

OVERVIEW

A continuum of proficiency in foundational **English Language Arts** skills from Kindergarten through Grade 4.

The grade level proficiency descriptors highlight what key foundational learning may look like for a proficient student in relation to the **English Language Arts** curriculum

Each **ASPECT** represents a set of foundational language arts knowledge.

A proficient student must develop, practice, and demonstrate each aspect to be proficient.

All aspects are important when building knowledge in language arts.

Each **SUB-ASPECT** further defines the foundational knowledge within each aspect.

CONNECTION between the foundational skills, **curricular competency** and **content learning standards**

The **DESCRIPTOR** is grade specific and describes what proficient student learning looks like at the end of the year/term

DEFINITIONS, further explanation of the developmental progression of key concepts, and example teaching strategies which support the **foundational proficiency descriptors** can be found here.

K-4 Foundational English Language Arts Learning Progressions							
Aspect – Oral Language <i>Speaking (communicating) and listening to share ideas</i>							
Sub-Aspect	Connection to Learning Standards		Proficiency Descriptor <i>(for the end of the year)</i>				
	Curricular Competency	Content	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four
<u>Auditory Discrimination</u>		Content: K-2: Oral language strategies	Demonstrates an understanding of the 44 letter sounds (phonemes) , including most (25-30) individual letter sounds and some (3-5) letter teams .	Demonstrates an understanding of the 44 letter sounds (phonemes) , including all individual letter sounds (34) and most (7-9) letter teams .	Articulates all 44 letter sounds (phonemes) .		
<u>Sentence Construction (Syntax)</u>	Curricular Competency: K-2: Explore oral storytelling processes	Content: K-2: Oral language strategies 1-2: Sentence Structure	Communicates simple sentences to express ideas and needs. Ask and answer questions using simple sentences. Count/clap words in a sentence. Uses conjunctions (e.g., "and", "but", "because") to form compound sentences, with guidance from teacher prompts (who, what where, when how).	Communicates more complex sentences using conjunctions (e.g., and, or, but), to provide more information (who, what, where, when, how). Expand sentences using additional describing words (adjectives). Identify sentence types, including statement or question. Complete "but" "because" "so" sentences from sentence stems (e.g., "I woke up late but...", "I woke up late so...", "I woke up late because...").	Communicates sentences with more advanced structures such as relative clauses , and varied sentence beginnings (e.g., "If I could...", "I feel...", "Everyday I like to..."). Complete sentences when provided with a sentence stem containing a subordinate conjunction (e.g., "before", "after", "if", "when"). Develop statements, questions (who, what, where, when), commands and exclamations given a picture or text material. Combine 2 sentences using a conjunction (compound subject & compound predicate).		

Oral Language – Sub-Aspect Definitions
<ul style="list-style-type: none"> Auditory Discrimination - discriminating between different sounds in spoken language helps students recognize phonetic patterns and decode words accurately while reading. Sentence Construction - formulating grammatically correct sentences helps individuals convey their thoughts logically and coherently in both spoken and written communication. Syntax - the arrangement of words and phrases to create well-formed sentences in a language. Oral Narrative and Storytelling - the ability to tell stories and narrate events orally lays the groundwork for crafting engaging narratives in writing.

Oral Language – Proficiency Descriptor Definitions
<ul style="list-style-type: none"> 44 letter sounds – represented by the 26 letters of the alphabet individually and in combination/pairs. phonemes - smallest unit of sound in oral language (e.g., The /b/ sound in ball) letter teams – when two letters work together to make a single sound (e.g, /ng/ in ring, /oo/ in book) conjunctions – a word that combines two ideas (e.g., using "and", "but", or "because" to form compound sentences)

Oral Language

Developing oral language skills builds the foundation for students to learn to read and write.

K-4 Foundational English Language Arts Learning Progressions						
Aspect – Oral Language						
Speaking (communicating) and listening to share ideas						
Sub-Aspect	Connection to Learning Standards		Proficiency Descriptor (for the end of the year)			
			Kindergarten	Grade One	Grade Two	Grade Three
<u>Auditory Discrimination</u>	Curricular Competency:	Content: K-2: Oral language strategies	Demonstrates an understanding of the 44 letter sounds (phonemes) , including most (25-30) individual letter sounds and some (3-5) letter teams .	Demonstrates an understanding of the 44 letter sounds (phonemes) , including all individual letter sounds (34) and most (7-9) letter teams .	Articulates all 44 letter sounds (phonemes) .	
<u>Sentence Construction (Syntax)</u>	Curricular Competency: K-2: Explore oral storytelling processes	Content: K-2: Oral language strategies 1-2: Sentence Structure	Communicates simple sentences to express ideas and needs. Ask and answer questions using simple sentences. Count/clap words in a sentence. Uses conjunctions (e.g., “and”, “but”, “because”) to form compound sentences, with guidance from teacher prompts (who, what where, when how).	Communicates more complex sentences using conjunctions (e.g., and, or, but), to provide more information (who, what, where, when, how). Expand sentences using additional describing words (adjectives). Identify sentence types, including statement or question. Complete “but” “because” “so” sentences from sentence stems (e.g., “I woke up late but...”, “I woke up late so...”, “I woke up late because...”).	Communicates sentences with more advanced structures such as relative clauses , and varied sentence beginnings (e.g., “If I could...”, “I feel...”, “Everyday I like to...”). Complete sentences when provided with a sentence stem containing a subordinate conjunction (e.g., “before”, “after”, “if”, “when”). Develop statements, questions (who, what, where, when), commands and exclamations given a picture or text material. Combine 2 sentences using a conjunction (compound subject & compound predicate).	
<u>Oral Narrative and Storytelling</u>	Curricular Competency: K-2(3): Explore (use) oral storytelling processes	Content: K-3: Oral language strategies 1:3: Sentence structure	Tells simple stories using different story frameworks (e.g., walking story or climbing story). Understands and uses common nouns and action verbs when orally describing written/visual output.	Includes descriptive details such as text specific words in stories (e.g., “A brave knight lived in a huge castle.”)	Uses dialogue and sequence words (e.g., “First, Sam went to the store. Then, he saw his friend.”)	Tells stories with multiple events and develops characters and themes.
Communicate Ideas and Contribute Meaning	Curricular Competency:	Content:	Uses basic vocabulary to express needs and describe	Uses grade appropriate vocabulary to describe actions	Incorporates text-specific vocabulary (e.g., “The plant	Uses a broad range of vocabulary to describe
						Uses complex descriptive words (e.g., enormous,

	<p>K-2: Use personal experience and knowledge to connect to stories and other texts to make meaning</p> <p>K-4: Exchange ideas and perspectives to build shared understanding</p> <p>3(4): Use personal experience and knowledge to connect to text and make meaning (and deepen understanding of self, community, and world)</p>	<p>K: the relationship between reading, writing, and oral language</p> <p>K-4: oral language strategies</p>	<p>objects, sometimes (25%-45%) including descriptive words (e.g., "The apple is red and shiny.")</p>	<p>and emotions, including descriptive words (e.g., She was jumping up and down for joy).</p>	<p>needs water and sunlight to grow.")</p>	<p>characters, events, and objects with one or more descriptive details; to share feelings and emotions; to give an opinion or preference; to explain understanding about a topic; to give instructions (e.g., Mountains are taller and steeper than hills. Mountains have peaks and hills are rounded on top).</p>	<p>exclaimed, challenging) and more abstract concepts to describe characters, events, and objects with more descriptive details; to share feelings and emotions; to give an opinion or preference; to explain understanding about a topic; to give instructions. (e.g., "The courageous knight embarked on a dangerous journey.")</p>
<p>Oral Retelling and Summarizing</p>	<p>Curricular Competency: K: Recognize the structure of story</p> <p>1-3: Use developmentally appropriate reading, listening, and viewing strategies to make meaning</p> <p>4: Access and integrate information and ideas from a variety of sources and from prior</p>	<p>Content: K-4: Oral Language Strategies</p>	<p>Tells and retells a simple story or event in sequential order using basic vocabulary and key details.</p>	<p>Retells stories or events in detail, using text-specific vocabulary and key details including identifying the main characters, and setting.</p>	<p>Summarizes orally presented information by identifying main ideas and some supporting details.</p>	<p>Summarizes orally presented information by identifying main ideas, adding supporting details. Can organize them into a logical sequence.</p>	<p>Summarizes orally presented information by identifying main ideas with supportive details. Can also organize them into a logical sequence.</p>

Oral Language – Sub-Aspect Definitions

- **Auditory Discrimination** - discriminating between different sounds in spoken language helps students recognize phonetic patterns and decode words accurately while reading.
- **Sentence Construction** - formulating grammatically correct sentences helps individuals convey their thoughts logically and coherently in both spoken and written communication.
- **Syntax** - the arrangement of words and phrases to create well-formed sentences in a language.
- **Oral Narrative and Storytelling** - the ability to tell stories and narrate events orally lays the groundwork for crafting engaging narratives in writing.

Oral Language – Proficiency Descriptor Definitions

- **44 letter sounds** – represented by the 26 letters of the alphabet individually and in combination/pairs.
- **phonemes** - smallest unit of sound in oral language (e.g., The /b/ sound in ball)

- **letter teams** – when two letters work together to make a single sound (e.g, /ng/ in ring, /oo/ in book)
- **conjunctions** – a word that combines two ideas (e.g., using “and”, “but”, or “because” to form compound sentences)
- **adjectives** – words used to describe nouns
- **relative clause** – provide additional information about the person or object being mentioned (e.g., My friend, who just moved here, is coming over to play).
- **walking story** – contains events that unfold across time
- **climbing story** – contains a beginning, middle, and end
- **dialogue** – words that explain how a character’s dialogue is being expressed (e.g., “gasped”, “exclaimed”, “sighed”).
- **abstract concepts** – thoughts/ideas that are not concrete
- **sequential order** – e.g., first, then, last

Reading

Students learn to make sense of print, decode, read with comfortable fluency, and understand a variety of vocabulary. This takes place while discovering that reading is enjoyable, unlocks the imagination, and builds knowledge about the world.

K-4 Foundational English Language Arts Learning Progressions							
Aspect – Phonological and Phonemic Awareness							
The ability to recognize and manipulate spoken parts of words, including individual sounds							
Sub-Aspect	Connection to Learning Standards		Proficiency Descriptor <i>(for the end of the year)</i>				
			Kindergarten	Grade One	Grade Two	Grade Three	Grade Four
Phoneme Isolation	Curricular Competency:	Content: K-2: Reading strategies K-2: Oral language strategies K-2: Phonemic and Phonological awareness	Identifies and produces the initial and terminal sounds in simple vowel-consonant (VC) consonant-vowel-consonant (CVC) words (e.g., "it" → /i/ and /t/, "cat" → /k/ and /t/). Begins to identify beginning, middle and ending sounds in CVC words (e.g., Teachers says "sit" student can isolate all the phonemes in the word by saying /s/ /i/ /t/).	Identifies and produces the middle/medial sound in simple consonant-vowel-consonant (CVC) words (e.g., /u/ in "sun"). Identifies beginning, middle and ending sounds in monosyllabic words (e.g., "ride" → /r/ /i/ /d/, "skip" → /s/ /k/ /i/ /p/).	Identifies long and short vowel sounds (letter team sounds) in the middle sound (e.g., /oo/ in "spoon" or /oi/ in "boil"). Identifies all sounds in monosyllabic words (e.g. "break" → /b/ /r/ /a/ /k/ "spoon" → /s/ /p/ /oo/ /n/).	Isolates and identifies beginning, middle, and ending phonemes in words, including both vowels and consonants (e.g., isolates /p/, /a/, and /t/ in "pat").	Isolates and identifies phonemes in multisyllabic words, including medial sounds and consonant clusters (e.g., isolates /s/, /k/, and /r/ in "scream").
Blending and Segmenting Sounds (Phonemes) Includes: ▪ Onset and Rime ▪ Phoneme Manipulation	Curricular Competency:	Content: K-4: Reading strategies K-4: Oral language strategies K-1: Phonemic and Phonological awareness	Segments individual consonant and vowel sounds in simple CVC words (e.g., /k/ /a/ /t/ = "cat"). Blends simple CVC words into individual consonant and vowel sounds (e.g., teacher says /k/ /a/ /t/ and student says "cat"). Begins to recognize the onset and rime in simple words (e.g., identifies /c/ in "cat" as the onset and /at/ as the rime). Begins to change phonemes to create new words (e.g., change /b/ in "bat" to /r/ to make "rat").	Segments phonemes in more complex words (e.g. "frog" into /f/ /r/ /o/ /g/). Blends phonemes to form more complex words (e.g., /s/ /t/ /o/ /p/ to say "stop"). Blends onsets and rimes to form new words and segments words into their onset and rime. (e.g., "What word do you get when you blend /c/ and /at/? "cat"). Changes, adds, or deletes phonemes to create new words (e.g., removing /s/ from "stop" to make "top". Recognizes the onset and rime in simple words (e.g., identifies /c/ in "cat" as the	Applies blending skills to decode unfamiliar words (e.g. blends /s/ /t/ /r/ /a/ /w/ to say "straw").	Blends phonemes to read complex, multisyllabic words. (e.g., Blends /c/ /o/ /n/ /t/ /r/ /a/ /c/ /t/ to say "contract").	Manipulates phonemes to create and decode complex, multisyllabic words , including prefixes, suffixes, and root words . Blends phonemes to read words and vocabulary with 4 or more syllables (e.g. Scientific words, basic second language vocabulary). Orally segments and manipulates sounds to make new words (e.g. add, delete and substitute sounds: add /s/ to "top" = "stop", delete initial sound /t/ from "trap" = "rap", substitute /i/ in "lit" to /e/ = "let").

				onset and /at/ as the rime, and reads /c/ /at/ = "cat").			
<p>Word and Syllable awareness</p> <p>Includes:</p> <ul style="list-style-type: none"> Syllabication Syllable types Homophones/Homographs 	<p>Curricular Competency:</p>	<p>Content:</p> <p>K-4: Literary elements and devices</p> <p>K-4: Oral language strategies</p> <p>K-1: Phonemic and Phonological awareness</p>	<p>Claps out and counts syllables in short words (e.g., Claps twice for "apple" (/ap/ /ple/).</p> <p>Counts the number of words in a simple sentence.</p>	<p>Identifies the number of syllables in longer words (e.g. three syllables in "elephant" (/el/ /e/ /phant/).</p>	<p>Divides two-syllable words using syllabication (e.g., divides "robot" into /ro/ /bot/).</p> <p>Segments multisyllabic words (2-3 syllable) first into syllables, then into phonemes (e.g., segments cabin into ca: /k/ /a/ (c-a) bin: /b/ /i/ /n/ (b-i-n)).</p> <p>Begins to understand common homophones (e.g., "there" "their" "they're").</p>	<p>Uses syllabication to segment phonemes in complex, multisyllabic words (3+ syllable) (e.g., Segments "construction" into con: /k/ /o/ /n/ (k-o-n) struc: /s/ /t/ /r/ /ʌ/ /k/ (s-t-r-uh-k) tion: /ʃ/ /ə/ /n/ (sh-uh-n)).</p> <p>Understands and recognizes common homophones and their meanings (e.g., "to" "too" "two", "there" "their" "they're").</p> <p>Begins to understand that two words can be spelled the same but have different meanings and pronunciations (e.g., homographs).</p>	<p>Understands that two words can be spelled the same but have different meanings, and pronunciations (e.g., homographs such as:</p> <ul style="list-style-type: none"> "lead" (verb) - to go in front of "lead" (noun) - a type of metal "bow" (verb) - to bend forward "bow" (noun) - weapon used to launch arrow "live" (verb) - I live in a house. "Live" (adjective) - These are live animals.
<p>Rhyming</p>	<p>Curricular Competency:</p>	<p>Content:</p> <p>K-1: Phonemic and Phonological awareness</p> <p>K-4: Literary elements and devices</p> <p>K-4: Oral language strategies</p> <p>2-3: Word patterns/word families</p>	<p>Can identify if two words rhyme, or do not rhyme (e.g., "cat" and "hat", do rhyme vs. "dog" and "dig", so not rhyme).</p> <p>Can produce a word that rhymes with another word (e.g., when given "sit" then say "hit").</p>	<p>Identifies and generates rhyming words independently, including more complex two-word rhymes (e.g., "jump", "bump"; "rain", "train"; "go" "though").</p>	<p>Identifies and generates rhyming patterns (e.g., if given a line of a poem, can complete the second line with a rhyming word).</p>	<p>Isolates and identifies individual phonemes, including beginning and ending sounds in complex words and consonant clusters (e.g., isolates /s/ and /p/ in "spring").</p>	<p>Isolates and manipulates phonemes in multisyllabic words, including medial sounds and complex consonant blends (e.g., isolates and changes the /k/ sound in "construct" to create "conduct").</p>

Aspect - Phonics – Reading
Understanding the relationship between letters and sounds and using this knowledge to decode words

Sub-Aspect	Connection to Learning Standards		Proficiency Descriptor (for the end of the year)				
	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four		
<p>Phonics</p> <p>Includes:</p> <ul style="list-style-type: none"> Letter recognition Consonants Vowels 	<p>Curricular Competency:</p>	<p>Content:</p> <p>K: Letter knowledge</p> <p>K-4: Literary elements and devices</p> <p>K-4: Reading strategies</p>	<p>Names most (19-23) of the 26 letters of the alphabet.</p> <p>Provides a letter sound for most (19-23) of the 26 letters of the alphabet.</p> <p>Begins to recognize short vowel sounds in familiar words (e.g., /a/, /e/, /i/, /o/, /u/).</p>	<p>Names, and produces correlating sound for all 26 letters of the alphabet (both uppercase and lowercase).</p> <p>Provides more than one letter sound for some letters (e.g., c, g, y and vowels).</p>	<p>Differentiates between hard and soft sounds of "c" and "g" (e.g., hard "c" in "cat," soft "c" in "city"; hard "g" in "go," soft "g" in "giraffe").</p> <p>Identifies and recognizes silent consonants in words (e.g., silent "k" in "knight," silent "w" in "wrist").</p>	<p>Recognizes and produces sounds for trigraphs. (e.g., "shr" in "shrink," "spl" in "splash").</p> <p>Recognizes and uses the schwa sound in unstressed syllables (e.g., /ə/ as in "about," "sofa," "pencil").</p>	<p>Applies knowledge of advanced vowel and consonant patterns, including prefixes, suffixes, and syllable types, to read and spell multisyllabic words (e.g., "unhappiness," "communication," "photograph").</p>

		K-4: Oral language strategies	<p>Begins to recognize common consonant digraphs (e.g., ch, sh, th, wh).</p>	<p>Identifies and produce sounds for common voiced and unvoiced consonant digraphs (e.g., ch, sh, th, wh, ng).</p> <p>Recognizes and produces initial consonant blends/clusters (e.g., bl-, br-, cl-, cr-, dr-, dw-, fl-, fr-, gl-, gr-, pl-, pr-, scr-, sl-, spl-, sp-, spr-, squ-, st-, str-, sw-, thr-, tr-, tw) and terminal consonant blends/ clusters (e.g., -ct, -ft, -ld, -lf, -lk, -lp, -lt, -mp, -nd, -pt, -rd, -rk, -rm, -rn, -rp, -rt, -sk, -sp, -st).</p> <p>Recognizes and produces the long vowel sounds (e.g., /ā/ as in "cake," /ē/ as in "tree," /ī/ as in "bike," /ō/ as in "rope," /ū/ as in "mule").</p> <p>Recognizes and produces r-controlled vowel sounds (e.g., /ar/ as in "car," /er/ as in "her," /ir/ as in "bird," /or/ as in "fork," /ur/ as in "fur").</p> <p>Recognizes and produces vowel diphthongs (e.g., /oi/ as in "boil," /oy/ as in "toy," /ou/ as in "cloud," /ow/ as in "cow").</p> <p>Recognizes common vowel digraphs where two vowels make a long vowel sound (e.g., /ai/ as in "rain," /ea/ as in "seat," /oa/ as in "boat," /ee/ as in "see"), begins to apply them when reading.</p> <p>Understands the silent "e" rule changes short vowels to long vowels (e.g., "cap" to "cape," "pin" to "pine").</p>	<p>Recognizes and produces open and closed syllables (e.g., sh/e, n/o, fr/y = open and hat, dish, bas/ket = closed).</p> <p>Recognizes and produces more complex r-controlled vowel sounds (e.g., /ar/ as in "large," /er/ as in "feather," /ir/ as in "birthday," /or/ as in "story," /ur/ as in "turtle").</p> <p>Continues to recognize and produce vowel diphthongs at a grade appropriate level (e.g., /oi/ as in "toilet," /oy/ as in "royal," /ou/ as in "round," /ow/ as in "crown," /au/ as in "haul," /aw/ as in "awful").</p> <p>Continues to recognize common vowel digraphs where two vowels make a long vowel sound (e.g., /ai/ as in "chain," /ea/ as in "thread," /oa/ as in "load," /ee/ as in "street"), and can apply them when reading.</p> <p>Understands and applies the silent "e" rule to change short vowels to long vowels (e.g., "cap" to "cape," "pin" to "pine").</p>	<p>Applies knowledge of vowel patterns to read multisyllabic words (e.g., "vacation," "station," "beautiful," "independent").</p> <p>Recognizes less common vowel teams (e.g., /ie/ as in "pie," /ei/ as in "vein," /eigh/ as in "eight," /igh/ as in "night").</p> <p>Adds prefixes and suffixes to base words to make new words (e.g., adding 'ful' to help to make "helpful" (suffix) and 'un' to make "unhelpful" (prefix)).</p>	<p>Recognizes and decodes irregular and less common vowel patterns and consonant changes in derived words (e.g., "nation" vs. "national," "compose" vs. "composition").</p> <p>Uses syllabication rules and morphological knowledge to read and decode unfamiliar multisyllabic words (e.g., "information," "indefinitely," "immediately"). Student may or may not understand what the word means.</p> <p>Understands how different prefixes and suffixes make new words when added to base words and can discuss the meaning of the new word.</p>
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<p>Morphology</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Affixes ▪ Inflectional endings ▪ Roots ▪ Analyzing word structure 	<p>Curricular Competency: 3-4: Develop and apply expanding word knowledge</p>	<p>Content: K-4: Reading strategies K-4: Oral language strategies</p>	<p>Identifies plural endings (-s) (e.g., "cats").</p>	<p>Understands simple prefixes (un-, re-, pre-).</p> <p>Breaks down compound words (e.g., understands "sunflower" is made up of "sun" and "flower").</p>	<p>Recognizes more complex prefixes (mis-, dis-).</p> <p>Understands comparative endings (-er, -est) (e.g., "bigger" means one thing is "more big" than the other).</p> <p>Identifies basic root words (e.g., act - to move or do (actor, acting)).</p> <p>Begins to understand the meaning behind inflections (e.g., the difference in meaning between walked (past tense) and walking (present tense)).</p>	<p>Recognizes more advanced prefixes (e.g., inter-, sub-, super-, trans- non-) and suffixes (e.g., -ness, -able, ment, -tion -ible).</p> <p>Understands possessive endings (-'s) (e.g., "dog's" means something belongs to the dog).</p> <p>Develops strategies for decoding unfamiliar words using root words and affixes (e.g., "unhappiness" by recognizing "un-", "happy," and "-ness").</p> <p>Understands how consonants can change in pronunciation depending on word structure (ie adding a suffix) (e.g., "sign" vs. "signature," "electric" vs. "electricity").</p> <p>Uses understanding of syllable types (open, closed, magic e, vowel team, bossy r and consonant+le) to decode and to encode increasingly complex words.</p>	<p>Applies strategies for decoding unfamiliar words using root words and affixes (e.g., "reconstruction" by recognizing "re-", "construct," and "-ion").</p> <p>Identifies and interprets words with Greek and Latin roots (e.g., "geo" in "geography," "spect" in "inspect," "aud" in "audible").</p> <p>Understands how affixes can modify meaning and word class (e.g., "activate" to "activation," "possible" to "impossible," "enjoy" to "enjoyment").</p> <p>Analyzes word structure to determine meaning, especially with compound words and (e.g., "bicycle," "transformation," "disappearance").</p>
	<p>Aspect: Vocabulary <i>Developing word and world knowledge</i></p>						

Aspect: Vocabulary
Developing word and world knowledge

Sub-Aspect	Connection to Learning Standards	Proficiency Descriptor <i>(for the end of the year)</i>				
		Kindergarten	Grade One	Grade Two	Grade Three	Grade Four
		<p><i>There isn't one specific list of vocabulary words that should be taught at each grade. The selection of words taught will depend on the students, the texts being used, as well as the classroom context. It is important to provide opportunity for students to read a variety of texts including decodable readers and diverse literature to build fluency and increase accuracy early and consistently. This will support students in developing a rich and varied vocabulary that will enhance overall reading proficiency and encourage a love and understanding of diverse literacy forms.</i></p>				
<p>Word Knowledge</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ Sight Words ▪ High Frequency Words ▪ Irregular Words 	<p>Curricular Competency: 3-4: Develop and apply expanding word knowledge</p>	<p>Content: 1: Vocabulary to talk about texts 2: Vocabulary associated with texts</p>	<p>Demonstrate an understanding of commonly used words.</p> <p>Acquire and use explicitly taught Tier 1, Tier 2 and Tier 3 vocabulary words in various</p>	<p>Demonstrate an understanding of commonly used words.</p> <p>Acquire and use explicitly taught Tier 1, Tier 2 and Tier 3 vocabulary words in various</p>	<p>Demonstrate an understanding of commonly used words.</p> <p>Acquire and use explicitly taught Tier 1, Tier 2 and Tier 3 vocabulary words in various</p>	<p>Demonstrate an understanding of commonly used words.</p> <p>Acquire and use explicitly taught Tier 1, Tier 2 and Tier 3 vocabulary words in various</p>

			<p>contexts, including other subject areas.</p> <p>Has a bank of high frequency words that are read as sight words (e.g., "all", "brown", "soon", "want").</p> <p>Use developing morphological knowledge to analyze and understand new words in context.</p>	<p>contexts, including other subject areas.</p> <p>Has a bank of high frequency words that are read as sight words (e.g., "after", "may", "fly", "walk").</p> <p>Use developing morphological knowledge to analyze and understand new words in context.</p>	<p>contexts, including other subject areas.</p> <p>Has a bank of high frequency words that are read as sight words (e.g., "best", "read", "these", "would").</p> <p>Use developing morphological knowledge to analyze and understand new words in context.</p>	<p>contexts, including other subject areas.</p> <p>Has a bank of high frequency words that are read as sight words (e.g., "clean", "laugh", "seven", "together").</p> <p>Use developing morphological knowledge to analyze and understand new words in context.</p>	<p>contexts, including other subject areas.</p> <p>Has a bank of high frequency words that are read as sight words (e.g., "enough", "button", "something", "whisper").</p> <p>Use developing morphological knowledge to analyze and understand new words in context.</p>
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Aspect: Fluency
Reading with accuracy, speed and expression to support comprehension

Sub-Aspect	Connection to Learning Standards		Proficiency Descriptor <i>(for the end of the year)</i>				
			Kindergarten	Grade One	Grade Two	Grade Three	Grade Four
<p>Fluency</p> <p>Includes:</p> <ul style="list-style-type: none"> Reading with accuracy Reading at appropriate rate Reading with expression 	<p>Curricular Competency: 1-3: Read fluently at grade level</p>	<p>Content: 2-4: Features of oral language</p>	<p>Recognizes and can read common words after multiple exposures and practice (e.g., their name, the, I, etc.)</p> <p>Begins to blend consonant-vowel-consonant (CVC) words in isolation and is beginning to read very simple text (e.g., "man", "cat", "dog", "sit", "got" – "I am a dog", "The cat can sit").</p> <p>Starts to recognize punctuation marks (e.g., period).</p>	<p>Recognizes and decodes 3-4 sound words correctly in simple sentences (e.g., "The frog can jump in the pond." "The car goes fast on the hill" "The ship stops at the dock").</p> <p>Reads without sounding out every word (gaining automaticity).</p> <p>Beginning to decode simple sentences and learning to self-correct errors (e.g., "We like to play at the park.")</p> <p>Starts to recognize and use punctuation marks (. ?).</p> <p>Begins to understand that reading aloud involves changing tone and pitch.</p>	<p>Accurately decodes sentences and begins to self-correct errors. (e.g., "We take the bus to school because we live far away.")</p> <p>Reads smoothly, with natural pauses. Reads punctuation and uses punctuation marks to guide pace.</p> <p>Develops expressive reading by changing tone for punctuation marks (e.g., Raises voice at the end of a question, like "Where is the dog?")</p>	<p>Reads text fluently, with minimal errors including multisyllabic words (e.g., "The boy whispered to his curious friend from across the laboratory.")</p> <p>Reads smoothly at a fluent, conversational pace, with natural pauses.</p> <p>Reads using appropriate intonation and emphasis (e.g., uses excitement in voice when reading exclamations, like, "Wow, that's amazing!")</p>	<p>Reads texts fluently, including those with content specific (academic) vocabulary from various subject areas (e.g., "hyperactive", "telescopic", "photosynthesis", "democracy", "temperature", "fraction").</p> <p>Reads at a fluent, conversational pace with grade level text, ensuring accuracy while self-monitoring and self-correcting.</p> <p>Reads, including dialogue, with appropriate expression, pacing and pauses to enhance meaning (e.g., changes voice between narration and dialogue, like "Who ate the cookies?" she asked. The children shrugged their shoulders.")</p>

Aspect: Comprehension
Understanding and interpreting text, including identifying main ideas, making predictions and summarizing information

Sub-Aspect	Connection to Learning Standards		Proficiency Descriptor <i>(for the end of the year)</i>			
			Kindergarten	Grade One	Grade Two	Grade Three

<p>Comprehension</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ <u>Literal Comprehension</u> ▪ <u>Inferential Comprehension</u> ▪ <u>Evaluative Comprehension</u> 	<p>Curricular Competency: K-1: Use sources of information and prior knowledge to make meaning</p> <p>2-4: Use developmentally appropriate reading, listening, and viewing strategies to make meaning</p> <p>4: Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world</p> <p>4: Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding</p> <p>4: Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text.</p>	<p>Content: K-4: Oral Language Strategies</p>	<p>Understands that print carries the meaning.</p> <p>Answers who, what, when, where, and how questions about a simple story. Retelling the main events or central ideas of a text.</p> <p>Formulates quick or simple questions.</p> <p>Uses personal experiences and knowledge to connect to stories.</p>	<p>Identifies key details and facts explicitly stated in the text.</p> <p>Retelling the text in their own words with a focus on main events.</p> <p>Reflects on, and answers, <u>deeper-thinking questions</u>.</p> <p>Uses illustrations and prior knowledge to predict meaning, rereading, and retelling in their own words.</p>	<p>Summarizes the main points of a text.</p> <p>Makes predictions based on evidence from the text.</p> <p>Uses prior knowledge and personal experience to make meaning.</p> <p>Draws conclusions based on character's feelings and motivations.</p> <p>Creates a picture in one's mind to accompany text/story.</p> <p>Makes connections to oneself, other texts or the world.</p>	<p>Answers questions about characters, settings, and major events. Retelling text with details and events in sequence.</p> <p>Makes detailed predictions based on evidence from the text.</p> <p>Make connections between ideas and prior knowledge to build understanding.</p> <p>Draws basic conclusions about characters' feelings, motivations and events (e.g., reading between the line).</p> <p>Begins to assess characters' decisions and actions.</p> <p>Transforms perspective or thinking based on information from the story/text about the characters/subject.</p>	<p>Understands and recognizes the author's message or theme.</p> <p>Draws multiple conclusions about characters' feelings, motivations and events (e.g., reading between the line).</p> <p>Assesses a characters' decisions and actions.</p> <p>Transforms perspective based on information from the story/text about the characters/subject and can explain reasoning.</p>
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<p>Reading – Sub-Aspect Definitions</p>
<ul style="list-style-type: none"> ▪ Phoneme Isolation - identifying the initial, medial, and terminal sounds in a word. <ul style="list-style-type: none"> ▪ Definition: <ul style="list-style-type: none"> ▪ initial - the beginning sound of a word (e.g., /c/ in cat). ▪ medial – the middle sound of a word, can be a short or long vowel sound (e.g., /o/ in hop or /ee/ in been). ▪ terminal – the end sound of a word (e.g., /g/ in dog). ▪ Blending Sounds - combining individual phonemes to form words (e.g., /k/ /a/ /t/ = cat).

- **Segmenting Sounds** - Breaking words into individual phonemes or sounds (e.g., cat = /k/ /a/ /t/).
- **Phonemes** – smallest unit of sound in oral language (e.g., The /b/ sound in ball).
- **Onset and Rime** - often used to help teach reading by breaking down the sounds in words.
 - **Onset:** the initial consonant sound or sounds of a syllable. For example, in the word "cat," the onset is /c/.
 - **Rime:** the part of the syllable that contains the vowel and all the sounds that follow it. In the word "cat," the rime is /at/.
- **Phoneme Manipulation** - changing, moving, adding, or deleting phonemes within words to create new words or alter the original words.
- **Word and Syllable awareness** – recognizing what a word is and hearing the syllable(s) that make it up; hear and manipulate syllables
- **Syllabication** - breaking words into syllables.
- **Syllable types/rules** – there are six syllable types:
 - **Closed** – ends with a consonant and has a short vowel sound (e.g., cat).
 - **Open** – ends with a long-vowel sound vowel (e.g., go).
 - **Magic e** – ends with a silent “e”, long vowel sound, one consonant between the vowel and the silent “e” (e.g., cake).
 - **Vowel team** – two vowels making one sound (e.g., boat).
 - **R controlled** – at least 1 vowel followed by an “r” (“ar” “er” “ir” “or” “ur”) (e.g., star).
 - **Consonant -le:** ends with a consonant and -le (e.g., turtle).
- **Homophones and homographs** - words that sound the same but have different meanings (homophones example: "to," "too," and "two") or words that are spelled the same but have different meanings (homographs example: "lead" (to guide) and "lead" (a metal)).
- **Rhyming** - recognizing and producing words that rhyme (e.g., cat, hat, bat).
- **Phonics** - the relationship between letters or groups of letters and the sounds they represent (e.g., Knowing that the letter “B” makes the sound /b/).
- **Letter recognition** - identifying and naming individual letters of the alphabet. (e.g., Recognizing the letter "A" on a flashcard).
- **Consonants** - recognizing and producing the sounds made by consonant letters. (e.g., Knowing that "C" makes the sound /k/ in the word "cat"), including silent consonants.
- **Consonant blends** - two or more consonant letters together, each retaining its individual sound (e.g., /fl/ in the word "flag").
- **Digraphs** - two letters that make one sound. (e.g., The digraph "th" in the word "think").
- **Vowels** – recognizing and producing the sounds made by vowel letters.
 - **Short vowel sound** - the vowel pronunciation that is the sound of the letter, rather than the name of the vowel in the alphabet (e.g., mad, sell, pen).
 - **Long vowel sounds** - where the sound that a vowel makes matches its spoken name (e.g., cake, dive, bike).
 - **Vowel digraphs** - two vowels that make one sound. (e.g., The digraph "oa" in the word "boat").
 - **R-controlled vowels** - vowels followed by the letter "r" that produce a unique sound. (e.g., The "ar" sound in the word "car").
 - **Silent E** - the silent "e" at the end of a word that changes the pronunciation of the preceding vowel. (e.g., The "e" in the word "cake" makes the "a" say its name).
 - **Vowel patterns** - vowel teams and diphthongs (e.g., The "ea" in the word "beach" makes the long "ē" sound).
- **Morphology** - how parts of words, called morphemes, create different meanings by combining with each other or standing alone (e.g., adding a “s” to cookie to make cookies, changes the word to a plural form and slightly changes the meaning).
- **Affixes** - added to the beginning (prefixes) or end (suffixes) of a word to change its meaning. (e.g., The prefix "un-" changes the meaning of the word "happy" to "unhappy").
- **Inflectional endings** - a change in the form of a word (typically the ending) to express a grammatical function or attribute such as tense, mood, person, number, case, and gender (e.g., -s, -es, -ed, -er, -est, -ing, -ly, -less, -ness, -ship, fold, -ment).
- **Roots** - understanding the origin and meaning of words based on their roots. (e.g., "Bio" from Greek means "life," as in "biology" or "biography").
- **Analyzing word structure:** breaking down words into prefixes, suffixes, and roots to understand their meanings. (e.g., Understanding that "un-" is a prefix meaning "not" and "happy" is a root word, so "unhappy" means "not happy").
- **Word Knowledge:** understanding, recognition, and usage of words. Knowing word meanings, and application of words in different contexts. Morphology, including roots, affixes and suffixes.
- **Sight words** – a word that can be read quickly and without segmenting each sound, then blending these sounds back together (**automaticity**).
 - **Definition:**
 - **automaticity** - ability to rapidly, effortlessly and accurately recognise or decode words.
- **High frequency words** – words that often appear in texts at a particular grade/age.
- **Irregular words** – words that do not follow standard letter/sound correspondence and cannot be decoded because the sound of the letters are unique to that word(s) (e.g., the, who, buy), or the student has not yet learned the letter/sound correspondence in the word (e.g., have – before the student has learned the silent “e” rule).
- **Fluency** – the ability to communicate language easily, quickly and well.
- **Comprehension** – ability to process written text and understand its meaning, including literal, inferential and evaluative comprehension.
- **Literal Comprehension** - identifying key details and facts explicitly stated in the text; answering who, what, when, where, and how questions about the text; and retelling the main events or central ideas of a story or passage.
- **Inferential Comprehension** - making predictions based on evidence from the text; drawing conclusions about characters’ feelings, motivations, or actions; making logical inferences and connections between ideas or events in the text.

- **Evaluative Comprehension** - judging the effectiveness of an author's writing style or techniques; assessing the reliability and credibility of information presented in the text, and evaluating characters' decisions or actions based on personal values or ethical considerations.

Reading – Proficiency Descriptor Definitions

- **initial sound** – the beginning sound of a word (e.g., /c/ in cat).
- **terminal sound** – the end sound of a word (e.g., /t/ in cat).
- **middle/medial sound** – the middle sound of a word (e.g., /o/ in hot).
- **long-vowel sounds** - where the sound that a vowel makes matches its spoken name (e.g., cake, dive, bike).
- **short-vowel sounds** - the vowel pronunciation that is the sound of the letter, rather than the name of the vowel in the alphabet (e.g., mad, sell, pen).
- **onset**: the initial consonant sound or sounds of a syllable. For example, in the word "cat," the onset is /c/.
- **rime**: the part of the syllable that contains the vowel and all the sounds that follow it. In the word "cat," the rime is /at/.
- **phonemes** – smallest unit of sound in oral language (e.g., The /b/ sound in ball).
- **blending skills** – the ability to combine individual phonemes to form words (e.g., /k/ /a/ /t/ = cat).
- **decode** - reading words using **phonemes** and **graphemes** by either **segmenting** and/or **blending**.
 - **phonemes** – smallest unit of sound in oral language (e.g., The /b/ sound in ball).
 - **graphemes** – written representation of a sound (individual letters or letter combinations) (e.g., The /s/ sound can be written s, se, ss, ce, or sc).
 - **segmenting** – breaking sounds apart.
 - **blending** – putting sounds together.
- **encode** – taking a word, hearing the parts of it, and writing or spelling it.
- **multisyllabic words** – words that contain two or more syllable segments (e.g., needle – 2 syllables – nee/dle).
- **homophones** - words that sound the same but have different meanings (homophones example: "to," "too," and "two").
- **syllabication** – the division of words into syllables.
- **homographs** - words that are spelled the same but have different meanings (homographs example: "lead" (to guide) and "lead" (a metal)).
- **consonant digraphs** – when two vowels come together as a team to make one sound (e.g., /ch/ in chain, /ph/ in phone).
- **initial consonant blends/clusters** – a set of two letters, at the beginning of a word, that when pronounced, retain their sound (e.g., In the word "break", the "b" and "r" sounds are pronounced).
- **terminal consonant blends/clusters** – a set of two letters, at the end of a word, that when pronounced, retain their sound (e.g., "nk" in "bank").
- **'r' controlled vowel sounds** – at least 1 vowel followed by an "r" ("ar" "er" "ir" "or" "ur") (e.g., star).
- **vowel diphthongs** – combination of two vowel sounds within the same syllable (e.g., /oi/ in boil and /oy/ in toy).
- **vowel digraphs** - when two vowels come together as a team to make one sound (e.g., /ow/ in know, /ui/ in fruit).
- **silent 'e' rule** – when "e" is the last letter in a word and the preceding syllable has just one vowel, the first vowel is usually long and the "e" is silent (e.g., make, dine).
- **open syllable** – ends with a long-vowel sound vowel (e.g., go).
- **closed syllable** – ends with a consonant and has a short vowel sound (e.g., cat).
- **trigraphs** - Three letters that represent one sound (e.g., /igh/ in high, /eau/ in beautiful).
- **"schwa" sound** - A schwa is a vowel sound in an **unstressed syllable**, where a vowel does not make its long or short vowel sound (e.g., banana → buh/nan/uh / chicken → chik/uhn).
- **unstressed syllables** – the part of the word that you do not emphasize or accent (e.g., /to/ in today).
- **vowel pattern** - a spelling pattern that uses two or more letters to represent a single vowel sound (e.g., /oo/ in moon).
- **vowel team** – two vowels making one sound (e.g., boat).
- **syllable types/rules** – there are six syllable types:
 - **closed** – ends with a consonant and has a short vowel sound (e.g., cat).
 - **open** – ends with a long-vowel sound vowel (e.g., go).
 - **magic e** – ends with a silent "e", long vowel sound, one consonant between the vowel and the silent "e" (e.g., cake).
 - **vowel team** – two vowels making one sound (e.g., boat).
 - **r controlled** – at least 1 vowel followed by an "r" ("ar" "er" "ir" "or" "ur") (e.g., star).
 - **consonant -le**: ends with a consonant and -le (e.g., turtle).
- **morphological knowledge** – a student's understanding of the structure and meaning of words based on known morphemes (i.e., prefixes, suffixes)

- **automaticity** - ability to rapidly, effortlessly and accurately recognise or decode words
- **prefixes** - added at the beginning of a root word to modify the meaning. (e.g., in the word "preheat" the prefix "pre" is added to "heat" indicating that something should be heated beforehand.)
- **compound words** - when 2 words combine to form 1 new word (example: "afternoon" = "after" + "noon")
- **root words** - the basic word that has no prefix or suffixes - added at the end of a root word that change the meaning. In the word "teacher" the suffix is "er" is added to "teach" transforming the verb "teach".
- **inflections** - a change in the form of a word (typically the ending) to express a grammatical function or attribute such as tense, mood, person, number, case, and gender (e.g., -s, -es, -ed, -er, -est, -ing, -ly, -less, -ness, -ship, fold, -ment.)
- **suffixes** - added at the end of a root word that changes the meaning. In the word "teacher" the suffix is "er" which is added to "teach" transforming the verb "teach".
- **possessive ending** - adding an -'s ending to a singular noun to indicate ownership (e.g., "The dog's bone" = the bone belongs to the dog)
- **affixes** - elements added to the beginning (prefix) or end (suffix) of a root word, altering the meaning of the root work. (e.g., in the word "unhappy" "un" is a prefix added to "happy" changing its meaning to not happy).
- **Tier 1 vocabulary words** - basic vocabulary - words that frequently occur in spoken language.
- **Tier 2 vocabulary words** - high-frequency/multiple meaning - words that are found in written language as well as in oral language in the classroom and are useful across many different content areas. These words have high utility for students and should be the focus of explicit vocabulary instruction.
- **Tier 3 vocabulary words** - subject specific - words that are generally specific to a particular content area and have less broad utility for students.
- **high frequency words** - words that often appear in texts at a particular grade/age
- **sight words** - a word that can be read quickly and without segmenting each sound, then blending these sounds back together (**automaticity**)
 - **Definition:**
 - **automaticity** - ability to rapidly, effortlessly and accurately recognise or decode words
- **deeper thinking questions** - questions that may have more than one plausible answer and/or questions for which a response may require bringing together information from a variety of sources.

Writing

Writing allows students to demonstrate their learning and express themselves in unique ways.

K-4 Foundational English Language Arts Learning Progressions							
Aspect: Handwriting							
Engaging in fine motor skills has positive effects on learning and memory							
Sub-Aspect	Connection to Learning Standards		Proficiency Descriptor (for the end of the year)				
			Kindergarten	Grade One	Grade Two	Grade Three	Grade Four
Graphomotor	Curricular Competency: K-1: Explore foundational concepts of print, oral, and visual texts	Content: K-1: Writing processes	Builds hand-eye coordination and fine motor control (e.g., through play, art, coloring, beading, etc.)	Holds and controls pencil with appropriate grip and pressure most (75%-90%) of the time.	Holds and controls pencil with appropriate grip and pressure.		
		K-1: Concept of print K-1: Letter knowledge K-1: Letter formation	Holds and controls a pencil with appropriate grip. Forms some (7-11 each) upper and lower-case letters correctly using appropriate strokes.	Forms upper- and lower-case letters correctly most of the time (75%-90%) using appropriate strokes, directionality, and size. Prints simple and familiar words. Uses appropriate spacing between letters and words some of the time (25%-45%).	Forms upper- and lower-case letters correctly using appropriate strokes, directionality, and size. Prints grade appropriate and familiar words. Uses appropriate spacing between letters and words.		
Aspect: Phonics – Spelling							
Learning how to spell words correctly by understanding spelling patterns, rules, and conventions							
Sub-Aspect	Connections to Learning Standards		Proficiency Descriptor (for the end of the year)				
			Kindergarten	Grade One	Grade Two	Grade Three	Grade Four
Graphemes	Curricular Competency: K-1: Explore foundational concepts of print, oral, and visual texts	Content: K-4: Writing processes	Identifies and uses basic graphemes (e.g., single letters like a, b, c).	Identifies more complex graphemes (e.g., digraphs like /sh/, /ch/, /th/), consonant clusters (e.g., /st/, /bl/, /str/), and recognizes some vowel digraphs , also referred to as vowel teams (e.g., /ai/, /ay/, /ee/, /ea/, /ie/, /ou/, /ow/, /oa/).	Recognizes the relationship between graphemes and phonemes in longer words (e.g., Recognizing that the /ai/ (long ī) sound can be represented with "i", "i-e", "igh", "y", and "ie").	Recognizes that graphemes can represent different sounds in different words (e.g., /ough/ can represent different sounds such as (long o) in dough, /u:/ in "through", as /u+/f/ in "rough").	Applies knowledge of complex graphemes to decode multisyllabic words (e.g., /eigh/ in "weight," /kn/ in "knot").
		K-1: Concept of print K-1: Letter knowledge K-2: Letter formation	Matches letters to sounds.	Applies suffixes , '-s', '-ful', '-ed', '-ing', to words that require no spelling changes, (e.g., "jumping", "walked"). Begins to use the 1:1:1 spelling rules (e.g., /k/ at the end of a word, write /ck/ as in "truck". /s/ /l/ /f/ /z/ at the end of a word,	Uses advanced graphemes (e.g., trigraphs like /tch/ in "fetch" and /dge/ in "dodge"). Applies suffixes, '-s', '-ful', '-ed', '-ing', '-ly', to words that require no spelling changes, (e.g., "friendly"). Applies comparative endings	Uses possessive endings with some accuracy (25%-45%) (e.g., "The bone was my dog's"). Recognizes exceptions to the 1:1:1 spelling rule (e.g., "rich", "such", "much").	Recognizes and decodes graphemes that have multiple representations (e.g., /ch/ represents different sounds in "chocolate" and "chorus"). Uses possessive endings with accuracy (e.g., "We drove my mom's car to the store").

				write /ss/ /ll/ /ff/ /zz/ as in "pass" *also known as the floss rule).	'-er', '-est' (e.g., "bigger" means one thing is "more big" than the other). Continues to expand 1:1:1 spelling rule (e.g., /j/ and the end of the word, write /dge/, /ch/ at the end, write /tch/), may begin to recognize exceptions to the rule. Begins to recognize exceptions to the floss rule (e.g., "if", "pal", "has").		
<p>Word Families and Patterns</p> <p>Includes:</p> <ul style="list-style-type: none"> Orthographic Mapping Irregular words 	<p>Curricular Competency:</p>	<p>Content: 2-4: Word patterns, word families</p>	<p>Recognizes and remembers the spellings of common words after multiple exposures and practice (e.g., their name, "the", etc.)</p> <p>Can print familiar words (e.g., "the", "I", "and", and their name).</p> <p>Uses onset and rime to write consonant-vowel-consonant (CVC) word families (e.g., For rime = '-ot', student can change initial sound (onset) to decode and encode new words within a word form/word pattern (e.g., "got", "hot").</p>	<p>Uses conventional spelling through orthographic mapping. Invented spelling may be used for phonics that have not been taught yet (e.g., "flowers" = "flors" as /ow/ and /er/ have not yet been taught).</p> <p>Maps sounds to letters to recognize and remember some parts of the spellings of irregular words after multiple exposures and practice (e.g., "was", "there").</p> <p>Uses onset and rime to write consonant-consonant-vowel-consonant (CCVCC) word families (e.g., For rime '-ock', student can change the initial sound (onset) to different consonants to decode and encode new words within this word form/word pattern (e.g., "clock", "shock").</p>	<p>Uses conventional spelling for common words through orthographic mapping.</p> <p>Applies knowledge of spelling patterns (e.g., silent e).</p> <p>Maps sounds to letters and remembers some parts of the spellings of more complex words after multiple exposures and practice (e.g., "laugh").</p> <p>Uses onset and rime to write CCVCC word families (e.g., For rime '-ight', student can change the initial sound (onset) to different consonants to decode and encode new words within this word form/word pattern (e.g., "light", "fight", "night").</p>	<p>Maps sounds to letters in increasingly complex and irregular words to spell them correctly (e.g., "beautiful", "because").</p> <p>Uses word families/patterns, including knowledge of syllable types and morphology to write more complex words (e.g., for the word "constructed", student can identify that the prefix 'con-' means "with" or "together"; The root '-struct' means "to build" or "assemble"; and the suffix '-ed' indicates that it happened in the past. This information is used to decode and encode new words).</p>	<p>Applies advanced spelling patterns, including irregular plurals and vowel alternation (e.g., "calf" → "calves", "define" → "definition").</p> <p>Maps sounds to letters in complex, multisyllabic, and irregular words to spell them correctly (e.g., "explanation", "independent").</p>

Aspect: Writing							
<i>Developing writing skills, including grammar, punctuation, and composition</i>							
Sub-Aspect	Connection to Learning		Proficiency Descriptor <i>(for the end of the year)</i>				
	Standards		Kindergarten	Grade One	Grade Two	Grade Three	Grade Four
Grammar and Mechanics	Curricular Competency: K: Use developmentally	Content: K: letter formation	Distinguishes between writing and drawing.	Uses both upper-case and lower-case letters. Capitalizes names and begins to capitalize	Applies capitalization rules for the beginning of sentences and proper nouns.	Uses more complex nouns , verbs , adjectives , and adverbs .	Uses pronouns (e.g., "Their bike is new" and "The book is hers") and possessive nouns (e.g., "The dog's paw was

	<p>appropriate reading, listening, and viewing strategies to make meaning</p> <p>K-1: Explore foundational concepts of print, oral, and visual texts</p> <p>1-4: Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation</p>	<p>4: Sentence structure and grammar</p>	<p>Begins to use letters to represent the words they want to write (e.g., "I lk fwrs = I like flowers").</p> <p>Begins to recognize, and may use, capital letters at the beginning of sentences or for their name.</p> <p>Begins to use simple punctuation (periods) in writing.</p>	<p>beginning of sentence and proper nouns.</p> <p>Uses simple punctuation (. ! ?) at the end of sentences.</p> <p>Expand sentences by including more information: what, where, when, who.</p> <p>Uses nouns and verbs correctly and expands sentences using additional describing words (adjectives).</p> <p>Sometimes forms complete sentences with a subject and a predicate (e.g., "The kids are running to the park.")</p> <p>Complete but, because, so sentences from sentence stems (e.g., "I woke up late, but...", "I woke up late, so...").</p> <p>Complete sentences when provided with a sentence stem containing a subordinate conjunction (e.g., "I would like pizza or...")</p>	<p>Uses present and past tense verbs correctly (e.g., "she plays" and "she played").</p> <p>Uses question marks and exclamation points to change the tone or emphasis.</p> <p>Constructs compound sentences using conjunctions (e.g., "I like cake, but I love ice cream").</p> <p>Complete complex sentence stems (e.g., "I woke up late because...")</p> <p>Expand sentences using adjectives and adverbs.</p> <p>Develop questions given a picture or text material (who, what, where, when).</p>	<p>Ensures subject-verb agreement in sentences (e.g., "The cat runs fast" and "The cats run fast").</p> <p>Uses commas in a series and in dates. Begins to use quotation marks.</p> <p>Constructs simple and compound sentences with conjunctions (e.g., "She went to the store because she needed milk").</p> <p>Uses capital letters correctly (e.g, Beginning of sentence and for proper nouns).</p> <p>Uses punctuation (. ! ?) at the end of sentences and uses commas for lists.</p> <p>Expand sentences using adjectives and adverbs.</p>	<p>injured").</p> <p>Uses quotation marks in dialogue. (e.g., "He said, "Let's go to the park'").</p>
<p>Drafting and Editing</p> <p>Includes:</p> <ul style="list-style-type: none"> Sentence Structure 	<p>Curricular Competency:</p> <p>K-3: Create stories and other texts to deepen awareness of self, family, and community</p> <p>K-1: Plan and create stories and other texts for different purposes and audiences</p> <p>2-3: Plan and create a variety of communication</p>	<p>Content:</p> <p>K: Concepts of print</p> <p>1-3: Elements of Story</p> <p>3: Functions and genres of stories and other texts</p> <p>4: Forms, functions, and genres of text</p> <p>K-4: Literary Elements and devices</p>	<p>Writing: tells a story by drawing a picture or using tactile materials (e.g., clay, popsicle sticks, wooden characters).</p> <p>Can complete a sentence starter (e.g., "I like to play ____").</p> <p>Begins to write 1-2 sentences to describe their picture.</p>	<p>Writing: writes a few loosely related sentences (2-5) to express thoughts and/or ideas with some detail.</p> <p>Fiction writing follows a walking story or climbing story structure and may contain some story language.</p> <p>Non-fiction writing is conversational, with simple descriptions and repeats simple patterns.</p> <p>Editing: checks for simple punctuation (. ! ?) and capitalization, may or may not correct them.</p>	<p>Writing: writes short text of several related sentences (5-8) with some relevant details or examples.</p> <p>Fiction writing often follows a logical sequence with ideas that are loosely connected, often by time (e.g., same day).</p> <p>Includes basic story language with some specific and relevant details.</p> <p>Non-fiction writing is conversational with an opening sentence that may signal the topic. Also includes some description.</p>	<p>Writing: organized text with multiple (8+) sentences with some explanations, details or examples.</p> <p>Fiction writing follows a logical sequence with a clear purpose.</p> <p>Writing uses some key features of the form (e.g., plot, characters, dialogue, conflict, and setting).</p> <p>Non-fiction writing has a topic sentence with some development that connects to opinions, experiences, feelings.</p>	<p>Writing: begins arranging sentences into paragraphs, with topic sentence, and supporting details.</p> <p>Uses a variety of sentences including compound sentences (e.g., "He likes to read books, and he also enjoys writing stories").</p> <p>Fiction writing follows a logical sequence with ideas that are easy to follow and connected by varied transitions.</p> <p>Writing uses key features of the form including plot,</p>

	<p>forms for different purposes and audiences</p> <p>4: Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences</p> <p>4: Use language in creative and playful ways to develop style</p> <p>2-4: Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation</p> <p>3-4: Develop and apply expanding word knowledge</p> <p>4: Transform ideas and information to create original texts</p>	<p>K-4: Metacognitive Strategies</p> <p>K-4: Writing processes</p> <p>K-1: Concepts of print</p> <p>K: Letter knowledge</p> <p>K-2: Letter formation</p> <p>1-3: Sentence structure</p> <p>1-4: Conventions</p> <p>3: Legible Handwriting</p> <p>4: Paragraph structure</p> <p>4: Sentence structure and grammar</p>			<p>Writing includes accurate basic information, often based on discussions and guidance.</p> <p>Some awareness of form (e.g., instructions look like instructions); title signals the topic, and visual features are relevant but may be unclear.</p> <p><u>Editing</u>: re-reads to identify errors, corrects simple punctuation (. ! ?) and capitalization.</p>	<p>Writing is accurate, often logically sequenced and uses several connecting words.</p> <p>Visual features (e.g., diagrams) are clear and relevant.</p> <p><u>Editing</u>: re-reads text to find and correct punctuation and spelling errors. Begins to find grammatical errors, may or may not correct them.</p>	<p><u>characters, dialogue, conflict and setting</u>.</p> <p>Non-fiction writing elaborates on main idea(s) uses a variety of connecting words, supporting detail and explanations.</p> <p>Writing is clear, generally accurate and logically sequenced.</p> <p>Includes clear, relevant text features (e.g., titles, headings, illustrations, diagrams).</p> <p><u>Editing</u>: proofreads and corrects grammar, punctuation, and spelling errors.</p>
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Writing – Sub-Aspect Definitions

- **Graphomotor** - hand-eye coordination; fine motor control; pencil grip; hand strength; writing uppercase and lowercase letters accurately; forming letters correctly using appropriate strokes and directionality.
- **Grapheme** - written representation of a sound (individual letters or letter combinations) (e.g., The /s/ sound can be written s, se, ss, c, ce, or sc).
- **Word Families and Patterns** - recognizing and spelling common word forms (e.g., -at, -it, -op); understanding and applying spelling patterns (e.g., silent e, doubling consonants before adding suffixes); and developing the ability to recognize and remember the spellings of words through exposure and practice.
- **Orthographic Mapping** - developing the ability to recognize and remember the spellings of words through exposure and practice.
- **Irregular words** - words that cannot be decoded, either because the sounds of the letters are unique or that word or the student has not yet learned the letter-sound correspondence in the word (e.g., “said” “was” “they”).
- **Grammar and Mechanics** - understanding and using basic parts of speech (nouns, verbs, adjectives, adverbs); using correct verb tense and subject-verb agreement; applying capitalization and punctuation rules correctly; expanding sentences with descriptive words and phrases; using a variety of sentence types (declarative, interrogative, imperative, exclamatory); and organizing sentences into paragraphs.
- **Sentence structure** - writing complete sentences with proper punctuation (periods, question marks, exclamation marks); expanding sentences with descriptive words and phrases; using a variety of sentence types (declarative, interrogative, imperative, exclamatory); and organizing sentences into paragraphs.

Writing – Proficiency Descriptor Definitions

- **graphemes** - written representation of a sound (individual letters or letter combinations) (e.g., The /s/ sound can be written s, se, ss, c, ce, or sc).
- **digraphs** - a combination of two letters representing one sound, as in *ph* and *ey*.
- **vowel digraphs** - when two vowels come together as a team to make one sound (e.g., /ow/ in know, /ui/ in fruit).
- **suffix** - added at the end of a root word that changes the meaning. In the word “teacher” the suffix is “er” which is added to “teach” transforming the verb “teach”.
- **1:1:1 spelling rule** - used for words with one syllable, one short vowel sound, ending in a single consonant - follow the taught rule:
 - double the consonant before adding -ing or -ed (e.g., run - running, stop - stopped).
 - /k/ at the end, then write /ck/ (e.g., duck, yuck).
 - /j/ at the end, then write /dge/ (e.g., dodge, lodge).
 - /ch/ at the end, then write /tch/ (e.g., fetch, catch).
 - /s/ /l/ /f/ /z/ at the end, then write /ss/, /ll/, /ff/, /zz/ (e.g. fall, mess) *Also known as the “Floss rule”.
- **phonemes** - Smallest unit of sound in oral language (e.g., The /b/ sound in ball).
- **trigraphs** - when three letters are used to represent one sound/phoneme (e.g., “eau”, “tch” “igh”).
- **comparative endings** - used to compare two or more items by using ‘-er’ and ‘-est’ endings (e.g. big → bigger → biggest).
- **possessive endings** - adding “s’ to a word to show that an object belongs to a noun (e.g., The dog’s bone = The bone belongs to the dog).
- **onset**: the initial consonant sound or sounds of a syllable. For example, in the word “cat,” the onset is /c/.
- **rime**: the part of the syllable that contains the vowel and all the sounds that follow it. In the word “cat,” the rime is /at/.
- **decode** - reading words using **phonemes** and **graphemes** by either **segmenting** and/or **blending**.
 - **Definition**
 - **phonemes** - smallest unit of sound in oral language (e.g., The /b/ sound in ball).
 - **graphemes** - written representation of a sound (individual letters or letter combinations) (e.g., The /s/ sound can be written s, se, ss, ce, or sc).
 - **segmenting** - breaking sounds apart.
 - **blending** - putting sounds together.
- **encode** - taking a word, hearing the parts of it, and writing or spelling it.
- **orthographic mapping** - developing the ability to recognize and remember the spellings of words through exposure and practice.
- **maps sounds** - taking sounds (phonemes) and matching those sounds to letters (graphemes); matching ONE sound to ONE grapheme, no matter how many letters make up that sound.
- **word families and patterns** - recognizing and spelling common word forms (e.g., -at, -it, -op); understanding and applying spelling patterns (e.g., silent e, doubling consonants before adding suffixes); and developing the ability to recognize and remember the spellings of words through exposure and practice.
- **word form/word pattern** - the patterns within words (e.g., light, fight, night).
- **noun** - person, place or thing (e.g., “Grayson”, “house”, “chair”).
- **verb** - an action word (e.g., “walk”, “play”, “think”).
- **adjective** - a word that describes a noun (e.g., “huge”, “red”, “angry”).
- **subject** - who the sentence is about.
- **predicate** - what the subject is doing or what is happening.
- **subordinate conjunction** - a word or phrase that links a dependent clause to an independent clause (e.g. I had to wait until they had finished).
- **compound sentences** - a sentence that contains two ideas, which are combined by a conjunction, comma, or semicolon (e.g., “I like cake, but I love ice cream”).
- **conjunctions** - a word used to connect phrases within a sentence (e.g., because, and, but, if).
- **adverb** - a word that describes a verb (e.g., “quickly”, “silently”, “happily”).
- **pronouns** - words that can replace a noun (e.g., “he”, “she”, “they”, “it”).
- **possessive nouns** - a noun that shows ownership or direction (e.g., “her”, “his”, “theirs”).
- **walking story** - contains events that unfold across time.
- **climbing story** - contains a beginning, middle, and end.
- **story language** - a narration of an incident or series of events.
- **plot** - the main event(s) within a story or piece of text.
- **character** - a person within a story or piece of text.
- **dialogue** - conversation that occurs within a story or piece of text.
- **conflict** - a disagreement withing a story or piece of text.
- **setting** - the place or type of surrounding where a story or piece of text takes place.