

# FSL Extended: Gr 4, 5, 6 Reading

Overall Expectations		<ul style="list-style-type: none"> <li>• read a variety of short, simple written materials and demonstrate understanding through oral and brief written responses</li> <li>• identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work</li> </ul>	<ul style="list-style-type: none"> <li>• read a variety of simple texts and media works and demonstrate understanding through oral and brief written response</li> <li>• identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work</li> </ul>	<ul style="list-style-type: none"> <li>• read a variety of texts and media works and demonstrate understanding through a range of oral and written responses</li> <li>• identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work</li> </ul>
Knowledge & Skills	Key Concepts	Grade 4 Specific Expectations	Grade 5 Specific Expectations	Grade 6 Specific Expectations
Communication ( Expressive )	<ul style="list-style-type: none"> <li>• retelling</li> <li>• responding</li> </ul>	<ul style="list-style-type: none"> <li>▶ read simple informational texts and identify the main idea and some supporting details</li> <li>▶ identify the key elements of a story (e.g., plot, characters, setting)</li> <li>▶ identify and describe different forms of writing (e.g., stories, poems, plays)</li> </ul>	<ul style="list-style-type: none"> <li>▶ read informational texts and restate the main facts in their own words</li> <li>▶ identify characters in a written text and retell the story in proper sequence</li> <li>▶ begin to use research skills (e.g., formulate questions, locate information, clarify their understanding through discussion)</li> <li>▶ demonstrate comprehension of texts read independently (e.g., poems, short stories, electronic print) by briefly answering oral or written questions on the main idea and some supporting details</li> <li>▶ express their opinion of a written text, relating the content to their own knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>▶ summarize and explain the main ideas in informational materials (e.g., articles, charts, instructional materials)</li> <li>▶ make predictions and draw inferences while reading a story or novel, using various textual clues</li> <li>▶ use research skills (e.g., formulate questions, locate information, compare information from various sources)</li> <li>▶ demonstrate comprehension of texts read independently (e.g., short novels, poems, short stories, electronic print) (e.g., by answering oral or written questions, restating content, dramatizing events, expressing opinions)</li> <li>▶ extract information from written texts to verify predictions and to support personal opinions and reactions</li> <li>▶ identify and describe elements of a written text (e.g., main ideas, supporting details, a sequence of events, main participants)</li> </ul>
Comprehension ( Receptive )	<ul style="list-style-type: none"> <li>• main ideas &amp; details</li> <li>• reasoning (interpret, judge, infer, relate to personal experience, predict)</li> </ul>	<ul style="list-style-type: none"> <li>▶ demonstrate comprehension of a range of short texts (e.g., by answering questions, retelling the story, restating the main ideas, illustrating events described)</li> <li>▶ read a variety of simple written materials (e.g., stories, poems, myths, short articles) for different purposes (e.g., to obtain information, to build vocabulary and knowledge of language structures)</li> <li>▶ read simple informational texts and identify the main idea and some supporting details</li> <li>▶ identify and describe different forms of writing (e.g., stories, poems, plays)</li> <li>▶ use reading strategies (e.g., visual cues, language and word patterns, context clues, knowledge of cognates, phonics) to determine the meaning of unfamiliar words and expressions</li> <li>▶ follow written instructions (e.g., to play a game, complete a task, solve a problem)</li> <li>▶ identify the key elements of a story (e.g., plot, characters, setting)</li> </ul>	<ul style="list-style-type: none"> <li>▶ demonstrate comprehension of texts read independently (e.g., poems, short stories, electronic print) by briefly answering oral or written questions on the main idea and some supporting details</li> <li>▶ read a variety of texts and media works (e.g., stories, poems, articles, reference books) for different purposes (e.g., to expand knowledge of topics under study, to build knowledge of language structures)</li> <li>▶ read informational texts and restate the main facts in their own words</li> <li>▶ identify characters in a written text and retell the story in proper sequence</li> <li>▶ use reading strategies (e.g., knowledge of cognates, visual cues, context clues) to facilitate comprehension of reading materials</li> <li>▶ begin to use research skills (e.g., formulate questions, locate information, clarify their understanding through discussion)</li> <li>▶ express their opinion of a written text, relating the content to their own knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>▶ demonstrate comprehension of texts read independently (e.g., short novels, poems, short stories, electronic print) (e.g., by answering oral or written questions, restating content, dramatizing events, expressing opinions)</li> <li>▶ summarize and explain the main ideas in informational materials (e.g., articles, charts, instructional materials)</li> <li>▶ extract information from written texts to verify predictions and to support personal opinions and reactions</li> <li>▶ make predictions and draw inferences while reading a story or novel, using various textual clues</li> <li>▶ use research skills (e.g., formulate questions, locate information, compare information from various sources)</li> </ul>
Organization of Ideas	<ul style="list-style-type: none"> <li>• sequence</li> <li>• characteristics of a variety of text forms</li> </ul>	<ul style="list-style-type: none"> <li>▶ identify and describe different forms of writing (e.g., stories, poems, plays)</li> </ul>	<ul style="list-style-type: none"> <li>▶ identify various forms of writing (e.g., stories, poems, short articles) and describe their main characteristics</li> <li>▶ begin to use research skills (e.g., formulate questions, locate information, clarify their understanding through discussion)</li> <li>▶ express their opinion of a written text, relating the content to their own knowledge and experience.</li> <li>▶ identify characters in a written text and retell the story in proper sequence</li> </ul>	<ul style="list-style-type: none"> <li>▶ identify various forms of writing (e.g., narratives, poems, plays, articles, reports) and describe their characteristics</li> <li>▶ use research skills (e.g., formulate questions, locate information, compare information from various sources)</li> <li>▶ summarize and explain the main ideas in informational materials (e.g., articles, charts, instructional materials)</li> </ul>
Application of Language Conventions	<ul style="list-style-type: none"> <li>• grammar &amp; punctuation</li> <li>• conventions of text – sentence structure</li> <li>• vocabulary</li> <li>• pronunciation and intonation</li> <li>• chooses appropriate reading strategies</li> <li>• uses appropriate resources</li> </ul>	<ul style="list-style-type: none"> <li>▶ read a variety of simple written materials (e.g., stories, poems, myths, short articles) for different purposes (e.g., to obtain information, to build vocabulary and knowledge of language structures)</li> <li>▶ use and interpret basic conventions of text (e.g., table of contents, headings, illustrations, diagrams) to find information and aid comprehension</li> <li>▶ read aloud, observing the rules of pronunciation and intonation</li> <li>▶ use French-English dictionaries to determine the meaning of unfamiliar vocabulary</li> <li>▶ read simple informational texts and identify the main idea and some supporting details</li> <li>▶ recognize and use appropriate language structures in their response to written texts</li> <li>▶ recognize and use punctuation as an aid to comprehension</li> <li>▶ identify and describe different forms of writing (e.g., stories, poems, plays)</li> <li>▶ follow written instructions (e.g., to play a game, complete a task, solve a problem)</li> </ul>	<ul style="list-style-type: none"> <li>▶ read a variety of texts and media works (e.g., stories, poems, articles, reference books) for different purposes (e.g., to expand knowledge of topics under study, to build knowledge of language structures)</li> <li>▶ use and interpret basic conventions of formal text (e.g., table of contents, headings, subheadings, charts, glossary, index) to find information and aid comprehension</li> <li>▶ read aloud, with expression, observing the rules of pronunciation and intonation</li> <li>▶ use French-English dictionaries to determine the meaning of unfamiliar vocabulary</li> <li>▶ read informational texts and restate the main facts in their own words</li> <li>▶ use reading strategies (e.g., knowledge of cognates, visual cues, context clues) to facilitate comprehension of reading materials</li> <li>▶ recognize and use appropriate language structures in their response to written texts</li> <li>▶ demonstrate comprehension of texts read independently (e.g., poems, short stories, electronic print) by briefly answering oral or written questions on the main idea and some supporting details</li> <li>▶ recognize and use punctuation as an aid to comprehension</li> <li>▶ express their opinion of a written text, relating the content to their own knowledge and experience</li> <li>▶ identify synonyms and antonyms for familiar words</li> <li>▶ begin to use research skills (e.g., formulate questions, locate information, clarify their understanding through discussion)</li> </ul>	<ul style="list-style-type: none"> <li>▶ extract information from written texts to verify predictions and to support personal opinions and reactions</li> <li>▶ recognize and use appropriate language structures in their response to written texts</li> <li>▶ use and interpret various conventions of formal text (e.g., table of contents, headings, subheadings, charts, glossary, index) to find information and aid comprehension</li> <li>▶ read aloud, with expression, observing the rules of pronunciation and intonation</li> <li>▶ use French-English dictionaries to determine the meaning of unfamiliar vocabulary</li> <li>▶ use reading strategies (e.g., use context clues, reread, record key points) to facilitate comprehension of reading materials</li> <li>▶ demonstrate comprehension of texts read independently (e.g., short novels, poems, short stories, electronic print) (e.g., by answering oral or written questions, restating content, dramatizing events, expressing opinions)</li> <li>▶ make predictions and draw inferences while reading a story or novel, using various textual clues</li> <li>▶ identify synonyms and antonyms</li> <li>▶ use research skills (e.g., formulate questions, locate information, compare information from various sources)</li> </ul>

\*Students should recognize and use the appropriate language structures in their communicative activities in all three strands as specified for each grade.