

KINDERGARTEN			
Expectation	Specific Expectation		Reading Eggs Lesson (RE), Skills Bank (SB), Fast Phonics Peak (FP)
As children progress through the Kindergarten program, they:			
OE1 communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts	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	FP: 1–7
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	RE: 9, 10, 13, 16, 19, 20, 22, 24, 26, 28, 29, 33, 35, 37, 40, 43–48 FP: 1–7 Library: 250+ Fiction texts and 230+ Informational texts with comprehension quizzes (Lexile Range 0L–120L) 450+ Decodable phonics books. For more information on these decodable phonics books, please see <i>Fast Phonics Decodable Books Catalogue</i> .
OE10 demonstrate literacy behaviours that enable beginning writers to communicate with others	10.5	experiment with a variety of simple writing forms for different purposes and in a variety of contexts	Story Factory: Weekly writing contest available through Reading Eggs dashboard
OE11 demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators	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	RE: 1–25, 27–32, 35–47, 50 FP: 1–7
	11.7	use illustrations to support comprehension of texts that are read by and with the educator(s)	RE: 1–50 FP: 1–7
	11.8	demonstrate knowledge of most letters of the alphabet in different contexts	RE: 1–3, 6–9, 11–12, 14, 15, 17, 18, 21, 23, 25, 27, 30, 31, 32, 34, 36, 38, 39, 41, 45, 46 FP: 1–7



New Curriculum for Grades 1–6

The Ontario Language Curriculum (2023) emphasizes systematic and explicit instruction from best practice including the science of reading research (thousands of peer-reviewed studies and meta-analyses that use rigorous scientific methods).

As outlined in *Effective Early Reading Instruction: A teacher’s guide* (Ontario Government, 2023), the largest motivator in literacy is self-efficacy. **Reading Eggs, Fast Phonics** and **Reading Eggspress** boost motivation with rewards for new knowledge and skills in every lesson.

Reading Eggs, Fast Phonics and **Reading Eggspress** are systematic programs that use explicit instruction through a carefully planned scope and sequence to target reading skills at just the right level.



GRADE 1

Strand	Specific Expectations		Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX)
By the end of Grade 1, students will:			
B2. Language Foundations for Reading and Writing	B2.1 Phonemic Awareness	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	RE: 51–100 FP: 8–13
	B2.3 Phonics: Grapheme-Phoneme Correspondence	identify, read, and spell most common grapheme-phoneme correspondences of consonants and vowels, with automaticity	RE: 51–100 FP: 8–13 450+ Decodable phonics books. For more information on these decodable phonics books, please see <i>Fast Phonics Decodable Books Catalogue</i> .
	B2.4 Word-Level Reading and Spelling: Using Phonics Knowledge	use phonics knowledge and phonemic blending to read words, and phonemic segmentation to spell phonetically regular words, in isolation and various text contexts	RE: 51–100 FP: 8–13 SB: 33–64 450+ Decodable phonics books. For more information on these decodable phonics books, please see <i>Fast Phonics Decodable Books Catalogue</i> .
	B2.5 Word-Level Reading and Spelling: Using Orthographic Knowledge	use developing orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading	RE: 51–100 FP: 8–13 SB: 33–64
	B2.6 Word-Level Reading and Spelling: Using Morphological Knowledge	use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words	RE: 51–100 FP: 8–13 SB: 33–64
	B2.7 Vocabulary	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	SL: 1–10 REX: 1–20 Library: 460+ Fiction texts, 20+ Poetry + Drama texts, 240+ Informational texts with comprehension quizzes (Lexile Range 130L–340L)
	B2.8 Reading Fluency: Accuracy, Rate, and Prosody	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	REX: 1–20 Library: 460+ Fiction texts, 20+ Poetry + Drama texts, 240+ Informational texts with comprehension quizzes (Lexile Range 130L–340L)
C1. Knowledge about Texts	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts	read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge	RE: 51–100 SL: 1–10 FP: 8–13 REX: 1–20 Library: 460+ Fiction texts, 20+ Poetry + Drama texts, 240+ Informational texts with comprehension quizzes (Lexile Range 130L–340L)
	C1.2 Text Forms and Genres	identify simple literary and informational text forms and their associated genres	REX: 1–20
	C1.4 Visual Elements of Texts	demonstrate an understanding of the relationship between simple illustrations, images, and graphics and the text	SL: 7, 8, 10 REX: 3, 5, 13, 15
	C1.7 Indigenous Context of Various Text Forms	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	Library: 35+ Narrative nonfiction books based on stories from the Indigenous People of Canada
C2. Comprehension Strategies	C2.3 Monitoring of Understanding: Making and Confirming Predictions	make predictions using background knowledge, text features, and evidence from the text	REX: 1–20
	C2.4 Monitoring of Understanding: Ongoing Comprehension Check	use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts	REX: 1–20
	C2.5 Monitoring of Understanding: Making Connections	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	REX: 1, 5, 7, 9, 11, 13, 15, 17, 19
	C2.6 Monitoring of Understanding: Ongoing Comprehension Check	identify important information in a simple text, including the main idea	REX: 2, 5, 8, 10, 12, 15, 17

Ontario Standards for Reading Eggs, Fast Phonics and Reading Eggspress



GRADE 2

Strand	Specific Expectations		Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX)
By the end of Grade 2, students will:			
B2. Language Foundations for Reading and Writing	B2.1 Word-Level Reading and Spelling: Using Phonics Knowledge	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	RE: 101–120 FP: 14–20 Library: 450+ Decodable phonics books. For more information on these decodable phonics books, please see <i>Fast Phonics Decodable Books Catalogue</i> .
	B2.2 Word-Level Reading and Spelling: Using Orthographic Knowledge	use orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading	RE: 101–120 FP: 14–20 Library: 450+ Decodable phonics books. For more information on these decodable phonics books, please see <i>Fast Phonics Decodable Books Catalogue</i> .
	B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge	use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words	RE: 101–120 FP: 14–20 Library: 450+ Decodable phonics books. For more information on these decodable phonics books, please see <i>Fast Phonics Decodable Books Catalogue</i> .
	B2.4 Vocabulary	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	REX: 21–60
	B2.5 Reading Fluency: Accuracy, Rate, and Prosody	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	RE: 101–120 SL: 11–20 FP: 14–20 REX: 21–60 Library: 1000+ Fiction texts, 25+ Poetry + Drama texts, 380+ Informational texts with comprehension quizzes (Lexile Range 350L–570L)
C1. Knowledge about Texts	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts	read and comprehend short texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge	RE: 101–120 SL: 11–20 FP: 14–20 REX: 21–60 Library: 1000+ Fiction texts, 25+ Poetry + Drama texts, 350+ Informational texts with comprehension quizzes (Lexile Range 350L–570L)
	C1.2 Text Forms and Genres	identify simple literary and informational text forms and their associated genres	REX: 21–60
	C1.4 Visual Elements of Texts	identify ways in which images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts	SL: 11, 12, 13, 14, 16, 17, 18 REX: 21, 23, 32, 34, 36, 43, 49, 53, 56, 58, 59, 60
	C1.6 Point of View	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	REX: 42, 55
	C1.7 Indigenous Context of Various Text Forms	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	Library: 35+ Narrative nonfiction books based on stories from the Indigenous People of Canada
C2. Comprehension Strategies	C2.3 Monitoring of Understanding: Making and Confirming Predictions	make predictions using background knowledge, text features, and evidence from the text	REX: 21–60
	C2.4 Monitoring of Understanding: Ongoing Comprehension Check	use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts	REX: 21–60
	C2.5 Monitoring of Understanding: Making Connections	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	REX: 21, 26, 39, 41, 56, 59
	C2.6 Summarizing: Identifying Relevant Information and Drawing Conclusions	identify the main idea in a simple text, and relate important details in sequence	REX: 24, 25, 28, 33, 35, 44, 45, 55
C3. Critical Thinking in Literacy	C3.2 Making Inferences	make simple inferences using stated and implied information and ideas to understand simple texts	REX: 23, 27, 31, 32, 35, 40, 42, 44, 47, 50, 51, 54, 58, 60
	C3.3 Analyzing Texts	analyze simple texts, including literary and informational texts, by identifying and sequencing important information, and comparing and contrasting simple elements	REX: 27, 29, 30, 36, 37, 38, 46, 48, 53, 57, 58, 59

GRADE 3

Strand	Specific Expectations		Reading Eggspress (REX)
By the end of Grade 3, students will:			
B2. Language Foundations for Reading and Writing	B2.1 Word-Level Reading and Spelling: Using Phonics Knowledge	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	REX: 61–100
	B2.2 Word-Level Reading and Spelling: Using Orthographic Knowledge	use consolidated orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading	REX: 61–100
	B2.3 Word-Level Reading and Spelling: Using Morphological Knowledge	use developing knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words	REX: 61–100
	B2.4 Vocabulary	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	REX: 61–100
	B2.5 Reading Fluency: Accuracy, Rate, and Prosody	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	REX: 61–100 Library: 450+ Fiction texts and 350+ Informational texts with comprehension quizzes (Lexile Range 580L–720L)
C1. Knowledge about Texts	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts	read and comprehend short texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge	REX: 61–100 Library: 450+ Fiction texts and 350+ Informational texts with comprehension quizzes (Lexile Range 580L–720L)
	C1.2 Text Forms and Genres	identify and describe some characteristics of literary and informational text forms and their associated genres	REX: 61–100
	C1.3 Text Patterns and Features	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	REX: 68, 70, 73, 80, 88, 91, 97
	C1.6 Point of View	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	REX: 63, 65, 75, 77, 84, 85, 96, 100
	C1.7 Indigenous Context of Various Text Forms	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	Library: 35+ Narrative nonfiction books based on stories from the Indigenous People of Canada
C2. Comprehension Strategies	C2.2 Prereading: Identifying the Purpose for Reading, Listening, and Viewing	identify specific purposes for engaging with texts, including learning facts or information, or to gain insight or new perspectives	REX: 79, 95, 100
	C2.4 Monitoring of Understanding: Ongoing Comprehension Check	use strategies such as rereading, visualizing, and asking questions, to monitor and confirm their understanding of various texts	REX: 61–100
	C2.5 Monitoring of Understanding: Making Connections	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	REX: 85, 87, 93
	C2.6 Summarizing: Identifying Relevant Information and Drawing Conclusions	identify the main idea in a simple text, and relate important details in sequence	REX: 62, 71, 73, 79, 85, 90, 96, 97
C3. Critical Thinking in Literacy	C3.1 Literary Devices	identify literary devices, including metaphor and assonance, and describe how they help communicate meaning	REX: 61, 64, 65, 71, 74, 81, 84, 92, 93, 96
	C3.2 Making Inferences	make inferences using stated and implied information and ideas to understand texts	REX: 61, 62, 63, 65, 67, 68, 69, 74, 76, 78, 79, 80, 81, 83, 86, 87, 89, 91, 92, 94, 95, 99, 100
	C3.3 Analyzing Texts	analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing information, and comparing and contrasting elements	REX: 62, 64, 67, 69, 71, 73, 75, 76, 77, 79, 82, 85, 90, 94, 96, 97, 98

GRADE 4

Strand	Specific Expectations		Reading Eggspress (REX)
By the end of Grade 4, students will:			
B2. Language Foundations for Reading and Writing	B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge	use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words	REX: 101–140
	B2.2 Vocabulary	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	REX: 101–140 Library: 120+ Fiction texts and 270+ Informational texts with comprehension quizzes (Lexile Range 730L–850L)
	B2.3 Reading Fluency: Accuracy, Rate, and Prosody	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	REX: 101–140 Library: 120+ Fiction texts and 270+ Informational texts with comprehension quizzes (Lexile Range 730L–850L)
C1. Knowledge about Texts	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts	read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge	REX: 101–140 Library: 120+ Fiction texts and 270+ Informational texts with comprehension quizzes (Lexile Range 730L–850L)
	C1.4 Visual Elements of Texts	explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts	REX: 102, 106, 111, 117, 131, 139
	C1.6 Point of View	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	REX: 104, 109, 111, 118, 121, 128, 129, 132, 140
	C1.7 Indigenous Context of Various Text Forms	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	Library: 35+ Narrative nonfiction books based on stories from the Indigenous People of Canada
C2. Comprehension Strategies	C2.2 Prereading: Identifying the Purpose for Reading, Listening, and Viewing	identify a variety of purposes for engaging with texts, and select texts from diverse creators that are suitable for the purposes	REX: 106, 109, 116, 118, 119, 123, 126, 132, 134
	C2.4 Monitoring of Understanding: Ongoing Comprehension Check	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	REX: 101–140
	C2.5 Monitoring of Understanding: Making Connections	describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them	REX: 103, 121, 124, 131, 137
	C2.6 Summarizing: Identifying Relevant Information and Drawing Conclusions	summarize the main idea of a text and the supporting details in sequence, and draw a simple conclusion	REX: 104, 106, 110, 112, 113, 115, 116, 117, 119, 120, 122, 123, 125, 128, 130, 131, 133, 134, 137, 138, 140
C3. Critical Thinking in Literacy	C3.1 Literary Devices	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	REX: 102, 113, 121, 129, 133
	C3.2 Making Inferences	make local and global inferences, using explicit and implicit evidence, to extend their understanding of various texts	REX: 101–140
	C3.3 Analyzing Texts	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	REX: 103, 104, 105, 106, 107, 108, 112, 114, 115, 117, 120, 122, 123, 125, 126, 127, 128, 129, 130, 133, 134, 137, 138, 140

GRADE 5

Strand	Specific Expectations		Reading Eggspress (REX)
By the end of Grade 5, students will:			
B2. Language Foundations for Reading and Writing	B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge	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	REX: 141–180
	B2.2 Vocabulary	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	REX: 141–180 Library: 80+ Fiction texts and 280+ Informational texts with comprehension quizzes (Lexile Range 860L–970L)
	B2.3 Reading Fluency: Accuracy, Rate, and Prosody	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	REX: 141–180 Library: 80+ Fiction texts and 280+ Informational texts with comprehension quizzes (Lexile Range 860L–970L)
C1. Knowledge about Texts	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts	read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge	REX: 141–180 Library: 80+ Fiction texts and 280+ Informational texts with comprehension quizzes (Lexile Range 860L–970L)
	C1.4 Visual Elements of Texts	explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts	REX: 142, 148, 157, 166, 169, 173
	C1.6 Point of View	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	REX: 143, 144, 152, 160, 162, 165, 179
	C1.7 Indigenous Context of Various Text Forms	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	Library: 35+ Narrative nonfiction books based on stories from the Indigenous People of Canada
C2. Comprehension Strategies	C2.2 Prereading: Identifying the Purpose for Reading, Listening, and Viewing	identify a variety of purposes for engaging with texts, and select texts from diverse creators that are suitable for the purposes	REX: 147, 148, 154, 160, 168, 170, 172, 179
	C2.4 Monitoring of Understanding: Ongoing Comprehension Check	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	REX: 141–180
	C2.5 Monitoring of Understanding: Making Connections	describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them	REX: 152, 162, 175, 178
	C2.6 Summarizing: Identifying Relevant Information and Drawing Conclusions	summarize the main idea of a text and the supporting details in sequence, and draw a well-supported conclusion	REX: 141, 144, 146, 149, 151, 153, 155, 157, 158, 159, 160, 161, 164, 168, 171, 172, 174, 176, 180
C3. Critical Thinking in Literacy	C3.1 Literary Devices	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	REX: 151, 152, 153, 154, 164, 165, 171, 173, 174
	C3.2 Making Inferences	make local and global inferences, using explicit and implicit evidence, to extend their understanding of various texts	REX: 141–180
	C3.3 Analyzing Texts	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	REX: 141–180

GRADE 6

Strand	Specific Expectations		Reading Eggspress (REX)
By the end of Grade 6, students will:			
B2. Language Foundations for Reading and Writing	B2.1 Word-Level Reading and Spelling: Using Morphological Knowledge	use generalized knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell complex words with accuracy and automaticity	REX: 181–220
	B2.2 Vocabulary	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	REX: 181–220 Library: 140+ Fiction texts and 270+ Informational texts with comprehension quizzes (Lexile Range 980L+)
	B2.3 Reading Fluency: Accuracy, Rate, and Prosody	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	REX: 181–220 Library: 140+ Fiction texts and 270+ Informational texts with comprehension quizzes (Lexile Range 980L+)
C1. Knowledge about Texts	C1.1 Using Foundational Knowledge and Skills to Comprehend Texts	read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge	REX: 181–220 Library: 140+ Fiction texts and 270+ Informational texts with comprehension quizzes (Lexile Range 980L+)
	C1.6 Point of View	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	REX: 182, 188, 189, 192, 202, 205, 209, 212
	C1.7 Indigenous Context of Various Text Forms	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	Library: 35+ Narrative nonfiction books based on stories from the Indigenous People of Canada
C2. Comprehension Strategies	C2.2 Prereading: Identifying the Purpose for Reading, Listening, and Viewing	identify a variety of purposes for engaging with texts, select texts from diverse creators that are suitable for the purposes, and explain why the selections are appropriate	REX: 184, 193, 196, 199, 206, 209, 214, 217
	C2.4 Monitoring of Understanding: Ongoing Comprehension Check	use strategies such as visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts	REX: 181–220
	C2.5 Monitoring of Understanding: Making Connections	describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them	REX: 189, 213, 219
	C2.6 Summarizing: Identifying Relevant Information and Drawing Conclusions	summarize and record the main idea and supporting details in various texts, and draw well-supported conclusions	REX: 182, 186, 188, 193, 195, 198, 200, 205, 207, 210, 215, 218, 220
C3. Critical Thinking in Literacy	C3.1 Literary Devices	describe literary devices, including hyperbole and idioms, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience	REX: 181, 182, 183, 189, 191, 194, 202, 211, 214
	C3.2 Making Inferences	make local and global inferences, using explicit and implicit evidence, to develop interpretations about various texts and to extend their understanding	REX: 181–220
	C3.3 Analyzing Texts	analyze various texts, including literary and informational texts, by identifying main and supporting ideas, evaluating the quality of information and its relevance for a specific purpose, and formulating conclusions	REX: 181–220