

**GCO Amendment Rationale:** EECD conducted a curriculum and resource review to ensure the K-2 reading curriculum reflects research-based instructional practice. Specific outcomes in GCO 4 of the ELA curriculum have been amended to reflect the structure, scope, and sequence of the new Building Blocks of Reading continuum. Language around cueing has been removed and reference to the developmental phases of word learning have been added to SCO 4.5 accordingly. While a full ELA K-2 curriculum review continues to move forward, GCO 4 amendments will act as an interim update to reflect research-based practices for reading instruction.

## Original K-1 SCOs

4.1 regard reading/viewing as sources of interest, enjoyment, and information

4.2 understand basic concepts of print

4.3 select, with teacher assistance, texts appropriate to their interests and learning needs

4.4 engage in reading or reading-like behaviour as they experience a variety of literature

4.5 use, with support, the various cueing systems and variety of strategies to construct meaning from text

## New Kindergarten SCOs

4.1 interact with text for knowledge, culture, entertainment, interest, and information

4.2 demonstrate an awareness of basic concepts of print

4.3 select, **with teacher assistance**, texts appropriate to their interests and learning needs

4.4 identify as a reader

4.5 develop competence in the Partial Alphabetic to Full Alphabetic phase

## Kindergarten Elaborations

4.1 reads and views multi-modal text, ancestral teachings, oral traditions, and stories; reads and views with a purpose (for knowledge/tradition, entertainment, practice, interest)

4.2 demonstrates and understanding of concept of text (knows print conveys meaning); demonstrates and understanding of concept of book (can handle books and identify book features); demonstrates and understanding of directionality (begins with front cover and first page, turns pages, reads or points to words from left to right, identifies return sweep); identifies text mechanics (knows words contribute to meaning and spaces demarcate words, differentiates between letters and numbers, and upper- and lower-case letters)

4.3 engages in purposeful text selection; chooses from a variety of text for interest (for read-alouds, partner reads, picture reading/meaning-making, or independent reading and "play" reading)

4.4 engages in stories; plays with language; expresses a desire to read and be read to; rehearses texts in interactions and play

4.5 See ***Building Blocks of Reading Continuum*** for end of phase outcomes in the Pre-alphabetic to Partial Alphabetic phase and the Partial Alphabetic to Full Alphabetic phase

## Original K-1 SCOs

- 4.1 regard reading/viewing as sources of interest, enjoyment, and information
- 4.2 understand basic concepts of print
- 4.3 select, with teacher assistance, texts appropriate to their interests and learning needs
- 4.4 engage in reading or reading-like behaviour as they experience a variety of literature
- 4.5 use, with support, the various cueing systems and variety of strategies to construct meaning from text

## New Grade 1 SCOs

- 4.1 interact with text for knowledge, culture, entertainment, interest, and information
- 4.2 demonstrate an expanded awareness of concepts of print
- 4.3 select, **with teacher assistance**, texts appropriate to their interests and learning needs
- 4.4 identify as a reader
- 4.5 develop competence in the Consolidated Alphabetic to Skilled Reader phase

## Grade 1 Elaborations

4.1 reads and views multi-modal text, ancestral teachings, oral traditions, and stories; reads and views with a purpose (for knowledge/tradition, entertainment, practice, interest)

4.2 identifies text mechanics (punctuation serves a purpose; upper- and lower-case letters have specific forms and functions; fiction, non-fiction, visual, and oral text features)

4.3 engages in purposeful text selection; chooses from a variety of texts for interest and information (for read-alouds, partner reads, picture reading/meaning-making, or independent reading); chooses decodable texts (practices decoding words with intentional phonics patterns of appropriate difficulty); chooses predictable or repetitive text (practices following along or chiming-in); chooses levelled text (for practise reading, interest, or benchmarking)

4.4 expresses preferences and opinions about texts to others; values text and text features; plays with language; expresses a desire to read and be read to; reflects texts in interactions and play

4.5 See ***Building Blocks of Reading Continuum*** for end of phase outcomes in the Full Alphabetic to Consolidated Alphabetic phase and the Consolidated Alphabetic to Skilled Reader phase

## Original 1-2 SCOs

- 4.1 regard reading/viewing as sources of interest, enjoyment, and information
- 4.2 understand basic concepts of print
- 4.3 select, with teacher assistance, texts appropriate to their interests and learning needs
- 4.4 engage in reading or reading-like behaviour as they experience a variety of literature
- 4.5 use, with support, the various cueing systems and variety of strategies to construct meaning from text

## New Grade 2 SCOs

- 4.1 interact with text for knowledge, culture, entertainment, interest, and information
- 4.2 demonstrate an awareness of concepts of text
- 4.3 select, **with teacher assistance**, texts appropriate to their interests and learning needs
- 4.4 identify as a reader
- 4.5 demonstrate mastery in the Consolidated Alphabetic to Skilled Reader phase

## Grade 2 Elaborations

4.1 reads and views multi-modal text, ancestral teachings, oral traditions, and stories; reads and views with a purpose (for knowledge/tradition, entertainment, practice, interest)

4.2 identifies text functions and purpose (begins to question, challenge and evaluate the meaning and purpose of various text forms)

4.3 engages in purposeful text selection; chooses from a variety of texts for interest and information (for read-alouds, partner reads, picture reading/meaning-making, or independent reading); chooses decodable texts (practices decoding words with intentional phonics patterns of appropriate difficulty); chooses predictable or repetitive text (practices following along or chiming-in); chooses levelled text (for practise reading, interest, or benchmarking)

4.4 expresses preferences and opinions to others; values text and text features; plays with language; expresses a desire to read and be read to; extends texts in interactions and play

4.5 See ***Building Blocks of Reading Continuum*** for end of phase outcomes in the Full Alphabetic to Consolidated Alphabetic phase and the Consolidated Alphabetic to Skilled Reader phase