

## Summary Table of Critical Skills – Reading & Viewing

GRADE	<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3</u>
	<i>Oral language, reading, and writing are taught and learned in an integrated way through purposeful, play-based activities</i>		<i>Oral language, reading and writing are taught and learned in an integrated way.</i>	
<b>Concepts about Print &amp; Books</b>	<ul style="list-style-type: none"> <li>- Engage in reading like behaviour</li> <li>- Directionality of print (left to right, top to bottom, return sweep)</li> <li>- Distinct features of letters &amp; words</li> <li>- Identify title, author and often illustrator</li> <li>- Oral words matched to printed words</li> <li>- Basic print conventions (e.g. spaces between words)</li> <li>- Sentence conventions (e.g. period, question mark, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>- Engage in reading like behaviour</li> <li>- Directionality of print (left to right, top to bottom, return sweep)</li> <li>- Distinct features of letters &amp; words</li> <li>- Identify title, author and often illustrator</li> <li>- Oral words matched to printed words</li> <li>- Basic print conventions (e.g. spaces between words)</li> <li>- Sentence conventions (e.g. period, question mark, etc...)</li> </ul>	<b><u>ENSURE ACHIEVED MASTERY OF GRADE ONE SKILLS</u></b>	<b><u>ENSURE ACHIEVED MASTERY OF GRADE TWO SKILLS</u></b>
<b>Phonological Awareness</b>	<p><b>Rhyming</b> - recognition &amp; production</p> <p><b>Alliteration</b> - Initial sound / word recognition and production</p> <p><b>Blending</b></p> <ul style="list-style-type: none"> <li>- syllables (mon-key) into a whole word</li> <li>- onset-rimes (m-ilk) into a whole word</li> <li>- two words into compound word</li> <li>- 2 or 3 phonemes into 1 syllable word (/m//e/=me, /u//p/=up, /s//a//t/=sat)</li> </ul> <p><b>Segmenting</b></p> <ul style="list-style-type: none"> <li>- Clap or count words in a sentence (3-6 words)</li> <li>- Clap or count syllables (1-3 syllable words)</li> <li>- Identify two words in a compound words</li> <li>- Beginning and ending sound in 1-syllable word</li> <li>- identify sounds in 2-3 phoneme words (run=/r//u//n/)</li> </ul>	<p><b>Rhyming</b> - repeat and produce rhyming words and patterns</p> <p><b>Alliteration</b> - recognize, produce &amp; compare initial sounds</p> <p><b>Blending &amp; Segmenting</b></p> <ul style="list-style-type: none"> <li>- 3 to 4 sounds into word (/m//a//n/=man, /s//t//o//p/=stop)</li> <li>- initial, medial, and final sounds in 1-syllable words</li> <li>- manipulate phonemes (substitute, delete, and add sounds) – e.g. substitute “n” in nap to “c”; take away “f” from flake; add “s” in front of mile</li> <li>- word families / onset-rimes (e.g. b-ack, s-top)</li> <li>- initial and final consonant digraphs (ch, sh, th, etc...)</li> <li>- some vowel digraphs (oo, ee, ea, ai, etc..) and diphthongs (ow, ou, oi, oy)</li> <li>- R- controlled vowels (ar, er, ir, ur, or, ore, our)</li> </ul>	<b><u>ENSURE ACHIEVED MASTERY OF GRADE ONE SKILLS</u></b>	<b><u>ENSURE ACHIEVED MASTERY OF GRADE TWO SKILLS</u></b>
<b>Decoding / Word Recognition</b>	<p><b>Letter-Sound Association</b></p> <ul style="list-style-type: none"> <li>- most common sounds for letters (at least 20)</li> <li>- most letter names (at least 20 – both upper and lower case)</li> <li>- within student’s names and the names of others (i.e. classmates)</li> <li>- gives a word that starts with sound</li> </ul> <p><b>High Frequency words</b></p> <ul style="list-style-type: none"> <li>- a, the , I, me, it, and, to, he, she, that, is, was</li> <li>- some familiar names</li> <li>- environmental print (e.g. stop sign)</li> </ul>	<p><b>Letter/Sound Association</b></p> <ul style="list-style-type: none"> <li>- recognize and identify all letter names &amp; sounds (may be more than one for each letter)</li> </ul> <p><b>Decodes</b></p> <ul style="list-style-type: none"> <li>- common word patterns (I saw the cat, I saw the bird)</li> <li>- word families (CVC, CVCe patterns)</li> <li>- uses strategies to recognize unknown words (Does it look right? Do you know another word that looks similar? Can you flip the sound?)</li> </ul> <p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>- recognize approx. 100 words by sight</li> </ul>	<p><b>Decodes</b></p> <ul style="list-style-type: none"> <li>- more than 4 phonemes words</li> <li>- complex vowel digraphs &amp; diphthongs</li> <li>- words with alternate spellings (igh, mb, kn, etc...)</li> <li>- complex blends &amp; clusters (blend, stop, splash)</li> <li>- two &amp; three syllable words</li> </ul> <p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>- approx. 300 words by sight</li> </ul>	<p><b>Decodes</b></p> <ul style="list-style-type: none"> <li>- multisyllabic words (6 syllable types)</li> <li>- words with inflectional endings and understands their spelling patterns (doubling consonant, dropping final “e”, changing ‘y’ to ‘i’)</li> <li>- contractions</li> <li>- words with common prefixes and suffixes</li> </ul> <p><b>High Frequency Words</b> – approx. 500 words</p>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>- Sustains 5 minutes independent reading</li> <li>- Sound – Letter association (at least 20)</li> <li>- Letter identification (at least 20)</li> <li>- Some sight words (a, the , I, me, it, and, to, he, she, that, is, was)</li> </ul>	<ul style="list-style-type: none"> <li>- Sustains 10-15 minutes independent reading</li> <li>- Sound – Letter association (all) / Letter identification (all)</li> <li>- Reads word patterns (I saw the cat, I saw the dog)</li> <li>- Reads words with common word parts (-ing, -ike, etc...)</li> <li>- 100 sight words</li> <li>- Reads grade level text with expression, a sense of phrasing (3 or more words at a time)</li> </ul>	<ul style="list-style-type: none"> <li>- Sustains 15-20 minutes independent reading</li> <li>- Up to 300 sight words</li> <li>- Uses expression and 3 or 4 words in phrases</li> <li>- Changes voice with punctuation and emotion words</li> </ul>	<ul style="list-style-type: none"> <li>- Sustains 20-30 minutes independent reading</li> <li>- Reads with expression &amp; phrasing</li> <li>- Adjusts speed and rate of reading</li> <li>- Changes voice with punctuation and emotion words</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>- Begins to use appropriate social language</li> <li>- Experimenting with language and demonstrating vocabulary usage                             <ul style="list-style-type: none"> <li>o Describes feelings</li> <li>o Classifies objects, pictures, etc...</li> <li>o Describes people, places and things</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Uses conversational language &amp; increasingly specific vocabulary</li> <li>- Uses common patterns to recognize new words (-all, -ame, -ice, -ate, -ight, -ing, -op)</li> <li>- Uses vocabulary to talk about reading and viewing (book author, title, illustrator, pictures, etc...)</li> </ul>	<ul style="list-style-type: none"> <li>- Uses conversational language &amp; increasingly specific vocabulary</li> <li>- Uses new vocabulary words in multiple settings</li> <li>- Expanding use of descriptive vocabulary</li> <li>- Uses compare and contrast (e.g. same, as, different from)</li> <li>- Uses knowledge of word parts, contractions, compound words to read new words in context</li> <li>- Identifies strategies to figure out unknown words</li> <li>- Uses vocabulary to talk about reading – illustrations, heading, table of contents</li> <li>- Uses syntax to identify new words while reading (Does it sound right?)</li> </ul>	<ul style="list-style-type: none"> <li>- Uses sensory detail, description language , clear &amp; specific vocabulary</li> <li>- Knowledge of root words, compound words, and syllabication</li> <li>- Knowledge of common prefixes, suffixes and word endings</li> <li>- Text features – glossaries, dictionaries, heading, captions, illustrations, navigation bars</li> <li>- Reflects on, identifies and assesses strategies to make meaning and figure out unknown words (Does it make sense?)</li> <li>- Begins to identify and understand idiomatic expressions</li> <li>- Uses academic language related to reading (plot, conflict, theme, etc...)</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>- In discussions, uses strategies before reading and viewing to make meaning                             <ul style="list-style-type: none"> <li>o Accessing prior knowledge</li> <li>o Predicting</li> <li>o Making connections</li> <li>o Asking questions</li> </ul> </li> <li>- In discussions, uses strategies during reading to make meaning                             <ul style="list-style-type: none"> <li>o Predicting and confirming unknown words by using patterns and pictures</li> <li>o Making pictures in head (visualizing)</li> <li>o Asking, “Does that make sense?”</li> </ul> </li> <li>- Engage in discussions &amp; create representations after reading to demonstrate a sense of story (e.g. sequence of events, setting, main characters, problem, important facts)</li> </ul>	<ul style="list-style-type: none"> <li>- Uses before, during, after strategies to figure out and confirm meaning                             <ul style="list-style-type: none"> <li>o Makes connections with a frame (text to self, text to text)</li> <li>o Predicts using illustrations, prior knowledge &amp; text features</li> <li>o Asks and answers questions locating some details</li> <li>o Describes or sketches a mental image formed while reading text</li> <li>o Retells most key events or ideas in sequence / identifies basic story elements / makes basic inferences about characters and situations</li> <li>o Locates some details in response to questions or tasks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Uses before, during, after strategies to figure out and confirm meaning                             <ul style="list-style-type: none"> <li>o Accesses prior knowledge to make connections (text to self, text to text, text to world)</li> <li>o Predicts using prior knowledge and story structure / compares ideas based on reading</li> <li>o Asks questions based on prior knowledge &amp; answers questions with specific details by looking back in text</li> <li>o Describes or sketches a mental image to support comprehension</li> <li>o Summarizes / retells events with some detail, identifies problem/solution, main &amp; supporting characters, and makes basic inferences to draw conclusions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Uses before, during, after strategies to figure out and confirm meaning                             <ul style="list-style-type: none"> <li>o Accesses prior knowledge to make connections</li> <li>o Predicts and infers using prior knowledge and story structure / checks &amp; revises based on reading</li> <li>o Asks questions based on prior knowledge / answers questions, give opinions with some supporting reasons from text</li> <li>o Visualizes, sketches and uses graphic organizers to support comprehension</li> <li>o Summarizes / retells events, author’s message, characters, and makes inferences</li> <li>o Applies metacognitive strategies to reflect on and assess their reading progress</li> </ul> </li> </ul>

