

Kindergarten			
Areas of Development and Competency	Focuses of Development	Key Features	Reading Eggs Lesson (RE), Skills Bank (SB), Fast Phonics Peak (FP)
Language Development Communicates using oral and written language	Oral language	Expands own vocabulary	RE: 1–50
		Develops phonological awareness	RE: 3, 5, 7–11, 13–24, 26–29, 31–35, 37–50 FP: 1–7
	Written language	Interacts with written language	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 220+ Informational texts with comprehension quizzes (Lexile Range 0L–120L)
		Recognizes some reading and writing conventions	RE: 1–50 FP: 1–7
		Discovers some functions of writing	Story Factory: Weekly writing contest available through Reading Eggs dashboard
		Knows the letters of the alphabet	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: 1–6

Grade 1			
Competency	Key Features	Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)	
Competency 1: To read and listen to literary, popular and information-based texts	Reading Strategies <i>The student uses the following repertoire of strategies to construct meaning from texts:</i>		
	The four cuing systems	RE: 51–100 FP: 8–13	
	Strategies for locating information and/or ideas in texts	REX: 1–20	
	Response Process and Reading <i>The student follows a response process by:</i>		
	Reading, listening to and viewing a range of self-selected and personally relevant texts	Library: 180+ Fiction texts, 20+ Poetry + Drama texts, 160+ Informational texts with comprehension quizzes (Lexile Range 130L–340L)	
	Developing a personal response process in the context of a community of readers	Library: Children can write reviews for every book in the Library	
	Profile of Self as Reader <i>The student develops her/his own profile as a reader in the context of a community of readers in the classroom by:</i>		
	Selecting own texts to read, listen to and view	Library: 180+ Fiction texts, 20+ Poetry + Drama texts, 160+ Informational texts with comprehension quizzes (Lexile Range 130L–340L)	
	Describing and explaining own tastes and preferences in reading	Library: Children can write reviews for every book in the Library	
Competency 2: To write self-expressive, narrative and information-based texts	Writing Process <i>The student follows a writing process that includes:</i>		
	Writing for specific purposes and in different contexts	Story Factory: Weekly writing contest available through Reading Eggs dashboard	
	Knowledge of Texts: Reading-Writing Connections <i>The student comes to understand that texts are social and cultural products by:</i>		
	Development of understanding of writing conventions which include grammar (sentence structure and syntax), usage (agreement and word choice) and mechanics (spelling, capitalization and punctuation)	RE: 81, 87, 91, 92, 96, 100 FP: 8–13 SB: Levels E–H, Lessons 33–64 REX Spelling: 1.1–1.36	

Quebec Correlation Charts for Reading Eggs Lessons, Fast Phonics Peaks and Reading Eggspress Lessons



Grade 2		
Competency	Key Features	Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Competency 1: To read and listen to literary, popular and information-based texts	Reading Strategies <i>The student uses the following repertoire of strategies to construct meaning from texts:</i>	
	The four cuing systems	RE: 101–120 FP: 14–20
	Strategies for locating information and/or ideas in texts	SL: 11–20 REX: 21–60
	Response Process and Reading <i>The student follows a response process by:</i>	
	Reading, listening to and viewing a range of self-selected and personally relevant texts	RE: 101–120 SL: 11–20 FP: 14–20 REX: 21–60 Library: 400+ Fiction texts, 25+ Poetry + Drama texts and 250+ Informational texts with comprehension quizzes (Lexile Range 350L–570L)
	Developing a personal response process in the context of a community of readers	Library: Children can write reviews for every book in the Library
	Profile of Self as Reader <i>The student develops her/his own profile as a reader in the context of a community of readers in the classroom by:</i>	
	Selecting own texts to read, listen to and view	Library: 400+ Fiction texts, 25+ Poetry + Drama texts and 250+ Informational texts with comprehension quizzes (Lexile Range 350L–570L)
	Describing and explaining own tastes and preferences in reading	Library: Children can write reviews for every book in the Library
Competency 2: To write self-expressive, narrative and information-based texts	Writing Process <i>The student follows a writing process that includes:</i>	
	Writing for specific purposes and in different contexts	Story Factory: Weekly writing contest available through Reading Eggs dashboard
	Knowledge of Texts: Reading-Writing Connections <i>The student comes to understand that texts are social and cultural products by:</i>	
	Development of understanding of writing conventions which include grammar (sentence structure and syntax), usage (agreement and word choice) and mechanics (spelling, capitalization and punctuation)	RE: 102, 105, 106, 108, 111, 112, 113, 114, 115, 116, 117, 119, 120 SB: Levels I–L, Lessons 65–96 FP: 14–20 REX Spelling: 2.1–2.36
Grade 3		
Competency	Key Features	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Competency 1: To read and listen to literary, popular and information-based texts	Reading Strategies <i>The student uses the following repertoire of strategies to construct meaning from texts:</i>	
	Strategies for locating information and/or ideas in texts	REX: 61–100
	Response Process and Reading <i>The student follows a response process by:</i>	
	Reading, listening to and viewing a range of self-selected and personally relevant texts	Library: 230+ Fiction texts and 150+ Informational texts with comprehension quizzes (Lexile Range 580L–720L)
	Developing a personal response process in the context of a community of readers	Library: Children can write reviews for every book in the Library
	Profile of Self as Reader <i>The student develops her/his own profile as a reader in the context of a community of readers in the classroom by:</i>	
	Selecting own texts to read, listen to and view	Library: 230+ Fiction texts and 150+ Informational texts with comprehension quizzes (Lexile Range 580L–720L)
	Describing and explaining own tastes and preferences in reading	Library: Children can write reviews for every book in the Library
Competency 2: To write self-expressive, narrative and information-based texts	Knowledge of Texts: Reading-Writing Connections <i>The student comes to understand that texts are social and cultural products by:</i>	
	Development of understanding of writing conventions which include grammar (sentence structure and syntax), usage (agreement and word choice) and mechanics (spelling, capitalization and punctuation)	REX Spelling: 3.1–3.36

Grade 4		
Competency	Key Features	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Competency 1: To read and listen to literary, popular and information-based texts	Reading Strategies <i>The student uses the following repertoire of strategies to construct meaning from texts:</i>	
	Strategies for locating information and/or ideas in texts	REX: 101–140
	Response Process and Reading <i>The student follows a response process by:</i>	
	Reading, listening to and viewing a range of self-selected and personally relevant texts	Library: 80+ Fiction texts and 160+ Informational texts with comprehension quizzes (Lexile Range 730L–850L)
	Developing a personal response process in the context of a community of readers	Library: Children can write reviews for every book in the Library
	Profile of Self as Reader <i>The student develops her/his own profile as a reader in the context of a community of readers in the classroom by:</i>	
	Selecting own texts to read, listen to and view	Library: 80+ Fiction texts and 160+ Informational texts with comprehension quizzes (Lexile Range 730L–850L)
Competency 2: To write self-expressive, narrative and information-based texts	Describing and explaining own tastes and preferences in reading	Library: Children can write reviews for every book in the Library
	Knowledge of Texts: Reading-Writing Connections <i>The student comes to understand that texts are social and cultural products by:</i>	
	Development of understanding of writing conventions which include grammar (sentence structure and syntax), usage (agreement and word choice) and mechanics (spelling, capitalization and punctuation)	REX Spelling: 4.1–4.36

Grade 5		
Competency	Key Features	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Competency 1: To read and listen to literary, popular and information-based texts	Reading Strategies <i>The student uses the following repertoire of strategies to construct meaning from texts:</i>	
	Strategies for locating information and/or ideas in texts	REX: 141–180
	Response Process and Reading <i>The student follows a response process by:</i>	
	Reading, listening to and viewing a range of self-selected and personally relevant texts	Library: 60+ Fiction texts and 130+ Informational texts with comprehension quizzes (Lexile Range 860L–970L)
	Developing a personal response process in the context of a community of readers	Library: Children can write reviews for every book in the Library
	Profile of Self as Reader <i>The student develops her/his own profile as a reader in the context of a community of readers in the classroom by:</i>	
	Selecting own texts to read, listen to and view	Library: 60+ Fiction texts and 130+ Informational texts with comprehension quizzes (Lexile Range 860L–970L)
	Describing and explaining own tastes and preferences in reading	Library: Children can write reviews for every book in the Library
	Knowledge of Texts: Reading-Writing Connections <i>The student comes to understand that texts are social and cultural products by:</i>	
Competency 2: To write self-expressive, narrative and information-based texts	Development of understanding of writing conventions which include grammar (sentence structure and syntax), usage (agreement and word choice) and mechanics (spelling, capitalization and punctuation)	REX Spelling: 5.1–5.36

Grade 6		
Competency	Key Features	Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
Competency 1: To read and listen to literary, popular and information-based texts	Reading Strategies <i>The student uses the following repertoire of strategies to construct meaning from texts:</i>	
	Strategies for locating information and/or ideas in texts	REX: 181–220
	Response Process and Reading <i>The student follows a response process by:</i>	
	Reading, listening to and viewing a range of self-selected and personally relevant texts	Library: 120+ Fiction texts and 190+ Informational texts with comprehension quizzes (Lexile Range 980L+)
	Developing a personal response process in the context of a community of readers	Library: Children can write reviews for every book in the Library
	Profile of Self as Reader <i>The student develops her/his own profile as a reader in the context of a community of readers in the classroom by:</i>	
	Selecting own texts to read, listen to and view	Library: 120+ Fiction texts and 190+ Informational texts with comprehension quizzes (Lexile Range 980L+)
Competency 2: To write self-expressive, narrative and information-based texts	Knowledge of Texts: Reading-Writing Connections <i>The student comes to understand that texts are social and cultural products by:</i>	
	Development of understanding of writing conventions which include grammar (sentence structure and syntax), usage (agreement and word choice) and mechanics (spelling, capitalization and punctuation)	REX Spelling: 6.1–6.36

