their associated genres	✓	✓
Text Patterns and Features		
C1.3 identify some text patterns, such as sequencing and chronological order, and text features, including illustrations, symbols, and titles, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning	✓	✓
Visual Elements of Texts		
C1.4 demonstrate an understanding of the relationship between simple illustrations, images, and graphics and the text	✓	✓
Elements of Style		
C1.5 identify some simple elements of style in texts, including voice, word choice, word patterns, and sentence structure, and describe how they help communicate meaning	n/a	✓
Point of View		
C1.6 identify the narrator’s point of view in a variety of texts, and suggest an alternative point of view to tell the story	n/a	n/a
Indigenous Context of Various Text Forms		
C1.7 read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to demonstrate understanding of various aspects of First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences	n/a	n/a
C2. Comprehension Strategies		
Prereading: Activating Prior Knowledge		
C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the topics of new texts	n/a	n/a
Prereading: Identifying the Purpose for Reading, Listening, and Viewing		
C2.2 identify purposes for engaging with texts, including enjoyment or finding information	✓	✓
Monitoring of Understanding: Making and Confirming Predictions		
C2.3 make predictions using background knowledge, text features, and evidence from the text	n/a	✓



Monitoring of Understanding: Ongoing Comprehension Check C2.4 use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts	✓	✓
Monitoring of Understanding: Making Connections C2.5 identify connections between ideas expressed in simple texts and their knowledges and lived experiences, the ideas in other familiar texts, and the world around them	n/a	✓
Summarizing: Identifying Relevant Information and Drawing Conclusions C2.6 identify important information in a simple text, including the main idea	✓	✓
Reflecting on Learning C2.7 identify strategies, such as activating prior knowledge and visualizing, that have helped them comprehend texts	✓	✓
C3. Critical Thinking in Literacy		
Literary Devices C3.1 identify simple literary devices, including rhyme, alliteration, and onomatopoeia, and describe how they help communicate meaning	n/a	✓
Making Inferences C3.2 make simple inferences, using stated and implied information and ideas, to understand simple texts	n/a	✓
Analyzing Texts C3.3 analyze simple texts, including literary and informational texts, by identifying and sequencing important information and events	✓	✓
Analyzing Cultural Elements of Texts C3.4 identify some cultural elements represented in various texts, including symbols and values, and explain how these elements contribute to the meaning	n/a	✓
Perspectives within Texts C3.5 identify explicit and implicit perspectives communicated in a text, and describe how these perspectives could influence an audience	n/a	n/a
Analysis and Response C3.6 express personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility	n/a	n/a
Indigenous Contexts C3.7 identify some ways in which texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations communicate about historical periods, cultural experiences, and events, and how they relate to current lived experiences	n/a	n/a
Reflecting on Learning C3.8 identify thinking skills that helped them understand simple texts	n/a	✓



Grade 2

Strand B. Foundations of Language

Overall Expectations	Core5 Online	Core5 Offline
B1. Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	n/a	✓
B2. Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing	✓	✓
B3. Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts	n/a	✓

Specific Expectations	Core5 Online	Core5 Offline
B1. Oral and Non-Verbal Communication		
Effective Listening Skills		
B1.1 use effective listening skills, including asking relevant questions, restating what they heard, and expressing interest, in formal and informal contexts and for various purposes, including in conversations and various classroom activities	n/a	✓
Listening Strategies for Comprehension		
B1.2 identify and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, and to recognize when a message is difficult to understand	n/a	✓
Speaking Purposes and Strategies		
B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns and staying on topic, to communicate meaning clearly and coherently	n/a	✓



Oral and Non-Verbal Communication Strategies		
B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed	n/a	✓
Word Choice, Syntax, and Grammar in Oral Communication		
B1.5 use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas, to support audience comprehension	n/a	✓
B2. Language Foundations for Reading and Writing		
Word-Level Reading and Spelling: Using Phonics Knowledge		
B2.1 use phonics knowledge, including phonemic blending to read words and set for variability to correct approximations, and phonemic segmentation to spell phonetically regular monosyllabic and multisyllabic words, in isolation and various text contexts	✓	✓
Word-Level Reading and Spelling: Using Orthographic Knowledge		
B2.2 use orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading	✓	✓
Word-Level Reading and Spelling: Using Morphological Knowledge		
B2.3 use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words	✓	✓
Vocabulary		
B2.4 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use their developing morphological knowledge to analyze and understand new words in context	✓	✓
Reading Fluency: Accuracy, Rate, and Prosody		
B2.5 read words, sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression and intonation	✓	✓
B3. Language Conventions for Reading and Writing		
Syntax and Sentence Structure		
B3.1 identify and construct declarative, imperative, interrogative, and exclamatory sentences, including compound sentences	n/a	✓
Grammar		
B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including abstract and collective nouns, personal pronouns, forms of the verb “to be”, comparative and superlative adjectives, conjunctions, and recognition of the words that adverbs modify, and use this knowledge to support comprehension and communicate meaning clearly	n/a	✓



<p>Capitalization and Punctuation B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate clearly, including capital letters for proper nouns, commas to separate items in lists, apostrophes for possessives, and quotation marks for direct speech</p>	n/a	✓
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Strand C. Comprehension: Understanding and Responding to Texts

Overall Expectations	Core5 Online	Core5 Offline
<p>C1. Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres</p>	✓	✓
<p>C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts</p>	✓	✓
<p>C3. Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts</p>	✓	✓

Specific Expectations	Core5 Online	Core5 Offline
C1. Knowledge about Texts		
Using Foundational Knowledge and Skills to Comprehend Texts		
<p>C1.1 read and comprehend short texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p>	✓	✓
Text Forms and Genres		
<p>C1.2 identify and describe some characteristics of literary and informational text forms and their associated genres</p>	✓	✓



<p>Text Patterns and Features</p> <p>C1.3 identify some text patterns, such as chronological order and journal entry, and text features, including table of contents, charts, and icons, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning</p>	✓	✓
<p>Visual Elements of Texts</p> <p>C1.4 identify ways in which images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p>	✓	✓
<p>Elements of Style</p> <p>C1.5 identify some simple elements of style in texts, including voice, word choice, word patterns, and sentence structure, and explain how they help communicate meaning</p>	✓	✓
<p>Point of View</p> <p>C1.6 identify the narrator’s point of view, including first person or third person, in simple texts, and suggest an alternative point of view to tell the story</p>	n/a	✓
<p>Indigenous Context of Various Text Forms</p> <p>C1.7 read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to demonstrate understanding of various aspects of First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences</p>	n/a	n/a
<p>C2. Comprehension Strategies</p>		
<p>Prereading: Activating Prior Knowledge</p> <p>C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to make connections and understand the topic and form of new texts</p>	✓	✓
<p>Prereading: Identifying the Purpose for Reading, Listening, and Viewing</p> <p>C2.2 identify various purposes for engaging with texts, including enjoyment or finding information</p>	✓	✓
<p>Monitoring of Understanding: Making and Confirming Predictions</p> <p>C2.3 make predictions using background knowledge, text features, and evidence from the text</p>	✓	✓
<p>Monitoring of Understanding: Ongoing Comprehension Check</p> <p>C2.4 use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts</p>	✓	✓
<p>Monitoring of Understanding: Making Connections</p> <p>C2.5 identify connections between ideas expressed in simple texts and their knowledges and lived experiences, the ideas in other familiar texts, and the world around them</p>	✓	✓
<p>Summarizing: Identifying Relevant Information and Drawing Conclusions</p> <p>C2.6 identify the main idea in a simple text, and relate important details in sequence</p>	✓	✓



Reflecting on Learning C2.7 identify strategies, such as rereading, visualizing, and asking questions, that have helped them comprehend various texts	✓	✓
C3. Critical Thinking in Literacy		
Literary Devices C3.1 identify simple literary devices, including consonance and simile, and describe how they help communicate meaning	✓	✓
Making Inferences C3.2 make simple inferences using stated and implied information and ideas to understand simple texts	✓	✓
Analyzing Texts C3.3 analyze simple texts, including literary and informational texts, by identifying and sequencing important information, and comparing and contrasting simple elements	✓	✓
Analyzing Cultural Elements of Texts C3.4 identify some cultural elements represented in various texts, including symbols, language, and values, and pose questions and share ideas about how these elements contribute to the meaning	✓	n/a
Perspectives within Texts C3.5 identify explicit and implicit perspectives communicated in a text, providing evidence, and describe how these perspectives could influence an audience	n/a	n/a
Analysis and Response C3.6 express personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility	n/a	n/a
Indigenous Contexts C3.7 identify some ways in which texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations communicate about historical periods, cultural experiences, and events, and how they relate to current lived experiences	n/a	n/a
Reflecting on Learning C3.8 identify thinking skills that have helped them analyze and better understand simple texts	n/a	✓



Grade 3

Strand B. Foundations of Language

Overall Expectations	Core5 Online	Core5 Offline
B1. Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	n/a	✓
B2. Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing	✓	✓
B3. Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts	✓	✓

Specific Expectations	Core5 Online	Core5 Offline
B1. Oral and Non-Verbal Communication		
Effective Listening Skills		
B1.1 use effective listening skills, including asking questions to clarify information and ideas, in formal and informal contexts and for various purposes, including in small- and large-group conversations and various classroom activities	n/a	✓
Listening Strategies for Comprehension		
B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, recognize when a message is difficult to understand, and develop an appropriate response	n/a	✓
Speaking Purposes and Strategies		
B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including establishing a rapport with the audience, to communicate clearly and coherently	n/a	n/a



<p>Oral and Non-Verbal Communication Strategies</p> <p>B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed</p>	n/a	✓
<p>Word Choice, Syntax, and Grammar in Oral Communication</p> <p>B1.5 use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas in various contexts, to support audience comprehension</p>	n/a	✓
<p>B2. Language Foundations for Reading and Writing</p>		
<p>Word-Level Reading and Spelling: Using Phonics Knowledge</p> <p>B2.1 use consolidated phonics knowledge, including phonemic blending to read words and set for variability to correct approximations, and phonemic segmentation to spell phonetically regular monosyllabic and multisyllabic words, in isolation and various text contexts</p>	✓	✓
<p>Word-Level Reading and Spelling: Using Orthographic Knowledge</p> <p>B2.2 use consolidated orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading</p>	✓	✓
<p>Word-Level Reading and Spelling: Using Morphological Knowledge</p> <p>B2.3 use developing knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words</p>	✓	✓
<p>Vocabulary</p> <p>B2.4 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use morphological knowledge to analyze and understand new words in context</p>	✓	✓
<p>Reading Fluency: Accuracy, Rate, and Prosody</p> <p>B2.5 read words, complex sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud using varied expression and intonation according to the purpose of reading</p>	✓	✓
<p>B3. Language Conventions for Reading and Writing</p>		
<p>Syntax and Sentence Structure</p> <p>B3.1 identify and construct various sentence types and forms, including simple sentences, compound sentences, and complex sentences containing adverbial clauses</p>	✓	✓



<p>Grammar</p> <p>B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including possessive nouns, linking verbs and the progressive tense, interrogative adjectives and adverbs, and prepositions and interjections, and use this knowledge to support comprehension and communicate meaning clearly</p>	✓	✓
<p>Capitalization and Punctuation</p> <p>B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of capital letters in dialogue and for words in titles, commas and quotation marks to mark direct speech and direct quotations from texts within sentences, and apostrophes to indicate contractions</p>	n/a	✓

Strand C. Comprehension: Understanding and Responding to Texts

Overall Expectations	Core5 Online	Core5 Offline
<p>C1. Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres</p>	✓	✓
<p>C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts</p>	✓	✓
<p>C3. Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts</p>	✓	✓



Specific Expectations	Core5 Online	Core5 Offline
C1. Knowledge about Texts		
Using Foundational Knowledge and Skills to Comprehend Texts		
C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge	✓	✓
Text Forms and Genres		
C1.2 identify and describe some characteristics of literary and informational text forms and their associated genres	✓	✓
Text Patterns and Features		
C1.3 identify some text patterns, such as order of importance and cause and effect, and text features, such as headings and an index, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning	✓	✓
Visual Elements of Texts		
C1.4 describe ways in which images, graphics, and visual design are used in a given text, and demonstrate an understanding of their purpose and connection to the content of the text	✓	✓
Elements of Style		
C1.5 identify some elements of style in texts, including voice, word choice, word patterns, and sentence structure, and explain how they help communicate meaning	✓	✓
Point of View		
C1.6 identify the narrator’s point of view, including first person or third person, in a variety of texts, and suggest alternative points of view to tell each story	✓	✓
Indigenous Context of Various Text Forms		
C1.7 read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators and demonstrate understanding of various aspects of First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences	n/a	n/a
C2. Comprehension Strategies		
Prereading: Activating Prior Knowledge		
C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to make connections and understand the topic and form of new texts	✓	✓
Prereading: Identifying the Purpose for Reading, Listening, and Viewing		
C2.2 identify specific purposes for engaging with texts, including learning facts or information, or to gain insight or new perspectives	✓	✓



Monitoring of Understanding: Making and Confirming Predictions C2.3 make predictions using background knowledge, text features, and evidence from the text, and adjust their understanding based on new information	✓	✓
Monitoring of Understanding: Ongoing Comprehension Check C2.4 use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts	✓	✓
Monitoring of Understanding: Making Connections C2.5 identify connections between ideas expressed in texts and their knowledges and lived experiences, the ideas in other texts, and the world around them	✓	✓
Summarizing: Identifying Relevant Information and Drawing Conclusions C2.6 identify the main idea in a simple text, and relate important details in sequence	✓	✓
Reflecting on Learning C2.7 describe how strategies, such as visualizing, making predictions, and connecting to their experiences, have helped them comprehend various texts	n/a	✓
C3. Critical Thinking in Literacy		
Literary Devices C3.1 identify literary devices, including metaphor and assonance, and describe how they help communicate meaning	✓	✓
Making Inferences C3.2 make inferences using stated and implied information and ideas to understand texts	✓	✓
Analyzing Texts C3.3 analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing information, and comparing and contrasting elements	✓	✓
Analyzing Cultural Elements of Texts C3.4 identify some cultural elements represented in various texts, including symbols, language, and values, and pose questions and share ideas about how these elements contribute to the meaning	✓	✓
Perspectives within Texts C3.5 identify explicit and implicit perspectives communicated in texts, providing evidence, and explain how these perspectives could influence an audience	n/a	n/a
Analysis and Response C3.6 describe personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility	n/a	n/a



<p>Indigenous Contexts C3.7 identify some ways in which texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations communicate about historical periods, cultural experiences, and events, and how they relate to current lived experiences</p>	<p>n/a</p>	<p>n/a</p>
<p>Reflecting on Learning C3.8 identify thinking skills that have helped them analyze and better understand various texts</p>	<p>n/a</p>	<p>✓</p>



Grade 4

Strand B. Foundations of Language

Overall Expectations	Core5 Online	Core5 Offline
B1. Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	n/a	✓
B2. Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing	✓	✓
B3. Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts	✓	✓

Specific Expectations	Core5 Online	Core5 Offline
B1. Oral and Non-Verbal Communication		
Effective Listening Skills		
B1.1 use effective listening skills, including asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes	n/a	✓
Listening Strategies for Comprehension		
B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information and messages communicated orally and non-verbally, express interest in what is being said at appropriate times, seek clarification, and develop an appropriate response	n/a	✓
Speaking Purposes and Strategies		
B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently	n/a	✓



<p>Oral and Non-Verbal Communication Strategies</p> <p>B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning</p>	n/a	✓
<p>Word Choice, Syntax, and Grammar in Oral Communication</p> <p>B1.5 use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension</p>	✓	✓
<p>B2. Language Foundations for Reading and Writing</p>		
<p>Word-Level Reading and Spelling: Using Morphological Knowledge</p> <p>B2.1 use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words</p>	✓	✓
<p>Vocabulary</p> <p>B2.2 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use morphological knowledge to analyze and understand new words in context</p>	✓	✓
<p>Reading Fluency: Accuracy, Rate, and Prosody</p> <p>B2.3 read a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading</p>	✓	✓
<p>B3. Language Conventions for Reading and Writing</p>		
<p>Syntax and Sentence Structure</p> <p>B3.1 identify and construct various sentence types and forms, including simple and compound sentences formed with prepositional phrases and/or independent and dependent clauses</p>	✓	✓
<p>Grammar</p> <p>B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including relative pronouns, the perfect verb tense and interrogative and imperative verbs, and the use of pronouns as adjectives, and use this knowledge to support comprehension and communicate meaning clearly</p>	✓	✓
<p>Capitalization and Punctuation</p> <p>B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of capital letters for proper adjectives, commas to set off nouns of direct address, and quotation marks to indicate the title of a short work</p>	n/a	✓



Strand C. Comprehension: Understanding and Responding to Texts

Overall Expectations	Core5 Online	Core5 Offline
C1. Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres	✓	✓
C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts	✓	✓
C3. Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts	✓	✓

Specific Expectations	Core5 Online	Core5 Offline
C1. Knowledge about Texts		
Using Foundational Knowledge and Skills to Comprehend Texts		
C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge	✓	✓
Text Forms and Genres		
C1.2 describe some characteristics of various text forms and genres, including cultural text forms, and explain how they help communicate meaning	✓	✓
Text Patterns and Features		
C1.3 identify text patterns, such as spatial order in a graphic text, and text features, such as type styles and hyperlinks, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning	✓	✓
Visual Elements of Texts		
C1.4 explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts	✓	✓



<p>Elements of Style</p> <p>C1.5 identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre</p>	✓	✓
<p>Point of View</p> <p>C1.6 identify the narrator’s point of view, including first, second, or third person, in a variety of texts, and describe the advantages and disadvantages of the approach used in each story</p>	✓	✓
<p>Indigenous Context of Various Text Forms</p> <p>C1.7 read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences</p>	n/a	n/a
<p>C2. Comprehension Strategies</p>		
<p>Prereading: Activating Prior Knowledge</p> <p>C2.1 identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts</p>	✓	✓
<p>Prereading: Identifying the Purpose for Reading, Listening, and Viewing</p> <p>C2.2 identify a variety of purposes for engaging with texts, and select texts from diverse creators that are suitable for the purposes</p>	✓	✓
<p>Monitoring of Understanding: Making and Confirming Predictions</p> <p>C2.3 make predictions using background knowledge, text features, and evidence from the text, and pose questions to check whether their predictions were correct</p>	✓	✓
<p>Monitoring of Understanding: Ongoing Comprehension Check</p> <p>C2.4 use strategies such as adjusting reading rate, visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts</p>	✓	✓
<p>Monitoring of Understanding: Making Connections</p> <p>C2.5 describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them</p>	✓	✓
<p>Summarizing: Identifying Relevant Information and Drawing Conclusions</p> <p>C2.6 summarize the main idea of a text and the supporting details in sequence, and draw a simple conclusion</p>	✓	✓
<p>Reflecting on Learning</p> <p>C2.7 explain how strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts</p>	n/a	✓



C3. Critical Thinking in Literacy

<p>Literary Devices</p> <p>C3.1 describe literary devices, including personification and anthropomorphism, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience</p>	✓	✓
<p>Making Inferences</p> <p>C3.2 make local and global inferences, using explicit and implicit evidence, to extend their understanding of various texts</p>	✓	✓
<p>Analyzing Texts</p> <p>C3.3 analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing the events of multiple plots, and explaining cause and effect</p>	✓	✓
<p>Analyzing Cultural Elements of Texts</p> <p>C3.4 identify some cultural elements represented in various texts, including symbols, language, and values, and pose questions and share ideas about how these elements contribute to the meaning</p>	✓	✓
<p>Perspectives within Texts</p> <p>C3.5 identify explicit and implicit perspectives communicated in various texts, explain how these perspectives are conveyed, give some evidence of any biases the texts may contain, and suggest how such biases could influence an audience</p>	n/a	n/a
<p>Analysis and Response</p> <p>C3.6 explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, and describe what insights or messages are conveyed</p>	n/a	n/a
<p>Indigenous Contexts</p> <p>C3.7 explain how texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations are influenced by historical periods, cultural experiences, and events, and how they relate to current lived experiences</p>	n/a	n/a
<p>Reflecting on Learning</p> <p>C3.8 identify the critical thinking skills they used to analyze and evaluate various texts, and explain how these skills have helped them better understand the texts</p>	n/a	✓



Grade 5

Strand B. Foundations of Language

Overall Expectations	Core5 Online	Core5 Offline
B1. Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	n/a	✓
B2. Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing	✓	✓
B3. Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts	✓	✓

Specific Expectations	Core5 Online	Core5 Offline
B1. Oral and Non-Verbal Communication		
Effective Listening Skills		
B1.1 use effective listening skills, including expressing interest in what is being said at appropriate times, asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes	n/a	✓
Listening Strategies for Comprehension		
B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information and messages communicated orally and non-verbally, determine the purpose of a text, construct meaning, seek clarification, and develop an appropriate response	n/a	✓
Speaking Purposes and Strategies		
B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently	n/a	✓



<p>Oral and Non-Verbal Communication Strategies</p> <p>B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning</p>	n/a	✓
<p>Word Choice, Syntax, and Grammar in Oral Communication</p> <p>B1.5 use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension</p>	n/a	✓
<p>B2. Language Foundations for Reading and Writing</p>		
<p>Word-Level Reading and Spelling: Using Morphological Knowledge</p> <p>B2.1 use generalized knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words with accuracy and automaticity</p>	✓	✓
<p>Vocabulary</p> <p>B2.2 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context</p>	✓	✓
<p>Reading Fluency: Accuracy, Rate, and Prosody</p> <p>B2.3 read a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading</p>	✓	✓
<p>B3. Language Conventions for Reading and Writing</p>		
<p>Syntax and Sentence Structure</p> <p>B3.1 identify and construct various sentence types and forms, including compound-complex sentences, and correct sentence fragments and run-on sentences</p>	✓	✓
<p>Grammar</p> <p>B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including direct objects for nouns, intensive and reflexive pronouns, proper adjectives, and correlative conjunctions, and use this knowledge to support comprehension and communicate meaning clearly</p>	✓	✓
<p>Capitalization and Punctuation</p> <p>B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of commas to set off advanced phrases or clauses such as appositives and participles, and colons for introducing a list after a complete sentence</p>	n/a	✓



Strand C. Comprehension: Understanding and Responding to Texts

Overall Expectations	Core5 Online	Core5 Offline
C1. Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres	✓	✓
C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts	✓	✓
C3. Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts	✓	✓

Specific Expectations	Core5 Online	Core5 Offline
C1. Knowledge about Texts		
Using Foundational Knowledge and Skills to Comprehend Texts		
C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge	✓	✓
Text Forms and Genres		
C1.2 describe some characteristics of various text forms and genres, including cultural text forms, and explain how they help communicate meaning	✓	✓
Text Patterns and Features		
C1.3 identify text patterns, such as cause and effect in a persuasive text, and text features, such as a preface and glossary, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning	✓	✓
Visual Elements of Texts		
C1.4 explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts	✓	✓



<p>Elements of Style</p> <p>C1.5 describe various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre</p>	✓	✓
<p>Point of View</p> <p>C1.6 identify the narrator’s point of view, including first, second, or third person, in a variety of texts, and describe the advantages and disadvantages of the approach used in each story</p>	✓	✓
<p>Indigenous Context of Various Text Forms</p> <p>C1.7 read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences</p>	n/a	n/a
<p>C2. Comprehension Strategies</p>		
<p>Prereading: Activating Prior Knowledge</p> <p>C2.1 identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts</p>	✓	✓
<p>Prereading: Identifying the Purpose for Reading, Listening, and Viewing</p> <p>C2.2 identify a variety of purposes for engaging with texts, and select texts from diverse creators that are suitable for the purposes</p>	✓	✓
<p>Monitoring of Understanding: Making and Confirming Predictions</p> <p>C2.3 make predictions using background knowledge, text features, and evidence from the text, and pose questions to check whether their predictions were correct</p>	✓	✓
<p>Monitoring of Understanding: Ongoing Comprehension Check</p> <p>C2.4 use strategies such as adjusting reading rate, visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts</p>	✓	✓
<p>Monitoring of Understanding: Making Connections</p> <p>C2.5 describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them</p>	✓	✓
<p>Summarizing: Identifying Relevant Information and Drawing Conclusions</p> <p>C2.6 summarize the main idea of a text and the supporting details in sequence, and draw a well-supported conclusion</p>	✓	✓
<p>Reflecting on Learning</p> <p>C2.7 explain how strategies such as visualizing, making predictions, summarizing, and connecting to their experiences have helped them comprehend various texts</p>	n/a	✓



C3. Critical Thinking in Literacy

<p>Literary Devices</p> <p>C3.1 describe literary devices, including imagery and humour, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience</p>	✓	✓
<p>Making Inferences</p> <p>C3.2 make local and global inferences, using explicit and implicit evidence, to extend their understanding of various texts</p>	✓	✓
<p>Analyzing Texts</p> <p>C3.3 analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing the events of multiple plots, recording relevant information, and explaining cause and effect</p>	✓	✓
<p>Analyzing Cultural Elements of Texts</p> <p>C3.4 identify cultural elements that are represented in various texts, including, norms, values, artifacts, sports, and music, investigate the meanings of these elements, and make connections to their lived experience and culture</p>	✓	✓
<p>Perspectives within Texts</p> <p>C3.5 identify explicit and implicit perspectives communicated in various texts, explain how these perspectives are conveyed, give some evidence of any biases the texts may contain, and suggest how such biases could influence an audience</p>	n/a	n/a
<p>Analysis and Response</p> <p>C3.6 explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, and describe what insights or messages are conveyed</p>	n/a	n/a
<p>Indigenous Contexts</p> <p>C3.7 explain how texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations are influenced by historical periods, cultural experiences, and events, and how they relate to current lived experiences</p>	n/a	n/a
<p>Reflecting on Learning</p> <p>C3.8 identify the critical thinking skills they used to analyze and evaluate various texts, and explain how these skills have helped them better understand the texts</p>	n/a	✓

