Competency 2 Understands and Responds to Texts

| Level 1 | Level 2
Minimum development for the
end of grade 4 |
|---|---|
| **Decoding and Reading Skills for Written Texts**
• Masters the following phonics: s, a, t, p, I, n, c, k, e, h, r, m, d, g, o, u, l, f, b, ai, j, oa, ie, ee, or, z, w, ng, v, oo (book), oo (tooth), y, x, ch, sh, th (this, that), th (thin, thumb), qu, ou, oi, ue, er, ar.
• Reads different genres: flash cards, labels, repetitive readings, simple picture books (e.g. one sentence per page).
• Recognizes pertinent sight words (see progression of learning)
• Reads and understands theme-based vocabulary (see progression of learning)
• Decodes simple one and two syllable words by sounding them out.
• Reads simple sentences (e.g. I saw a fox).
• Decodes key words and uses them to complete a simple task (e.g. fill-out a template).
• Understands basic text forms (e.g. simple sentence structure).
• Distinguishes between familiar, contextualized words, letters and numbers.
• Associates a picture or spoken word to a written word (e.g. simple noun, verb or sight word).
• Uses visual cues (e.g. illustrations) to derive meaning from a text. | **Decoding and Reading Skills for Written Texts**
• Masters pertinent phonetic blends (see progression of learning)
• Reads different genres: friendly letter, invitation, picture books, basic poetry (e.g. acrostic), environmental text (e.g. signs in the Northern store).
• Recognizes pertinent sight words (see progression of learning)
• Reads and understands theme-based vocabulary (see progression of learning)
• Reads short paragraphs (approximately 3 to 5 sentences) with support.
• Decodes and then extracts meaning from simple texts provided by the teacher.
• Uses word patterns and structures to decode vocabulary.
• Uses contextual cues (e.g. surrounding words, images) to decode unknown words. |

Evidence of Understanding Written and Audio/Visual Texts

	W	A / V
• Requires repeated readings or viewings to identify the main idea of a text.	X	X
• When prompted, shares understanding or thoughts about a text with others (e.g. what did you like about the story?)	X	X
• Identifies obvious main points of an audio or visual text.		X
• Answers simple questions about a text by using a graphic organizer or prompts.	X	X
• Demonstrates understanding through simple tasks (e.g. draws a word that is read by the teacher).	X	X

Evidence of Understanding Written and Audio/Visual Texts

	W	A / V
• Identifies and briefly describes the main points of a text (by using provided tools).	X	X
• Retells a text by sequencing it using images or gestures.	X	X
• Uses contextual cues to derive the general meaning of a text.	X	X

Continued…Competency 2 Understands and Responds to Texts

Level 3	Level 4 Minimum development for the end of grade 6
Decoding and Reading Skills for Written Texts • Masters pertinent phonetic blends (see progression of learning) • Reads different genres: Post cards, fairy tales, 'Reader's Theater', cartoon strips, recipes, simple information texts. • Recognizes sight words (see progression of learning) • Reads and understands theme-based vocabulary (see progression of learning) • Reads short, simple known genres independently. • Reads short paragraphs (known or unknown genre) independently (approximately 6 to 8 sentences). • Uses contextual cues to understand unknown words.	**Decoding and Reading Skills for Written Texts** • Masters pertinent phonetic blends (see progression of learning) • Reads different genres: Information report, fable, early chapter books. • Recognizes sight words (see progression of learning) • Reads and understands theme-based vocabulary (see progression of learning)

Evidence of Understanding Written and Audio/Visual Texts

	W	A / V
• Demonstrates understanding of texts by answering questions.	X	X
• With teacher support, explorers texts with peers.	X	X
• Reinvests understanding of texts when provided with clear expectations and support.	X	X
• Obtains information about an audio or visual text from sound effects, facial expressions, body language, etc.		X
• Demonstrates a basic understanding of texts with the help of guiding questions and/or familiar tools.	X	X
• Uses tools provided by the teacher to retell a simple story.		X

Evidence of Understanding Written and Audio/Visual Texts

	W	A / V
• Demonstrates understanding of texts by answering questions.	X	X
• Uses provided prompts to explore texts with peers.	X	X
• Establishes and shares a personal connection with a text (using provided tools).	X	X
• Retells what happened in a text in own words.	X	X

Continued…Competency 2 Understands and Responds to Texts

Level 5	Level 6	Level 7 Minimum development for the end of Secondary 2
Decoding and Reading Skills for Written Texts • Reads different genres: E-mails, business letter, interviews, basic descriptive essay, magazine articles, graphic novels. • Uses knowledge of known vocabulary and text structures to construct understanding.	**Decoding and Reading Skills for Written Texts** • Reads and understands pertinent academic vocabulary (see progression of learning) • Reads different genres: diaries and journals, personal narratives, biography, autography, newspaper articles • Uses knowledge of English word structure to decode or construct meaning of unknown words.	**Decoding and Reading Skills for Written Texts** • Reads and understands pertinent academic vocabulary (see progression of learning) • Reads different genres: Blog entry, myths and legends, simple poetry (e.g. free verse, Haiku, etc.), short stories.

Evidence of Understanding Written and Audio/Visual Texts (Level 5)

	W	A / V
• Furthers understanding of a text by discussing with peers.	X	X
• Reinvests understanding of texts in familiar situations.	X	X
• Demonstrates understanding of an audio or visual text by expressing an opinion with teachers or peers.		X
• Demonstrates an ability to use contextual cues to understand a text in order to complete a reinvestment task.	X	X
• Uses explicit models to complete tasks that require personalization.	X	X

Evidence of Understanding Written and Audio/Visual Texts (Level 6)

	W	A / V
• Uses templates to connect with a text and generalize to the world (make links from the text to the real world).	X	X
• Reinvests knowledge of genres of text when provided with support.	X	X
• Demonstrates an understanding of written texts by expressing an opinion with others.	X	X
• Considers layout (visual arrangement of all elements on a page, poster, web page, etc.) to catch the eye and effectively convey messages when exploring a visual text or environmental text.		X

Evidence of Understanding Written and Audio/Visual Texts (Level 7)

	W	A / V
• Explores a text by interpreting, questioning and discussing.	X	X
• Finds pertinent information in texts to support his/her opinion.	X	X
• Uses text components (e.g. layout, titles, credit, etc.) from various texts to further his/her understanding.	X	X
• Uses understanding and elements of a text to carry out an extension task (e.g. alternate ending, what would the main character's reaction be if the problem happened in your community? Etc.)	X	X
• Demonstrates an understanding of texts by sharing, answering questions and making connections (e.g. text-to-text, text-to-self, text-to-world).	X	X
• Considers sound effects (direct sound, dubbed sound, voice-over, music) when exploring an audio or visual text.	X	X

Continued…Competency 2 Understands and Responds to Texts

Level 8	Level 9 Minimum development for the end of Secondary 5
Decoding and Reading Skills for Written Texts • Reads and understands pertinent academic vocabulary (see progression of learning p.) • Reads different genres: Opinion essay, expository essay, advertisements.	**Decoding and Reading Skills for Written Texts** • Reads and understands pertinent academic vocabulary (see progression of learning) • Reads a variety of genres: reviews, persuasive essay, speech (audio or visual), various narratives (e.g. adventure, mystery, science fiction, etc.)

Evidence of Understanding Written and Audio/Visual Texts (Level 8)

	W	A / V
• Uses features of various genres to construct a deeper understanding.	X	X
• Explores texts through reflection, interpretation and discussion with peers.	X	X
• Seeks clarification, when needed, to fully understand a text.	X	X
• Summarizes a text.	X	X
• Considers camera shot, angle, movement and transitions when exploring a visual text.		X

Evidence of Understanding Written and Audio/Visual Texts (Level 9)

	W	A / V
• Supports opinions in reinvestment tasks by using textual references.	X	X
• Expresses an opinion about different genres whiles discussing the text.	X	X
• Demonstrates understanding of a text by considering alternatives.	X	X
• Completes reinvestment tasks that require personalization and the display of a complete understanding of the provided text.	X	X
• Discusses the features of a text and text elements.	X	X

Continued…Competency 2 Understands and Responds to Texts

Level 10			Level 11			Level 12		
Decoding and Reading Skills for Written Texts • Reads and understands pertinent academic vocabulary (see progression of learning) • Reads a variety of genres: editorial, political cartoon, documentaries (visual).			**Decoding and Reading Skills for Written Texts** • Reads and understands pertinent academic vocabulary (see progression of learning) • Reads a variety of genres at a deep level, beyond decoding, and uses stylistics devices pertinent to the genre to extract meaning.			**Decoding and Reading Skills for Written Texts** • Reads and understands pertinent academic vocabulary (see progression of learning) • Understands the different elements of various genres and is able to express how they contribute to the author's message or how the genre contributes to their construction of meaning.		
Evidence of Understanding Written and Audio/Visual Texts			**Evidence of Understanding Written and Audio/Visual Texts**			**Evidence of Understanding Written and Audio/Visual Texts**		
	W	**A / V**		**W**	**A / V**		**W**	**A / V**
• Develops an argument based on the text.	X	X	• Demonstrates an understanding of texts by completing complex tasks that require higher order thinking.	X	X	• Makes inferences based on the text and uses them to complete a task that requires higher-order thinking.	X	X
• Uses knowledge of the features of a genre when expressing an opinion about a text.	X	X	• Explains understanding of a text to others.	X	X	• Expands on the ideas of peers in discussions by exploring the subtleties of the text.	X	X
• Discusses his/her understanding and impressions of a text.	X	X	• Transfers understanding of information from a text to different contexts to complete reinvestment tasks.	X	X			
• Discusses the cultural aspects of a text.	X	X	• Fuels discussions about texts by drawing on personal knowledge.	X	X			
• Infers information by linking personal knowledge to the text.	X	X	• Reinvests knowledge from a text while debating.	X	X			
• Suggests alternative ways to do reinvestment tasks (e.g. work methods, form of the final project, etc.)	X	X						