Kindergarten

Expectation			Specific Expectations	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+ Literary texts and 220+ Informational texts with comprehension quizzes (Lexile Range 0L–120L)
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:** 1–6

Grade 1

Strand	Specific Expectations		Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
		By the end of Grade 1, students will:	
1. Reading for Meaning	1.1 Variety of Texts	read a few different types of literary texts and informational texts	**RE:** 51–100 **SL:** 1–10 **FP:** 8–13 **REX:** 1–20 **Library:** 180+ Literary texts, 20+ Poetry + Drama texts, 160+ Informational texts with comprehension quizzes (Lexile Range 130L–340L)
	1.2 Purpose	identify a few different purposes for reading and choose reading materials appropriate for those purposes	**Library:** 180+ Literary texts, 20+ Poetry + Drama texts, 160+ Informational texts with comprehension quizzes (Lexile Range 130L–340L)
	1.3 Comprehension Strategies	identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction	**REX:** 1–20
	1.4 Demonstrating Understanding	demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea	**REX:** 2, 5, 8, 10, 12, 15, 17
	1.5 Making Inferences/Interpreting Texts	use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them	**REX:** 8, 13, 15, 18, 20
	1.7 Analysing Texts	identify the main idea and a few elements of texts, initially with support and direction	**SL:** 1–10 **REX:** 1–20
3. Reading With Fluency	3.1 Reading Familiar Words	automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts	**RE:** 51–100 **SL:** 1–10 **FP:** 8–13 **REX:** 1–20 **Library:** 180+ Literary texts, 20+ Poetry + Drama texts, 160+ Informational texts with comprehension quizzes (Lexile Range 130L–340L)
	3.2 Reading Unfamiliar Words	predict the meaning of and solve unfamiliar words using different types of cues, including semantic cues, syntactic cues, and graphophonic cues	
	3.3 Reading Fluently	read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader	
2. Using Knowledge of Form and Style in Writing	2.1 Form	write short texts using a few simple forms	**Story Factory:** Weekly writing contest available through Reading Eggs dashboard
3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively	3.1 Spelling Familiar Words	spell some high-frequency words correctly	**RE:** 81, 87, 91, 92, 96, 100 **SB:** Levels E–H, Lessons 33–64 **FP:** 8–13 **REX Spelling:** 1.1–1.36
	3.2 Spelling Unfamiliar Words	spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings	

Grade 2

Strand	Specific Expectations		Reading Eggs Lesson (RE), Skills Bank (SB), Storylands (SL), Fast Phonics (FP), Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
		By the end of Grade 2, students will:	
1. Reading for Meaning	1.1 Variety of Texts	read some different literary texts and informational texts	**RE:** 101–120 **SL:** 11–20 **FP:** 14–20 **REX:** 21–60 **Library:** 400+ Literary texts, 25+ Poetry + Drama texts and 250+ Informational texts with comprehension quizzes (Lexile Range 350L–570L)
	1.2 Purpose	identify several different purposes for reading and choose reading materials appropriate for those purposes	**Library:** 400+ Literary texts, 25+ Poetry + Drama texts and 250+ Informational texts with comprehension quizzes (Lexile Range 350L–570L)
	1.3 Comprehension Strategies	identify several different reading comprehension strategies and use them before, during, and after reading to understand texts	**REX:** 21–60
	1.4 Demonstrating Understanding	demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details	**REX:** 21–60
	1.5 Making Inferences/Interpreting Texts	use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them	**REX:** 21–60
	1.6 Extending Understanding	extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them	**REX:** 39, 41, 53
	1.7 Analysing Texts	identify the main idea and some additional elements of texts	**REX:** 24, 25, 28, 33, 35, 44, 45, 55
	1.9 Point of View	identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives	**REX:** 42, 55
3. Reading With Fluency	3.1 Reading Familiar Words	automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts	**RE:** 101–120 **SL:** 11–20 **FP:** 14–20 **REX:** 21–60 **Library:** 400+ Literary texts, 25+ Poetry + Drama texts and 250+ Informational texts with comprehension quizzes (Lexile Range 350L–570L)
	3.2 Reading Unfamiliar Words	predict the meaning of and solve unfamiliar words using different types of cues, including semantic cues, syntatic cues, and graphophonic cues	
	3.3 Reading Fluently	read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience	
2. Using Knowledge of Form and Style in Writing	2.1 Form	write short texts using a few simple forms	**Story Factory:** Weekly writing contest available through Reading Eggs dashboard
3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively	3.1 Spelling Familiar Words	spell many high-frequency words correctly	**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
	3.2 Spelling Unfamiliar Words	spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling	

Grade 3

Strand	Specific Expectations		Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
		By the end of Grade 3, students will:	
1. Reading for Meaning	1.1 Variety of Texts	read a variety of literary texts and informational texts	**REX:** 61–100 **Library:** 230+ Literary texts and 150+ Informational texts with comprehension quizzes (Lexile Range 580L–720L)
	1.2 Purpose	identify a variety of purposes for reading and choose reading materials appropriate for those purposes	**Library:** 230+ Literary texts and 150+ Informational texts with comprehension quizzes (Lexile Range 580L–720L)
	1.3 Comprehension Strategies	identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts	**REX:** 61–100
	1.4 Demonstrating Understanding	demonstrate understanding of a variety of texts by identifying important ideas and some supporting details	**REX:** 62, 71, 73, 79, 85, 90, 96, 97
	1.5 Making Inferences/Interpreting Texts	make inferences about texts using stated and implied ideas from the texts as evidence	**REX:** 61–100
	1.6 Extending Understanding	extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them	**REX:** 85, 87, 93
	1.9 Point of View	identify the point of view presented in a text and suggest some possible alternative perspectives	**REX:** 42, 58
3. Reading With Fluency	3.1 Reading Familiar Words	automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts	**REX:** 61–100 **Library:** 230+ Literary texts and 150+ Informational texts with comprehension quizzes (Lexile Range 580L–720L)
	3.2 Reading Unfamiliar Words	predict the meaning of and rapidly solve unfamiliar words using different types of cues, including semantic cues, syntatic cues, and graphophonic cues	
	3.3 Reading Fluently	read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience	
3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively	3.1 Spelling Familiar Words	spell familiar words correctly	**REX Spelling:** 3.1–3.36
	3.2 Spelling Unfamiliar Words	spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling	

Grade 4

Strand	Specific Expectations		Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
		By the end of Grade 4, students will:	
1. Reading for Meaning	1.1 Variety of Texts	read a variety of texts from diverse cultures and informational texts	**REX:** 101–140 **Library:** 80+ Literary texts and 160+ Informational texts with comprehension quizzes (Lexile Range 730L–850L)
	1.2 Purpose	identify a variety of purposes for reading and choose reading materials appropriate for those purposes	**Library:** 80+ Literary texts and 160+ Informational texts with comprehension quizzes (Lexile Range 730L–850L)
	1.3 Comprehension Strategies	identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts	**REX:** 101–140
	1.5 Making Inferences/Interpreting Texts	make inferences about texts using stated and implied ideas from the texts as evidence	**REX:** 101–140
	1.9 Point of View	identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives	**REX:** 104, 109, 111, 118, 121, 128, 129, 132, 140
3. Reading With Fluency	3.1 Reading Familiar Words	automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts	**REX:** 101–140 **Library:** 80+ Literary texts and 160+ Informational texts with comprehension quizzes (Lexile Range 730L–850L)
	3.2 Reading Unfamiliar Words	predict the meaning of and rapidly solve unfamiliar words using different types of cues, including semantic cues, syntatic cues, and graphophonic cues	
	3.3 Reading Fluently	read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience	
3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively	3.1 Spelling Familiar Words	spell familiar words correctly	**REX Spelling:** 4.1–4.36
	3.2 Spelling Unfamiliar Words	spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling	

Grade 5

Strand	Specific Expectations		Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
		By the end of Grade 5, students will:	
1. Reading for Meaning	1.1 Variety of Texts	read a variety of texts from diverse cultures, and informational texts	**REX:** 141–180 **Library:** 60+ Literary texts and 130+ Informational texts with comprehension quizzes (Lexile Range 860L–970L)
	1.2 Purpose	identify a variety of purposes for reading and choose reading materials appropriate for those purposes	**Library:** 60+ Literary texts and 130+ Informational texts with comprehension quizzes (Lexile Range 860L–970L)
	1.3 Comprehension Strategies	identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts	**REX:** 141–180
	1.5 Making Inferences/Interpreting Texts	use stated and implied ideas in texts to make inferences and construct meaning	**REX:** 141–180
	1.8 Responding to and Evaluating Texts	make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views	**REX:** 141, 144, 146, 149, 151, 155, 157, 160, 164, 168, 174, 176, 180
	1.9 Point of View	identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives	**REX:** 143, 144, 152, 160, 162, 165, 179
3. Reading With Fluency	3.1 Reading Familiar Words	automatically read and understand most words in common use	**REX:** 141–180 **Library:** 60+ Literary texts and 130+ Informational texts with comprehension quizzes (Lexile Range 860L–970L)
	3.2 Reading Unfamiliar Words	predict the meaning of and rapidly solve unfamiliar words using different types of cues, including semantic cues, syntatic cues, and graphophonic cues	
	3.3 Reading Fluently	read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose	
3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively	3.1 Spelling Familiar Words	spell familiar words correctly	**REX Spelling:** 5.1–5.36
	3.2 Spelling Unfamiliar Words	spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling	

Grade 6

Strand	Specific Expectations		Reading Eggspress (REX), Reading Eggspress Spelling (REX Spelling)
		By the end of Grade 6, students will:	
1. Reading for Meaning	1.1 Variety of Texts	read a variety of texts from diverse cultures, and informational texts	**REX:** 181–220 **Library:** 120+ Literary texts and 190+ Informational texts with comprehension quizzes (Lexile Range 980L+)
	1.2 Purpose	identify a variety of purposes for reading and choose reading materials appropriate for those purposes	**Library:** 120+ Literary texts and 190+ Informational texts with comprehension quizzes (Lexile Range 980L+)
	1.3 Comprehension Strategies	identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts	**REX:** 181–220
	1.5 Making Inferences/Interpreting Texts	develop interpretations about texts using stated and implied ideas to support their interpretations	**REX:** 181–220
	1.8 Responding to and Evaluating Texts	make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views	**REX:** 182, 186, 188, 193, 195, 198, 200, 205, 207, 210, 215, 218, 220
	1.9 Point of View	identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives	**REX:** 182, 188, 189, 192, 202, 205, 209, 212
3. Reading With Fluency	3.1 Reading Familiar Words	automatically read and understand most words in a range of reading context	**REX:** 181–220 **Library:** 120+ Literary texts and 190+ Informational texts with comprehension quizzes (Lexile Range 980L+)
	3.2 Reading Unfamiliar Words	predict the meaning of and rapidly solve unfamiliar words using different types of cues, including semantic cues, syntatic cues, and graphophonic cues	
	3.3 Reading Fluently	read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match form and purpose	
3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively	3.1 Spelling Familiar Words	spell familiar words correctly	**REX Spelling:** 6.1–6.36
	3.2 Spelling Unfamiliar Words	spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling	

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