

Grades K-3 GCO 4 Amendment

Department of Education and Early Years, English Programs
Amendment to GCO4
Implemented September 2025

Kindergarten GCO4 (Reading & Viewing) Amendments

Original Kindergarten SCOs	New Kindergarten SCOs
By the end of kindergarten children will:	By the end of kindergarten children will:
3.1 regard reading/viewing as sources of interest, enjoyment, and information	3.1 interact with text for knowledge, culture, entertainment, interest and information
3.2 understand basic concepts of print including directionality, word, space, letter, and sound	3.2 demonstrate an awareness of basic concepts of print
3.3 engage in reading or reading like behaviour as they experience a variety of literature	3.3 identify as a reader
3.4 use picture cues and prior knowledge to make sense of unfamiliar text	
3.5 use knowledge of oral language to make sense of unfamiliar text	
3.6 begin to use knowledge of sound/letter relationships to problem-solve unknown words	3.6 begin to use letter-sound knowledge to decode words and simple connected text
3.7 begin to match one-to-one spoken to printed word	
3.8 begin to use some sight words, environmental print, and words that have personal significance to make sense of unfamiliar text	3.8 begin to read some high frequency words, environmental print, and words that have personal significance demonstrating some alphabetic knowledge where applicable
3.9 name most of the letters of the alphabet in context	3.9 names most letters and corresponding sounds
3.10 respond personally to texts in a variety of ways to demonstrate comprehension	
3.11 develop an awareness of different types of text	
3.12 begin to ask questions about a text	
3.13 recognize some basic components of	

Kindergarten GCO4 Amendment Elaborations

3.1 reads and views multimodal text, ancestral teachings, oral traditions, and stories; reads and views with a purpose (for knowledge/tradition, entertainment, practice, interest)

3.2 demonstrates an awareness of concept of texts (knows print conveys meaning); demonstrates an awareness of concept of book (can handle books and identify book features); demonstrates an awareness 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 separate words, differentiates between letters and numbers, and upper- and lower-case letters)

3.3 engages in purposeful text selection; chooses from a variety of text for interest or learning needs (asks to view texts and be read to, seek text linking to prior knowledge or current learnings, partner reads, picture reading/meaning-making, or independent reading)

3.6 develop complete alphabetic knowledge (the ability to recognize and name uppercase and lowercase letters, recognize letter symbols in print, and know that there are sounds associated with each letter); attempt to decode words and simple connected text (phrases and simple sentences).

3.8 identifies own name in print and reads high frequency words (See [Level K Foundations Trick Word List](#) and refer to [Trick Word Method](#))

3.9 names most letters in a given word; matches upper and lower case letters; orders the alphabet in correct sequence

Grade One GCO4 (Reading & Viewing) Amendments

Original Grade 1 SCOs	New Grade 1 SCOs
Students will be expected to:	Students will be expected to:
4.1 regard reading/viewing as sources of interest, enjoyment, and information	4.1 interact with text for knowledge, culture, entertainment, interest, and information
4.2 understand basic concepts of print including directionality, word, space, letter, and sound	4.2 demonstrate an expanded awareness of concepts of print
4.3 select, with teacher assistance, texts appropriate to their interests and learning needs	4.3 select, with teacher assistance , texts appropriate to their interests and learning needs
4.4 engage in reading or reading-like behavior as they experience a variety of literature	4.4 identify as a reader
4.5 use, with support, the various cueing systems and a variety of strategies to construct meaning from text	4.5 apply letter-sound knowledge to decode words and connected text

Grade One Amendment Elaborations

4.1 reads and views multimodal texts, ancestral teachings, oral traditions, and stories; reads and views with a purpose (for knowledge/tradition, entertainment, practice, interest)

4.2 identifies text mechanics (explain that printed text carries meaning; differentiate between letters and numbers; differentiate between words and letters; **punctuation serves a purpose**)

4.3 engages in **purposeful text selection daily**; chooses from a variety of texts for **interest and learning needs** (ask to view texts and be read to, independent and partner reading); chooses text for practice reading (**decodable or developmentally appropriate text passages**); chooses texts to provide an opportunity to express opinions and preferences to others.

4.4 engages in a variety of text forms for specific uses (decodable text, braille, audio books, graphic text, non-fiction, fiction text, etc.); expresses preferences and opinions about texts and text features to others; expresses a desire to read and be read to.

4.5 to develop decoding and the start of more rapid word recognition to progress learners as they blend and segment sounds to read single syllable words: VC, CV, CVC, CCVC, CVCC, CCVCC, CVCe; begins to read words with R-controlled vowels, vowel teams and multisyllabic words; reads most high frequency words varying in spelling regularity.

Grade Two GCO4 (Reading & Viewing) Amendments

Original Grade 2 SCOs	New Grade 2 SCOs
Students will be expected to:	Students will be expected to:
4.1 regard reading/viewing as sources of interest, enjoyment, and information	4.1 interact with text for knowledge, culture, entertainment, interest, and information
4.2 understand basic concepts of print including directionality, word, space, letter, and sound	4.2 demonstrate an awareness of concepts of print
4.3 select, with teacher assistance, texts appropriate to their interests and learning needs	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	4.4 identify as a reader
4.5 use, with support, the various cueing systems and a variety of strategies to construct meaning from text	4.5 Apply letter-sound knowledge to decode connected text

Grade Two Amendment Elaborations

4.1 reads and views multimodal texts, ancestral teachings, oral traditions, and stories; reads and views with a purpose (for knowledge/tradition, entertainment, practice, interest)

4.2 identifies text mechanics (explain that printed text carries meaning; differentiate between letters and numbers; differentiate between words and letters; **punctuation serves a purpose**)

4.3 engages in **purposeful text selection daily**; chooses from a variety of texts for **interest and learning needs** (ask to view texts and be read to, independent and partner reading); chooses text for practice reading (**decodable or developmentally appropriate text passages**); chooses texts to provide an opportunity to express opinions and preferences to others.

4.4 engages in a variety of text forms for specific uses (decodable text, braille, audio books, graphic text, non-fiction, fiction text, etc.); expresses preferences and opinions about texts and text features to others; expresses a desire to read and be read to.

4.5 to develop proficient decoding and more rapid word recognition to progress learners as they blend and segment sounds to read words; understand that sounds can be represented in various ways when reading words; uses sound/symbol knowledge, word structures to decode words (e.g r-controlled vowels, glued sounds, affixes, vowel teams, other sounds for y); uses knowledge of syllable types when reading multisyllabic words; reads a variety of high frequency words varying in spelling regularity.

Grade Three GCO4 (Reading & Viewing) Amendments

Original Grade 3 SCOs	New Grade 3 SCOs
By the end of grade 3 students will be expected to:	
4.1 select, independently and with teacher assistance, texts appropriate to their interests and learning needs.	4.1 select and engage with a variety of text forms for specific uses.
4.2 read widely and experience a variety of children's literature.	
4.3 use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information.	4.3 use characteristics, forms, features, and types of text to determine content, locate topics, and obtain information.
4.4 use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning.	4.4.1 use and integrate consolidated phonics knowledge, including phonemic blending, to read words. 4.4.2 use and integrate a range of processes to construct meaning from text.
4.5 describe their own reading and viewing processes and strategies.	4.5 describe their own reading and viewing comprehension processes.

Grade Three Amendment Elaborations

Students will be expected to:

4.1 read and view various text forms (e.g. multimodal texts, ancestral teachings, oral traditions, and stories, etc.) with a purpose (e.g. knowledge/tradition, entertainment, practice, interest, etc.)

4.3 use text characteristics (characters, settings, plot, etc.); use text forms (fiction, non-fiction, videos, poems, posters, letters, imaginary text, etc.); use text features to gain additional information from the text (table of contents, chapters, figures, etc.); and locate topics and obtain information.

4.4.1 use consolidated phonics knowledge (phonemic awareness, grapheme-phoneme correspondences and syllable types (closed syllables, open syllables, vowel-consonant-e, double vowel teams, r-controlled vowels and consonant-le)) to decode compound and multisyllabic words; read a wide variety of high frequency words automatically; analyse affixes (prefixes, suffixes), root and base words to aid meaning (e.g. predicting, instructed); interpret words' meanings in and out of context; correct approximations using **set for variability*** (e.g. tear: tear a piece of paper, cry a tear).

4.4.2 use and integrate reading comprehension processes; self-monitor for understanding by re-reading, reading around unknown words, or slowing down; link to prior understanding to build background knowledge and understanding about a text; respond accurately to literal questions by locating specific details in the text; make predictions and inferences, citing reasoning; summarize key elements, citing events in proper sequence; explain connections between text and text, text and world, and text and self, citing prior knowledge and understandings; respond critically to a variety of text features and forms with questions, opinions, or reflections.

4.5 describe reading comprehension processes including linking to prior knowledge, re-reading, reading around unknown words, and context clues, etc.

***Set for variability** is a strategy that a reader uses to transform a pronunciation error into the correctly decoded form of the word.