

Actions to Improve Early Literacy:

Overview of K to 3 Reading Scope & Sequence

Purpose and Vision

- Provides a clear, developmental roadmap for reading instruction
- Supports consistent, responsive, explicit, systematic reading instruction across grade levels
- Helps educators plan instruction and interventions
- Prevents gaps or unnecessary repetition
- Aligns with research-based models supporting structured literacy: Scarborough's Reading Rope (2001); Duke & Cartwright's Active View of Reading (2021)
- Introduces executive function skills as a foundational component of reading readiness; these skills help students manage their thoughts, actions and emotions to reach goals (Attention Control, Inhibition Control, Working Memory, Cognitive Flexibility, Organization)

The Scope and Sequence can be found on the curriculum website:
www.curriculum.gov.sk.ca

Competency Levels

- Follows a competency-based progression through three developmental stages (Explore, Develop, Consolidate)
- Reflects how students grow as readers
- Provides competency-based skills for evaluation at the Consolidate stage

Reading Scope and Sequence Components

Each of the following seven components includes a definition, a list of expected skills to be acquired at each grade level and an alignment to the Kindergarten to Grade 3 English language arts outcomes. Additional components including writing and oral language will be developed in 2025-26.

Concepts of Print and Text

- Understand book handling, directionality, spacing
- Identify features like title, author, beginning/middle/end
- Recognize text structures, visual features, and purpose

Phonological Awareness

- Rhyme, blend and segment sounds
- Manipulate phonemes (e.g., /sh/ + /ip/ = ship)

Phonics

- Grapheme-phoneme correspondence
- Progression from simple to complex patterns
- Includes digraphs, vowel teams, syllable types

Reading and Spelling (at the Word Level)

- Decode and encode regular and irregular words
- Understand orthographic and morphological patterns

Fluency

- Read accurately, at a steady pace and with prosody
- Grade 1: 30–60 WCPM; Grade 2: 70–100 WCPM; and Grade 3: 80–110 WCPM

Vocabulary

- Learn new words, meanings, usages, forms and relationships to other words
- Classified into three tiers:
- Tier 1: Everyday words
- Tier 2: More complex words found in written language
- Tier 3: Content-specific low-frequency words

Comprehension

- Understand, reflect and draw meaning from text
- Use comprehension strategies such as retelling, summarizing, predicting and questioning to read and understand texts
- Apply background knowledge and knowledge about text

Additional Sections

- International Phonetic Alphabet Symbol Key: explains specific sounds and provides instructions for how to pronounce them
- List of Terms: provides definitions for targeted terms included in the scope and sequence

Next Steps (2025-26)

- Pilot the new draft Kindergarten to Grade 3 Reading Scope and Sequence
- Develop additional components: Writing, Oral Language
- Reinforce current Kindergarten and English language arts 1, 2, 3 curricula

Benefits

- Specific grade-level skill acquisition
- Evidence-based literacy approach
- Developmentally appropriate
- Supports inclusive, responsive, and explicit instruction
- Develops confident, fluent and independent readers