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PYP Language Scope and Sequence Age 3-5	Reading Continuum
<ul style="list-style-type: none"> Understand that print has meaning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pretends to read. Em
<ul style="list-style-type: none"> Begin to discriminate between letters, numbers, symbols and words 	<ul style="list-style-type: none">  Shows interest in reading signs, labels, and logos (environmental print). PC
<ul style="list-style-type: none"> Read familiar print from their immediate environment (e.g. traffic signs, billboards, food labels) 	<ul style="list-style-type: none">  Begins to read signs, labels, and logos (environmental print). Em
<ul style="list-style-type: none"> Recognize their own and other familiar names 	<ul style="list-style-type: none">  Recognizes own name in print. PC <input checked="" type="checkbox"/> Recognizes some names and words in context. Em
<ul style="list-style-type: none"> demonstrate conventional book-handling skills 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Holds book and turns pages correctly. PC
<ul style="list-style-type: none"> Participate in shared reading, guided reading and read-aloud situations 	<ul style="list-style-type: none">  Participates in group reading (books, rhymes, poems, and songs). PC  Comments on illustrations in books. PC  Participates in reading of familiar books and poems. Ex <input checked="" type="checkbox"/> Uses illustrations to tell stories. Ex
<ul style="list-style-type: none"> Read simple, familiar <i>texts</i> (charts, books, personal writing, songs) 	<ul style="list-style-type: none">  Begins to choose reading materials (e.g., books, magazines, and charts) and has favorites. PC  Rhymes and plays with words. Em
<ul style="list-style-type: none"> Demonstrate awareness of some conventions of written <i>text</i> (e.g. spaces between words, directionality) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Shows beginning / end of book or story. PC <input checked="" type="checkbox"/> Reads top to bottom, left to right, and front to back with guidance. Em
<ul style="list-style-type: none"> Select and reread favourite <i>texts</i> for enjoyment 	<ul style="list-style-type: none">  Participates in reading of familiar books and poems Em
<ul style="list-style-type: none"> Respond appropriately to a variety of <i>texts</i>. 	<ul style="list-style-type: none">  Listens and responds to literature. PC  Connects books read aloud to own experiences with guidance. Em
<ul style="list-style-type: none"> Use a variety of strategies to unlock <i>text</i> (e.g. prior knowledge, visual, contextual and memory cues) 	<ul style="list-style-type: none">  Memorizes pattern books, poems, and familiar books. Em <input checked="" type="checkbox"/> Makes meaningful predictions with guidance. Em <input checked="" type="checkbox"/> Relies on illustrations and print. D
<ul style="list-style-type: none"> Recognize the beginning, middle and end of a story 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Shows beginning/end of book or story. PC
<ul style="list-style-type: none"> Retell a story or experience 	<ul style="list-style-type: none">  Retells main event or idea in literature. D
<ul style="list-style-type: none"> Make predictions at the beginning, during and at the end of <i>texts</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Makes meaningful predictions with guidance. Em
<ul style="list-style-type: none"> Make links between personal experiences and storybook characters 	<ul style="list-style-type: none">  Connects books read aloud to own experiences with guidance. Em
<ul style="list-style-type: none"> Begin to show an awareness and understanding of sound–symbol relationships 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Knows some letter names. PC

<ul style="list-style-type: none"> Recognize and name some of the letters of the alphabet and their sounds 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Knows some letter names. PC <input checked="" type="checkbox"/> Knows most letter names and some letter sounds. Em
<ul style="list-style-type: none"> Begin to match spoken word(s) to written word(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Uses finger-print-voice matching. D
<ul style="list-style-type: none"> Begin to recognize beginning and end sounds or letters in familiar words 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Knows most letter sounds and letter clusters. D <input checked="" type="checkbox"/> Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words. D
<ul style="list-style-type: none"> Begin to recognize a basic list of common sight words (eg is, and, big, dog, love). 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Recognizes simple words. D
PYP Language Scope and Sequence 5-7	Reading Continuum
<ul style="list-style-type: none"> Enjoy reading and being read to 	<ul style="list-style-type: none"> Demonstrates eagerness to read. Em Sees self as reader. D
<ul style="list-style-type: none"> Read for a variety of purposes and respond to what is read 	<ul style="list-style-type: none"> Participates in guided literature discussions. D Reads books with simple patterns. D Begins to read own writing. D
<ul style="list-style-type: none"> Participate in paired, group or class reading activities 	<ul style="list-style-type: none"> Participates in guided literature discussions. D
<ul style="list-style-type: none"> Read and retell simple, familiar books independently with confidence and will be willing to take risks 	<ul style="list-style-type: none"> Retells beginning, middle, and end with guidance. Be
<ul style="list-style-type: none"> Read silently with a degree of independence 	<ul style="list-style-type: none"> Begins to read independently for short periods (5-10 minutes). D Reads independently (10-15 minutes). Be
<ul style="list-style-type: none"> Use a variety of reading strategies to make meaning of <i>text</i>: picture cues, directionality, phonics, self correction, one-to-one correspondence, context, prediction, an increasingly developed sight vocabulary, memory, punctuation, syntax, rereading and reading on 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Uses meaning cues (context). Be <input checked="" type="checkbox"/> Uses sentence cues (grammar). Be <input checked="" type="checkbox"/> Uses letter/sound cues and patterns (phonics). Be <input checked="" type="checkbox"/> Recognizes word endings, common contractions, and many high frequency words. Be <input checked="" type="checkbox"/> Begins to self-correct. Be <input checked="" type="checkbox"/> Self-corrects for meaning Ex <input checked="" type="checkbox"/> Uses word structure cues (e.g., root words, prefixes, suffixes, word chunks) when encountering unknown words. Ex <input checked="" type="checkbox"/> Increases vocabulary by using meaning cues (context). Ex Uses basic punctuation when reading orally. Be Identifies own reading behaviors with guidance. Be
<ul style="list-style-type: none"> Recognize that a story has a beginning, middle and end 	<ul style="list-style-type: none"> Retells beginning, middle, and end with guidance. Be
<ul style="list-style-type: none"> Predict what may happen next in a story and revise or confirm predictions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Makes meaningful predictions with guidance. Em <input checked="" type="checkbox"/> Begins to make meaningful predictions. D
<ul style="list-style-type: none"> Identify with a character or a situation 	<ul style="list-style-type: none"> Discusses characters and story events with guidance. Be

<ul style="list-style-type: none"> Recall the plot and characters of a story 	 Discusses characters and story events with guidance. Be
<ul style="list-style-type: none"> Understand and respond to the ideas and feelings expressed in various reading materials 	Intended learning
<ul style="list-style-type: none"> Recognize and talk about a range of different <i>text</i> types (e.g. letters, lists, recipes, stories, poetry, plays) 	 Identifies basic genres (e.g., fiction, nonfiction, and poetry).Be
<ul style="list-style-type: none"> Start to develop personal preferences in reading 	 Discusses favorite reading material with others .D  Explains why literature is liked / disliked during class discussions with guidance. D
<ul style="list-style-type: none"> Understand the role of an author or illustrator 	<input checked="" type="checkbox"/> Identifies titles and authors in literature (text features).D
<ul style="list-style-type: none"> Recognize and use the different parts of a book (title page, contents page, page numbers, index) 	<input checked="" type="checkbox"/> Identifies chapter titles and table of contents (text organizers).Ex
<ul style="list-style-type: none"> Know the difference fiction and nonfiction 	 Identifies basic genres (e.g., fiction, nonfiction, and poetry).Be
<ul style="list-style-type: none"> Begin to use reference books, dictionaries and computers with some independence and confidence 	<input checked="" type="checkbox"/> Uses reading strategies appropriately, depending on the text and purpose .Ex
<ul style="list-style-type: none"> Read simple <i>text</i> aloud with expression and with regard to punctuation 	 Reads simple early-reader books. D  Reads harder early-reader books. D  Begins to read aloud with fluency. Ex
<ul style="list-style-type: none"> Understand sound–symbol relationships and recognize and name all letters and sounds 	<input checked="" type="checkbox"/> Uses letter/sound cues and patterns (phonics). Be
<ul style="list-style-type: none"> Know the alphabet and be able to use simple alphabetical order. 	Intended learning
PYP Language Scope and Sequence 7-9	Reading Continuum
<ul style="list-style-type: none"> Read independently, fluently, accurately and with understanding 	 Chooses reading materials independently. Be  Chooses, reads, and finishes a variety of materials at appropriate level with guidance. Ex
<ul style="list-style-type: none"> Engage daily in individual silent reading with concentration 	 Reads silently for increasingly longer periods (15-30 minutes).Ex  Reads silently for extended periods (30-40 min). F
<ul style="list-style-type: none"> Use reading for pleasure, instruction and information 	 Identifies own reading strategies and sets goals with guidance. Ex  Reads and follows simple written directions with guidance. Be <input checked="" type="checkbox"/> Follows written directions. Ex
<ul style="list-style-type: none"> Begin to develop own reading strategies and set personal goals for improvement * 	 Identifies own reading strategies and sets goals with guidance. Ex  Begins to set goals and identifies strategies to improve reading. F

<ul style="list-style-type: none"> Show an interest in a variety of fiction and nonfiction literature. 	 Chooses, reads, and finishes a variety of materials at appropriate level with guidance. Ex
<ul style="list-style-type: none"> Recognize and appreciate different literary styles and genres 	 Expands knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy). Br
<ul style="list-style-type: none"> Express preferences in reading materials 	 Chooses reading materials independently. Be  Expands knowledge of different genres (e.g., realistic fiction, historical fiction, and fantasy). Br  Uses resources(e.g. Encyclopedias, CD-ROMs, and Non-fiction texts) reference books, dictionaries and IT to locate and sort information with guidance. Br
<ul style="list-style-type: none"> Understand and respond to the ideas, feelings and attitudes expressed in various texts 	 Learns and shares information from reading. Be  Responds to and makes personal connections with facts, characters, and situations in literature. Ex  Compares and contrasts characters and story events. Ex
<ul style="list-style-type: none"> Begin to recognize the author's purpose (to inform, persuade, entertain, instruct) 	Intended learning
<ul style="list-style-type: none"> Begin to understand that texts may be interpreted differently by different people 	Intended learning
<ul style="list-style-type: none"> Make inferences and be able to justify them 	 "Reads between the lines" with guidance. Ex
<ul style="list-style-type: none"> Recognize that there are more complex story structures than beginning, middle and end 	 Reads easy chapter books. Ex  Reads medium level chapter books. Br  Summarizes and retells story events in sequential order. Ex
<ul style="list-style-type: none"> Identify and describe elements of a story (setting, plot, characters, theme) 	 Discusses setting, plot, characters, and point of view (literary elements) with guidance. Br
<ul style="list-style-type: none"> Read to skim and scan in order to find specific information quickly 	Intended learning
<ul style="list-style-type: none"> Respond to text by identifying the main idea, recognizing cause and effect, distinguishing between fact and opinion, questioning, and drawing conclusions 	 Demonstrates understanding of the difference between fact and opinion. Br
<ul style="list-style-type: none"> Read text aloud with fluency, expression and with regard to punctuation 	 Reads aloud with expression. Br  Reads aloud with fluency, expression, and confidence. F
<ul style="list-style-type: none"> Locate, select and use reference books, dictionaries and IT to find information 	 Chooses reading materials at appropriate level. Br  Uses resources (e.g., encyclopedias, CD-ROMs, and nonfiction texts) to locate and sort information with guidance. Br

PYP Language Scope and Sequence 9-12	Reading Continuum
<ul style="list-style-type: none"> Categorize literature (fable, myth, biography, novel, essay) 	<ul style="list-style-type: none">  Selects, reads, and finishes a wide variety of genres with guidance. F
<ul style="list-style-type: none"> Identify genre (e.g. science fiction, mystery, historical novel) 	<ul style="list-style-type: none">  Selects, reads, and finishes a wide variety of genres with guidance. F
<ul style="list-style-type: none"> Critically evaluate their own choices in books and distinguish and appreciate commendable or notable literature 	<ul style="list-style-type: none">  Makes connections to other authors, books, and perspectives. Ex  Reads challenging children's literature. F  Reads complex children's literature. Pro  Reads complex children's literature and young adult literature. C  Selects, reads, and finishes a wide variety of genres independently. C
<ul style="list-style-type: none"> Identify the elements of plot (exposition, rising action, climax, falling action, resolution) and the pattern in story outline (choice, reversal, understanding). 	<ul style="list-style-type: none">  Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft. F
<ul style="list-style-type: none"> Students will identify the different types of conflict in a story. 	<ul style="list-style-type: none">  Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft. F
<ul style="list-style-type: none"> Extend own reading strategies and set specific personal goals for improvement 	<ul style="list-style-type: none">  Sets reading challenges and goals independently. C  Begins to choose challenging reading materials and projects. C
<ul style="list-style-type: none"> Read widely across the genre and show an interest in a variety of literature. 	<ul style="list-style-type: none">  Reads challenging children's literature. F  Selects, reads, and finishes a wide variety of genres with guidance. F  Reads complex children's literature .Pro
<ul style="list-style-type: none"> Recognise and appreciate the variety of literary styles, forms and structures and to understand that written language varies according to context * 	<ul style="list-style-type: none">  Reads and understands informational texts (e.g., want ads, brochures, schedules, catalogs, manuals) with guidance. Pro
<ul style="list-style-type: none"> Read a wide range of fiction and non-fiction texts for their own interest, pleasure and for information and instruction * 	<ul style="list-style-type: none">  Develops strategies and criteria for selecting reading materials independently. Pro  Selects, reads, and finishes a wide variety of genres with guidance. F <input checked="" type="checkbox"/> Follows multi-step written directions independently.Br <input checked="" type="checkbox"/> Integrates nonfiction information to develop deeper understanding of a topic independently. C <input checked="" type="checkbox"/> Begins to gather, analyze, and use information from graphs, charts, tables, and maps. C
<ul style="list-style-type: none"> Make informed judgments about the author's purpose. 	<ul style="list-style-type: none">  Begins to discuss literature with reference to setting, plot, characters, and theme (literary elements), and author's craft. F  Discusses literature with reference to theme, author's purpose, and style (literary elements), and author's craft. P

<ul style="list-style-type: none"> Show appreciation of different writing styles 	<ul style="list-style-type: none">  Begins to develop strategies and criteria for selecting reading materials. F
<ul style="list-style-type: none"> Recognize and understand figurative language (e.g. similes, metaphors, idioms) 	<ul style="list-style-type: none">  Identifies literary devices (e.g., similes, metaphors, personification, and foreshadowing). P
<ul style="list-style-type: none"> Identify and discuss forms and structures. 	<ul style="list-style-type: none">  Begins to evaluate, interpret, and analyze reading content critically. C  Begins to develop criteria for evaluating literature. C
<ul style="list-style-type: none"> Independently select the appropriate reading strategy for the purpose of the activity (e.g. scanning, skimming, rereading, using dictionaries).* 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance. Br
<ul style="list-style-type: none"> Be familiar with the standard organization of informational <i>text</i>. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Gathers information by using the table of contents, captions, glossary, and index (text organizers) with guidance. Br <input checked="" type="checkbox"/> Gathers and uses information from graphs, charts, tables, and maps with guidance. Br
<ul style="list-style-type: none"> Locate, access, organize and synthesize information from a variety of sources 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Begins to use resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information. F <input checked="" type="checkbox"/> Gathers information using the table of contents, captions, glossary, and index (text organizers) independently. F <input checked="" type="checkbox"/> Gathers and analyzes information from graphs, charts, tables, and maps with guidance. P <input checked="" type="checkbox"/> Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas. F <input checked="" type="checkbox"/> Uses resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information independently. P <input checked="" type="checkbox"/> Integrates information from multiple nonfiction sources to deepen understanding of a topic with guidance. P  Reads and understands informational texts (e.g., want ads, brochures, schedules, catalogs, manuals) with guidance. P
<ul style="list-style-type: none"> Generate responses as well as new questions after reading and discussing with others and connect these to prior knowledge and experience.* 	<ul style="list-style-type: none">  Makes connections to other authors, books, and perspectives. Ex  Participates in small group literature discussions with guidance. Ex  Participates in small group literature discussions with guidance. Br  Responds to issues and ideas in literature as well as facts or story events.Br  Generates thoughtful oral and written responses in small group literature discussions with guidance. F  Begins to generate in-depth responses in small group literature discussions. P  Seeks recommendations and opinions about literature from others. C  Generates in-depth responses and sustains small group literature discussions. C

<ul style="list-style-type: none"> • Make predictions and inferences based on information that is both explicit and implicit in a text* 	<ul style="list-style-type: none"> 👉 Uses reasons and examples to support ideas and opinions with guidance. Ex 👉 Uses reasons and examples to support ideas and conclusions. P
<ul style="list-style-type: none"> • Understand, interpret and respond to the ideas attitudes and feelings expressed in various texts and think critically about what they read* 	<ul style="list-style-type: none"> 👉 Begins to generate in-depth written responses to literature. P 👉 Generates in-depth written responses to literature. C
<ul style="list-style-type: none"> • Show awareness that texts have layers of meaning and that they need to be read and reread, and questioned and reflected on to yield their meaning* 	<ul style="list-style-type: none"> 👉 Begins to gain deeper meaning by “reading between the lines.” F 👉 Probes for deeper meaning by “reading between the lines” in response to literature. P
<ul style="list-style-type: none"> • Increase usage of genre specific language in response to literature and uses tools such as a thesaurus to extend vocabulary* 	<ul style="list-style-type: none"> ☑ Increases vocabulary by using context cues, other reading strategies, and resources (e.g., dictionary and thesaurus) with guidance.Br ☑ Begins to use resources (e.g., dictionary and thesaurus) to increase vocabulary in different subject areas. F ☑ Uses resources (e.g., dictionary and thesaurus) to increase vocabulary independently. P 👉 Begins to use new vocabulary in different subjects and in oral and written response to literature. F 👉 Uses increasingly complex vocabulary in different subjects and in oral and written response to literature. P
<ul style="list-style-type: none"> • Be aware that poems are open to a range of interpretations 	<ul style="list-style-type: none"> 👉 Begins to evaluate, interpret, and analyze reading content critically. C
<ul style="list-style-type: none"> • Understand that words can evoke mental images 	<ul style="list-style-type: none"> 👉 Identifies literary devices (e.g., similes, metaphors, personification, and foreshadowing). P

* Descriptor added or PYP Language Scope and Sequence made more explicit