

<b>Reading</b>			
<b>Basic Competency Descriptors</b>	<b>F.1</b>	<b>F.2</b>	<b>F.3</b>
<b>Using an increasing range of reading strategies to understand the meaning of texts with some degree of complexity (IS, KS, ES)</b>			
• using knowledge of the world	1,8	3,5	1,3,4,5,6
• identifying the main theme/focus	1,2,5,6	6,7	5,6,7,8
• identifying general and specific information	1,2,3,4,5,6 ,7,8	1,2,3,4,5,6 ,7,8	1,2,3,4,5, 6,7,8
• using linguistic and contextual clues	1,2,3,4,5,6 ,7,8	1,2,3,4,5,6 ,7,8	1,2,3,5,6, 7,8
• using knowledge of features of different text-types	1,2,3,4,5,6 ,7,8	2	1,2,3,4,5, 6,7,8
• working out the meaning of unknown words and expressions	1,2,3,4,5,6 ,7,8	1,2,3,4,5,8	1,2,3,5,6, 7
• understanding different views and attitudes	3	3,6,7	2,3,4,5,6, 7,8
• distinguishing fact from opinion			
• skimming and scanning	1,2,3,4,5,6 ,7,8	1,2,3,4,5,6 ,7,8	1,2,3,4,5, 6,7,8
• sequencing events	3		3,4
• identifying main ideas	3	1,2,5	3,5,8
• identifying details that support a main idea	5		5,7
• making inferences	1,5,6	1,2,3,7	1,2,3,4,5
• predicting the likely development of the text			
• understanding the connection between ideas by identifying a range of cohesive devices	3,5,6	1,2,8	4,7,8
• recognizing key words in a sentence			5
• predicting content using the book cover, picture cues, prior knowledge and personal experience			
• recognizing formulaic or common expressions			4
• recognizing repetitive language patterns	2		
• understanding the functions of basic punctuation			
<b>Extracting and organizing information and ideas from texts with some degree of complexity (KS)</b>			

• analyzing and integrating relevant points from one or more than one text		1	3,5,8
• note taking			3,7
• summarizing	5	3	
• paraphrasing			
• mind maps	1		
• diagrams			
• spidergrams			
• sketches			
<b>Understanding the use of a range of language features and other techniques to present themes, characters, experiences and feelings in simple literary / imaginative texts (IS, KS, ES)</b>			
• metaphor			
• exaggeration			
• repetition			
• tone			
• contrast			
• rhyme	1		
• rhythm	1,2		
• alliteration	1,2	1	8
• onomatopoeia			
<b>Applying a range of reference skills for various purposes with the help of cues (KS)</b>			
• using a dictionary to find out about pronunciation, meaning and shades of meaning, usage and grammar	1		
• locating information in simple price lists, charts and directories			
• obtaining information about the reading materials from blurbs, glossaries, book covers and tables of contents			
• locating vocabulary in the word cards or word charts			
• finding books of interest with reference to the school-based coding system			
• making word cards or word books under different topics for reference	1,2,3,4,5,6 ,7,8	1,2,3,4,5,6 ,7,8	1,2,3,4,5, 6,7,8
• using picture dictionaries or word books to check meaning and spelling	1		