

# English Language Arts Proficiency Profile

K-4 Proficiency Profiles show how the **cross-curricular learning progressions** are aligned with, and can support, the curricular competencies in all learning areas and how the **foundational learning progressions** align with the content learning standards in the curriculum.

The **curricular competencies** are the skills, strategies, and processes that students develop over time. They reflect the "Do" in the know-do-understand model of learning. Curricular competencies are connected to the core competencies.

The **cross-curricular literacy proficiency descriptors** outline the critical thinking and communication competencies which support the curricular competencies in English Language Arts and in other learning areas.

The **foundational proficiency descriptor definitions** elaborate on key terms found within the proficiency descriptors for each grade. They provide further explanation of the developmental progression of key concepts, and example teaching strategies, which support the foundational proficiency descriptors.

The **content** learning standards — the "Know" of the know-do-understand model of learning — detail the essential topics and knowledge at each grade level.

The **foundational English Language Arts proficiency descriptors** outline key knowledge which is essential to the study of English Language Arts. Teachers can use these descriptors to identify students' areas of strength or areas of needed support in English Language Arts content.

Curricular Competencies (Do)	Cross Curricular Literacy Proficiency Descriptors	Content (Know)	Oral Language, Reading and Writing Foundational Proficiency Descriptors
<i>Learning Standard - Required</i>	<i>What does proficient student learning look like when students DO the Curricular Competencies</i>	<i>Learning Standard - Required</i>	<i>What does proficient student learning look like when students KNOW the Content Learning Standards</i>
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>Read fluently at grade level</li> <li>Use sources of information and prior knowledge to make meaning</li> <li>Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>Use foundational concepts of print, oral, and visual texts</li> <li>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</li> <li>Recognize the importance of story in personal, family, and community identity</li> <li>Use personal experience and knowledge to connect to stories and other texts to make meaning</li> <li>Recognize the structure and elements of story</li> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>Exchange ideas and perspectives to build shared understanding</li> <li>Identify, organize, and present ideas in a variety of forms</li> </ul>	<p><i>A proficient Grade 1 student:</i></p> <p><b>Comprehend and connect</b></p> <ul style="list-style-type: none"> <li>identifies <b>text</b> (e.g., oral, visual, digital, etc.) features and applies strategies to identify main ideas and purpose of the <b>text</b> to support understanding.</li> <li>makes <b>connections</b> (e.g., personal experiences, prior knowledge, other text(s)) with <b>text(s)</b>.</li> <li>uses observations of <b>texts</b> to make predictions and ask questions.</li> <li>explores <b>texts</b> relevant to the task and purpose.</li> <li>recalls information from the <b>text</b> that is relevant to the task and purpose.</li> <li>identifies similarities and differences within or between texts.</li> </ul> <p><b>Create and communicate</b></p> <ul style="list-style-type: none"> <li>generates ideas, using <b>experience(s)</b> (e.g., personal, prior learning, etc.)</li> <li><b>checks</b> (through conversation with teacher or peer, applies prompts, etc.) to ensure that the generated idea(s) are related to the activity.</li> <li><b>Revises</b> (reworks) idea(s) based on directed and specific feedback.</li> <li>shares ideas using learning area <b>materials</b> (e.g., vocabulary, images, manipulatives).</li> <li>explores a variety of media with which to present idea(s) and information.</li> <li>identifies a reason that supports decisions and/or ideas.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>elements of story</li> <li>literary elements and devices</li> <li>vocabulary to talk about texts</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>reading strategies</li> <li>oral language strategies</li> <li>metacognitive strategies</li> <li>writing processes</li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>concepts of print</li> <li>print awareness</li> <li>phonemic and phonological awareness</li> <li>letter formation</li> <li>sentence structure</li> <li>conventions</li> </ul>	<p><i>A proficient Grade 1 student:</i></p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>includes descriptive details such as text specific words in stories.</li> <li>identifies and generates rhyming words independently, including more complex two-word rhymes.</li> <li>acquires and uses explicitly taught <b>Tier 1, Tier 2 and Tier 3</b> vocabulary words in various contexts, including other subject areas.</li> <li>has a bank of <b>high frequency words</b> that are read as <b>sight words</b>.</li> <li>uses developing <b>morphological knowledge</b> to analyze and understand new words in context.</li> <li>writes a few loosely related sentences (2-5) to express thoughts and/or ideas with some detail.</li> <li>Fiction writing follows a <b>walking story</b> or <b>climbing story</b> structure and may contain some <b>story language</b>.</li> <li>Non-fiction writing is conversational, with simple descriptions and repeats simple patterns.</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>demonstrates an understanding of the <b>44 letter sounds (phonemes)</b>, including all individual letter sounds (34) and most (7-9) <b>letter teams</b>.</li> <li>communicates more complex sentences using <b>conjunctions</b>, to provide more information.</li> <li>expands sentences using additional describing words (<b>adjectives</b>).</li> <li>identifies sentence types, including statement or question.</li> <li>completes "but" "because" "so" sentences from sentence stems.</li> <li>uses grade appropriate vocabulary to describe actions and emotions, including descriptive words.</li> <li>retells stories or events in detail, using text-specific vocabulary and key details including identifying the main characters, and setting.</li> <li>understands simple <b>prefixes</b>.</li> <li>breaks down <b>compound words</b>.</li> <li>recognizes and <b>decodes</b> 3-4 sound words correctly in simple sentences.</li> <li>reads without sounding out every word (gaining <b>automaticity</b>).</li> <li>begins to <b>decode</b> simple sentences and learning to self-correct errors.</li> <li>starts to recognize and use punctuation marks.</li> </ul>

Foundational Proficiency Descriptor - Definitions
<ul style="list-style-type: none"> <li><b>Tier 1 vocabulary words</b> – basic vocabulary - words that frequently occur in spoken language.</li> <li><b>Tier 2 vocabulary words</b> – 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.</li> <li><b>Tier 3 vocabulary words</b> – subject specific - words that are generally specific to a particular content area and have less broad utility for students.</li> <li><b>high frequency words</b> – words that often appear in texts at a particular grade/age</li> <li><b>sight words</b> – a word that can be read quickly and without segmenting each sound, then blending these sounds back together (<b>automaticity</b>) <ul style="list-style-type: none"> <li><b>Definition:</b> <ul style="list-style-type: none"> <li><b>automaticity</b> - ability to rapidly, effortlessly and accurately recognise or decode words</li> </ul> </li> </ul> </li> <li><b>morphological knowledge</b> – a student's understanding of the structure and meaning of words based on known morphemes (i.e., prefixes, suffixes)</li> <li><b>walking story</b> – contains events that unfold across time</li> <li><b>climbing story</b> – contains a beginning, middle, and end</li> </ul>

# Kindergarten – English Language Arts Proficiency Profile

Curricular Competencies (Do)	Cross Curricular Literacy Proficiency Descriptors	Content (Know)	Oral Language, Reading and Writing Foundational Proficiency Descriptors
<p><b>Learning Standard – Required</b></p>	<p><b>What does proficient student learning look like when students DO the Curricular Competencies</b></p>	<p><b>Learning Standard - Required</b></p>	<p><b>What does proficient student learning look like when students KNOW the Content Learning Standards</b></p>
<p>Using oral, written, visual, and digital <b>texts</b>, students are expected individually and collaboratively to be able to:</p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• Use sources of information and <b>prior knowledge</b> to make meaning</li> <li>• Use <b>developmentally appropriate reading, listening, and viewing strategies</b> to make meaning</li> <li>• Explore <b>foundational concepts of print, oral, and visual texts</b></li> <li>• <b>Engage actively as listeners, viewers, and readers</b>, as appropriate, to develop understanding of self, identity, and community</li> <li>• Recognize the importance of <b>story</b> in personal, family, and community identity</li> <li>• Use personal experience and knowledge to connect to <b>stories</b> and other <b>texts</b> to make meaning</li> <li>• Recognize the <b>structure of story</b></li> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• <b>Exchange ideas and perspectives</b> to build shared understanding</li> <li>• Use language to identify, create, and share ideas, feelings, opinions, and preferences</li> <li>• Create <b>stories</b> and other <b>texts</b> to deepen awareness of self, family, and community</li> </ul>	<p>A Proficient Kindergarten student:</p> <p><b>Comprehend and connect</b></p> <ul style="list-style-type: none"> <li>– identifies <b>text</b> (e.g., oral, visual, digital, etc.) features and applies strategies to identify main ideas of the <b>text</b> to support understanding.</li> <li>– makes <b>connections</b> (e.g., personal experiences, prior knowledge, other <b>text(s)</b>) with <b>text(s)</b>.</li> <li>– uses observations of <b>texts</b> to make predictions and ask questions.</li> <li>– explores <b>texts</b> relevant to the task and purpose.</li> <li>– recalls information from the <b>text</b> that is relevant to the task and purpose.</li> <li>– identifies similarities and differences within or between texts.</li> </ul> <p><b>Create and communicate</b></p> <ul style="list-style-type: none"> <li>– generates ideas, using <b>experience(s)</b> (e.g., personal, prior learning, etc.)</li> <li>– <b>checks</b> (through conversation with teacher or peer, applies prompts, etc.) to ensure that the generated idea(s) are related to the activity.</li> <li>– <b>revises</b> (reworks) idea(s) based on directed and specific feedback.</li> <li>– shares ideas, using learning-area <b>materials</b> (e.g., vocabulary, images, manipulatives).</li> <li>– explores a variety of media with which to present idea(s) and information.</li> <li>– identify a reason that supports decisions and/or ideas.</li> </ul>	<p>Students are expected to know the following:</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>• <b>structure of story</b></li> <li>• <b>literary elements and devices</b></li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>concepts of print</b></li> <li>• <b>letter knowledge</b></li> <li>• <b>phonemic and phonological awareness</b></li> <li>• <b>letter formation</b></li> <li>• <b>the relationship between reading, writing, and oral language</b></li> </ul>	<p>A Proficient Kindergarten student:</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>– tells simple stories using different story frameworks (e.g., <b>walking story</b> or <b>climbing story</b>).</li> <li>– can identify if two words rhyme, or do not rhyme.</li> <li>– can produce a word that rhymes with another word.</li> <li>– demonstrates an understanding of commonly used words.</li> <li>– acquires and uses explicitly taught <b>Tier 1, Tier 2</b> and <b>Tier 3</b> vocabulary words in various contexts, including other subject areas.</li> <li>– has a bank of <b>high frequency words</b> that are read as <b>sight words</b>.</li> <li>– uses developing <b>morphological knowledge</b> to analyze and understand new words in context.</li> <li>– tells a story by drawing a picture or using tactile materials (e.g., clay, popsicle sticks, wooden characters).</li> <li>– can complete a sentence starter.</li> <li>– begins to write 1-2 sentences to describe their picture.</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>– demonstrates an understanding of the <b>44 letter sounds (phonemes)</b>, including most (25-30) individual letter sounds and some (3-5) <b>letter teams</b>.</li> <li>– communicates simple sentences to express ideas and needs.</li> <li>– asks and answer questions using simple sentences.</li> <li>– counts/claps words in a sentence.</li> <li>– uses <b>conjunctions</b> (e.g., and, but, because) to form compound sentences, with guidance from teacher prompts (who, what where, when how).</li> <li>– understands and uses common nouns and action verbs when orally describing written/visual output.</li> <li>– tells and retells a simple story or event in <b>sequential order</b> using basic vocabulary and key details.</li> <li>– identifies plural endings (-s).</li> <li>– recognizes and can read common words after multiple exposures and practice (e.g., their name, the, I, etc.)</li> <li>– begins to blend consonant-vowel-consonant (CVC) words in isolation and is beginning to read very simple text.</li> <li>– starts to recognize punctuation marks (e.g., period).</li> <li>– understands that print carries the meaning.</li> <li>– answers who, what, when, where, and how questions about a simple story. Retelling the main events or central ideas of a text.</li> </ul>

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- **Plan and create stories and other texts** for different purposes and audiences
- Explore **oral storytelling processes**

- formulates quick or simple questions.
- uses personal experiences and knowledge to connect to stories.
- identifies and uses basic **graphemes** (e.g., single letters like a, b, c).
- matches letters to sounds.

## ***Language features, structures, and conventions***

- uses basic vocabulary to express needs and describe objects, sometimes including descriptive words.
- identifies and produces the **initial** and **terminal** sounds in simple vowel-consonant (VC) consonant-vowel-consonant (CVC) words.
- begins to identify beginning, middle and ending sounds in CVC words.
- segments individual consonant and vowel sounds in simple CVC words.
- blends simple CVC words into individual consonant and vowel sounds.
- begins to recognize the **onset** and **rime** in simple words.
- begins to change **phonemes** to create new words (e.g., change /b/ in bat to /r/ to make rat).
- claps out and counts syllables in short words (e.g., Claps twice for "apple" (/ap/ /ple/).
- names most (19-23) of the 26 letters of the alphabet.
- provides a letter sound for most (19-23) of the 26 letters of the alphabet.
- counts the number of words in a simple sentence.
- begins to recognize **short vowel sounds** in familiar words.
- begins to recognize common consonant **digraphs** (e.g., ch, sh, th, wh).
- builds hand-eye coordination and fine motor control (e.g., through play, art, coloring, beading, etc.).
- holds and controls a pencil with appropriate grip.
- forms some (7-11 each) upper and lower-case letters correctly using appropriate strokes.
- recognizes and remembers the spellings of common words after multiple exposures and practice (e.g., their name, the, etc.).
- can print familiar words (e.g., the, I, and, and their name).
- uses **onset** and **rime** to write consonant-vowel-consonant (CVC) word families to **decode** and **encode** new words within a word form/word pattern.
- distinguishes between writing and drawing.
- begins to use letters to represent the words they want to write.
- begins to recognize, and may use, capital letters at the beginning of sentences or for their name.
- begins to use simple punctuation (periods) in writing.

# Kindergarten – English Language Arts Proficiency Profile

## Foundational Proficiency Descriptor - Definitions

- **walking story** – contains events that unfold across time
- **climbing story** – contains a beginning, middle, and end
- **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
- **morphological knowledge** – a student’s understanding of the structure and meaning of words based on known morphemes (i.e., prefixes, suffixes)
- **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 work that combines two ideas (e.g., using “and”, “but”, or “because” to form compound sentences)
- **sequential order** – e.g., first, then, last
- **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).
- **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).
- **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/.
- **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).
- **digraphs** - a combination of two letters representing one sound, as in *ph* and *ey*.
- **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.

# Grade 1 – English Language Arts Proficiency Profile

Curricular Competencies (Do)	Cross Curricular Literacy Proficiency Descriptors	Content (Know)	Oral Language, Reading and Writing Foundational Proficiency Descriptors
<p><b>Learning Standard – Required</b></p> <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• <b>Read fluently at grade level</b></li> <li>• Use sources of information and <b>prior knowledge</b> to make meaning</li> <li>• Use developmentally appropriate <b>reading, listening, and viewing strategies</b> to make meaning</li> <li>• Use foundational concepts of <b>print, oral, and visual texts</b></li> <li>• <b>Engage actively as listeners, viewers, and readers</b>, as appropriate, to develop understanding of self, identity, and community</li> <li>• Recognize the importance of <b>story</b> in personal, family, and community identity</li> <li>• Use personal experience and knowledge to connect to <b>stories</b> and other <b>texts</b> to make meaning</li> <li>• Recognize the <b>structure and elements of story</b></li> <li>• Show awareness of how <b>story in First Peoples cultures</b> connects people to family and community</li> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• <b>Exchange ideas and perspectives</b> to build shared understanding</li> <li>• Identify, organize, and present ideas in a variety of forms</li> </ul>	<p><b>What does proficient student learning look like when students DO the Curricular Competencies</b></p> <p><i>A proficient Grade 1 student:</i></p> <p><b>Comprehend and connect</b></p> <ul style="list-style-type: none"> <li>– identifies <b>text</b> (e.g., oral, visual, digital, etc.) features and applies strategies to identify main ideas and purpose of the <b>text</b> to support understanding.</li> <li>– makes <b>connections</b> (e.g., personal experiences, prior knowledge, other text(s)) with <b>text(s)</b>.</li> <li>– uses observations of <b>texts</b> to make predictions and ask questions.</li> <li>– explores <b>texts</b> relevant to the task and purpose.</li> <li>– recalls information from the <b>text</b> that is relevant to the task and purpose.</li> <li>– identifies similarities and differences within or between texts.</li> </ul> <p><b>Create and communicate</b></p> <ul style="list-style-type: none"> <li>– generates ideas, using <b>experience(s)</b> (e.g., personal, prior learning, etc.)</li> <li>– <b>checks</b> (through conversation with teacher or peer, applies prompts, etc.) to ensure that the generated idea(s) are related to the activity.</li> <li>– <b>Revises</b> (reworks) idea(s) based on directed and specific feedback.</li> <li>– shares ideas, using learning area <b>materials</b> (e.g., vocabulary, images, manipulatives).</li> <li>– explores a variety of media with which to present idea(s) and information.</li> <li>– identifies a reason that supports decisions and/or ideas.</li> </ul>	<p><b>Learning Standard - Required</b></p> <p><i>Students are expected to know the following:</i></p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>• <b>elements of story</b></li> <li>• <b>literary elements and devices</b></li> <li>• <b>vocabulary to talk about texts</b></li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>concepts of print</b></li> <li>• <b>print awareness</b></li> <li>• <b>phonemic and phonological awareness</b></li> <li>• <b>letter formation</b></li> <li>• <b>sentence structure</b></li> <li>• <b>conventions</b></li> </ul>	<p><b>What does proficient student learning look like when students KNOW the Content Learning Standards</b></p> <p><i>A proficient Grade 1 student:</i></p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>– includes descriptive details such as text specific words in stories.</li> <li>– identifies and generates rhyming words independently, including more complex two-word rhymes.</li> <li>– acquires and uses explicitly taught <b>Tier 1, Tier 2 and Tier 3</b> vocabulary words in various contexts, including other subject areas.</li> <li>– has a bank of <b>high frequency words</b> that are read as <b>sight words</b>.</li> <li>– uses developing <b>morphological knowledge</b> to analyze and understand new words in context.</li> <li>– writes a few loosely related sentences (2-5) to express thoughts and/or ideas with some detail.</li> <li>– Fiction writing follows a <b>walking story</b> or <b>climbing story</b> structure and may contain some <b>story language</b>.</li> <li>– Non-fiction writing is conversational, with simple descriptions and repeats simple patterns.</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>– demonstrates an understanding of the <b>44 letter sounds (phonemes)</b>, including all individual letter sounds (34) and most (7-9) <b>letter teams</b>.</li> <li>– communicates more complex sentences using <b>conjunctions</b>, to provide more information.</li> <li>– expands sentences using additional describing words (<b>adjectives</b>).</li> <li>– identifies sentence types, including statement or question.</li> <li>– completes “but” “because” “so” sentences from sentence stems.</li> <li>– uses grade appropriate vocabulary to describe actions and emotions, including descriptive words.</li> <li>– retells stories or events in detail, using text-specific vocabulary and key details including identifying the main characters, and setting.</li> <li>– understands simple <b>prefixes</b>.</li> <li>– breaks down <b>compound words</b>.</li> <li>– recognizes and <b>decodes</b> 3-4 sound words correctly in simple sentences.</li> <li>– reads without sounding out every word (gaining <b>automaticity</b>).</li> <li>– begins to <b>decode</b> simple sentences and learning to self-correct errors.</li> <li>– starts to recognize and use punctuation marks.</li> </ul>

# Grade 1 – English Language Arts Proficiency Profile

<ul style="list-style-type: none"> <li>• Create <b>stories</b> and other <b>texts</b> to deepen awareness of self, family, and community</li> <li>• Plan and create a variety of <b>communication forms</b> for different purposes and audiences</li> <li>• Communicate using letters and words and applying some <b>conventions of Canadian spelling, grammar, and punctuation</b></li> <li>• Explore <b>oral storytelling processes</b></li> </ul>			<ul style="list-style-type: none"> <li>– begins to understand that reading aloud involves changing tone and pitch.</li> <li>– identifies key details and facts explicitly stated in the text.</li> <li>– retelling the text in their own words with a focus on main events.</li> <li>– reflects on, and answers, <b>deeper-thinking questions</b>.</li> <li>– uses illustrations and prior knowledge to predict meaning, rereading, and retelling in their own words.</li> <li>– identifies more complex <b>graphemes</b>, consonant clusters and recognizes some <b>vowel digraphs</b>, also referred to as vowel teams.</li> <li>– applies <b>suffixes</b>, to words that require no spelling changes.</li> <li>– begins to use the <b>1:1:1 spelling rules</b>.</li> <li>– checks for simple punctuation and capitalization, may or may not correct them.</li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>– identifies and produces the <b>middle/medial</b> sound in simple consonant-vowel-consonant (CVC) words.</li> <li>– identifies beginning, middle and ending sounds in monosyllabic words.</li> <li>– Segments <b>phonemes</b> in more complex words.</li> <li>– blends <b>phonemes</b> to form more complex words.</li> <li>– blends <b>onsets</b> and <b>rimes</b> to form new words and segments words into their onset and rime.</li> <li>– changes, adds, or deletes <b>phonemes</b> to create new words.</li> <li>– recognizes the <b>onset</b> and <b>rime</b> in simple words.</li> <li>– identifies the number of syllables in longer words.</li> <li>– names, and produces correlating sound for all 26 letters of the alphabet (both uppercase and lowercase).</li> <li>– provides more than one letter sound for some letters.</li> <li>– identifies and produce sounds for common voiced and unvoiced <b>consonant digraphs</b>.</li> <li>– recognizes and produces <b>initial consonant blends/clusters</b> and <b>terminal consonant blends/ clusters</b>.</li> <li>– recognizes and produces the <b>long vowel sounds</b>.</li> <li>– recognizes and produces <b>r-controlled vowel sounds</b>.</li> <li>– recognizes and produces <b>vowel diphthongs</b>.</li> <li>– recognizes common <b>vowel digraphs</b> where two vowels make a long vowel sound, begins to apply them when reading. understands the <b>silent “e” rule</b> changes short vowels to long vowels.</li> <li>– holds and controls pencil with appropriate grip and pressure most (75%-90%) of the time.</li> <li>– forms upper- and lower-case letters correctly most of the time (75%-90%) using appropriate strokes, directionality, and size.</li> <li>– prints simple and familiar words.</li> <li>– uses appropriate spacing between letters and words some of the time (25%-45%).</li> </ul>
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# Grade 1 – English Language Arts Proficiency Profile

			<ul style="list-style-type: none"> <li>- uses conventional spelling through <b>orthographic mapping</b>. Invented spelling may be used for phonics that have not been taught yet.</li> <li>- <b>maps sounds</b> to letters to recognize and remember some parts of the spellings of irregular words after multiple exposures and practice.</li> <li>- uses <b>onset</b> and <b>rime</b> to write consonant-consonant-vowel-consonant-consonant (CCVCC) word families.</li> <li>- uses both upper-case and lower-case letters. Capitalizes names and begins to capitalize beginning of sentence and proper nouns.</li> <li>- uses simple punctuation at the end of sentences.</li> <li>- expands sentences by including more information: what, where, when, who.</li> <li>- uses <b>nouns</b> and <b>verbs</b> correctly and expands sentences using additional describing words (<b>adjectives</b>).</li> <li>- sometimes (less than ½ the time) forms complete sentences with a <b>subject</b> and a <b>predicate</b>.</li> <li>- complete but, because, so sentences from sentence stems.</li> <li>- Complete sentences when provided with a sentence stem containing a <b>subordinate conjunction</b></li> </ul>
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## Foundational Proficiency Descriptor - Definitions

- **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
- **morphological knowledge** – a student’s understanding of the structure and meaning of words based on known morphemes (i.e., prefixes, suffixes)
- **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
- **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 work that combines two ideas (e.g., using “and”, “but”, or “because” to form compound sentences)
- **adjectives** – words used to describe nouns
- **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”)
- **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)

# Grade 1 – English Language Arts Proficiency Profile

- **segmenting** – breaking sounds apart
- **blending** – putting sounds together
- **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.
- **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).
- **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 shot 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”
- **middle/medial sound** – the middle sound of a word (e.g., /o/ in hot)
- **phonemes** - Smallest unit of sound in oral language (e.g., The /b/ sound in ball).
- **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/.
- **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”)
- **long vowel sounds** - where the sound that a vowel makes matches its spoken name (e.g., cake, dive, bike).
- **R-controlled vowels** - vowels followed by the letter "r" that produce a unique sound. (e.g., The "ar" sound in the word "car").
- **vowel diphthongs** – combination of two vowel sounds within the same syllable (e.g., /oi/ in boil and /oy/ in toy)
- **Vowel digraphs** - two vowels that make one sound. (e.g., The digraph "oa" in the word "boat").
- **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).
- **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.
- **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).
- **conjunctions** – a word used to connect phrases within a sentence (e.g., because, and, but, if).



# Grade 2 – English Language Arts Proficiency Profile

Curricular Competencies (Do)	Cross Curricular Literacy Learning Progression	Content (Know)	Oral Language, Reading and Writing Foundational Learning Progressions
<p><b>Learning Standard – Required</b></p>	<p><b>What does proficient student learning look like when students DO the Curricular Competencies</b></p>	<p><b>Learning Standard - Required</b></p>	<p><b>What does proficient student learning look like when students KNOW the Content Learning Standards</b></p>
<p>Using oral, written, visual, and digital <b>texts</b>, students are expected individually and collaboratively to be able to:</p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• <b>Read fluently at grade level</b></li> <li>• Use sources of information and <b>prior knowledge</b> to make meaning</li> <li>• Use developmentally appropriate <b>reading, listening, and viewing strategies</b> to make meaning</li> <li>• Recognize how different <b>text structures</b> reflect different purposes.</li> <li>• <b>Engage actively as listeners, viewers, and readers</b>, as appropriate, to develop understanding of self, identity, and community</li> <li>• Demonstrate awareness of the role that <b>story</b> plays in personal, family, and community identity</li> <li>• Use personal experience and knowledge to connect to <b>stories</b> and other <b>texts</b> to make meaning</li> <li>• Recognize the structure and elements of <b>story</b></li> <li>• Show awareness of how <b>story in First Peoples cultures</b> connects people to family and community</li> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• <b>Exchange ideas and perspectives</b> to build shared understanding</li> <li>• Create <b>stories</b> and other <b>texts</b> to deepen awareness of self, family, and community</li> </ul>	<p>A proficient Grade 2 student:</p> <p><b>Comprehend and connect</b></p> <ul style="list-style-type: none"> <li>– applies <b>strategies</b> (e.g., monitoring, summarizing, using graphic organizers, generating questions) and demonstrates understanding of text features to identify messages, ideas, and/or tone in the <b>text</b> (e.g., oral, visual, digital, etc.)</li> <li>– makes <b>connections</b> (e.g., personal experiences, prior knowledge, other text(s)) with texts and between ideas within <b>text(s)</b>.</li> <li>– uses observations to analyze <b>texts</b> and make predictions, asking clarifying questions when necessary.</li> <li>– selects <b>text</b> relevant to the task and purpose.</li> <li>– extracts ideas and information from the <b>text</b> and applies it to the task and purpose.</li> <li>– uses similarities and differences between <b>texts</b> to draw conclusions.</li> </ul> <p><b>Create and communicate</b></p> <ul style="list-style-type: none"> <li>– generates ideas, using <b>strategies</b> (e.g., listing, asking questions, free- writing, using word webs, peer discussion, research) and <b>experience(s)</b> (e.g., personal, prior learning, etc.)</li> <li>– reviews the generated idea(s) based on prior learning and/or <b>strategies</b> (e.g., self/peer assessment, questioning, feedback collection).</li> <li>– <b>revises</b> (reworks) and/or <b>refines</b> (improves through small changes) ideas, using relevant feedback.</li> <li>– shares ideas and/or information, using relevant learning area <b>materials</b> (e.g., vocabulary, images, manipulatives).</li> <li>– selects the medium/media with which to present ideas and information that support the task and purpose.</li> <li>– supports decisions and/or ideas using a <b>relevant</b> (related to task, decisions, prior learning, etc.) explanation.</li> </ul>	<p>Students are expected to know the following:</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>• <b>elements of story</b></li> <li>• <b>literary elements and devices</b></li> <li>• <b>text features</b></li> <li>• <b>vocabulary associated with texts</b></li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• word patterns, word families</li> <li>• <b>letter formation</b></li> <li>• <b>sentence structure</b></li> <li>• <b>conventions</b></li> </ul>	<p>A proficient Grade 2 student:</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>– uses <b>dialogue</b> and sequence words.</li> <li>– identifies and generates rhyming patterns.</li> <li>– acquires and uses explicitly taught <b>Tier 1, Tier 2 and Tier 3</b> vocabulary words in various contexts, including other subject areas.</li> <li>– has a bank of <b>high frequency words</b> that are read as <b>sight words</b> (e.g., clean, laugh, seven, together).</li> <li>– uses developing <b>morphological knowledge</b> to analyze and understand new words in context.</li> <li>– writes short text of several related sentences (5-8) with some relevant details or examples.</li> <li>– Fiction writing often follows a logical sequence with ideas that are loosely connected, often by time (e.g., same day).</li> <li>– Includes basic <b>story language</b> with some specific and relevant details.</li> <li>– Non-fiction writing is conversational with an opening sentence that may signal the topic. Also includes some description.</li> <li>– Writing includes accurate basic information, often based on discussions and guidance.</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>– articulates all <b>44 letter sounds (phonemes)</b>.</li> <li>– communicates sentences with more advanced structures such as <b>relative clauses</b>, and varied sentence beginnings.</li> <li>– completes sentences when provided with a sentence stem containing a subordinate conjunction.</li> <li>– develops statements, questions (who, what, where, when), commands and exclamations given a picture or text material.</li> <li>– combines two sentences using a <b>conjunction</b> (compound subject &amp; compound predicate).</li> <li>– incorporates text-specific vocabulary.</li> <li>– summarizes orally presented information by identifying main ideas and some supporting details.</li> <li>– identifies the number of syllables in longer words.</li> <li>– recognizes more complex <b>prefixes</b> (mis-, dis-).</li> <li>– understands comparative endings (-er, -est).</li> <li>– identifies basic <b>root words</b>.</li> <li>– begins to understand the meaning behind <b>inflections</b>.</li> <li>– accurately <b>decodes</b> sentences and begins to self-correct errors.</li> </ul>

# Grade 2 – English Language Arts Proficiency Profile

<ul style="list-style-type: none"> <li>• Plan and create a variety of <b>communication forms</b> for different purposes and audiences</li> <li>• Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation</li> <li>• Explore <b>oral storytelling processes</b></li> </ul>			<ul style="list-style-type: none"> <li>– reads smoothly, with natural pauses. Reads punctuation and uses punctuation marks to guide pace.</li> <li>– develops expressive reading by changing tone for punctuation marks.</li> <li>– summarizes the main points of a text.</li> <li>– makes predictions based on evidence from the text.</li> <li>– uses prior knowledge and personal experience to make meaning.</li> <li>– draws conclusions based on character’s feelings and motivations.</li> <li>– creates a picture in one’s mind to accompany text/story.</li> <li>– makes connections to oneself, other texts or the world.</li> <li>– recognizes the relationship between <b>graphemes</b> and <b>phonemes</b> in longer words.</li> <li>– uses advanced <b>graphemes</b> (e.g., <b>trigraphs</b> like /tch/ in fetc).</li> <li>– applies <b>suffixes</b> to words that require no spelling changes.</li> <li>– applies <b>comparative endings</b> (-er, -est).</li> <li>– continues to expand <b>1:1:1 spelling rule</b>, may begin to recognize exceptions to the rule.</li> <li>– begins to recognize exceptions to the floss rule.</li> <li>– re-reads to identify errors, corrects simple punctuation (. ! ?) and capitalization.</li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>– identifies <b>long</b> and <b>short vowel sounds</b> (letter team sounds) in the middle sound.</li> <li>– identifies all sounds in monosyllabic words.</li> <li>– applies <b>blending skills</b> to <b>decode</b> unfamiliar words.</li> <li>– divides two-syllable words using <b>syllabication</b>.</li> <li>– segments <b>multisyllabic words</b> (2-3 syllable) first into syllables, then into phonemes.</li> <li>– begins to understand common <b>homophones</b>.</li> <li>– differentiates between hard and soft sounds of “c” and “g”.</li> <li>– identifies and recognizes silent consonants in words.</li> <li>– recognizes and produces <b>open</b> and <b>closed syllables</b>.</li> <li>– recognizes and produces more complex <b>r-controlled vowel sounds</b>.</li> <li>– continues to recognize and produce <b>vowel diphthongs</b> at a grade appropriate level.</li> <li>– continues to recognize common <b>vowel digraphs</b> where two vowels make a long vowel sound and can apply them when reading.</li> <li>– understands and applies the <b>silent “e” rule</b> to change short vowels to long vowels.</li> <li>– holds and controls pencil with appropriate grip and pressure.</li> <li>– forms upper- and lower-case letters correctly using appropriate strokes, directionality, and size.</li> <li>– prints grade appropriate and familiar words.</li> <li>– uses appropriate spacing between letters and words.</li> <li>– uses conventional spelling for common words through <b>orthographic mapping</b>.</li> </ul>
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# Grade 2 – English Language Arts Proficiency Profile

			<ul style="list-style-type: none"> <li>- applies knowledge of spelling patterns (e.g., silent e).</li> <li>- <b>maps sounds</b> to letters and remembers some parts of the spellings of more complex words after multiple exposures and practice.</li> <li>- uses <b>onset</b> and <b>rime</b> to write CCVCC word families.</li> <li>- applies capitalization rules for the beginning of sentences and proper nouns.</li> <li>- uses present and past tense verbs correctly.</li> <li>- uses question marks and exclamation points to change the tone or emphasis.</li> <li>- constructs <b>compound sentences</b> using <b>conjunctions</b>.</li> <li>- Complete complex sentence stems.</li> <li>- Expand sentences using <b>adjectives</b> and <b>adverbs</b>.</li> <li>- Develop questions given a picture or text material (who, what, where, when).</li> <li>- Some awareness of form (e.g., instructions look like instructions); title signals the topic, and visual features are relevant but may be unclear.</li> </ul>
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## Foundational Proficiency Descriptor - Definitions

- **dialogue** – words that explain how a character’s dialogue is being expressed (e.g., “gasp(ed)”, “exclaim(ed)”, “sigh(ed)”).
- **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
- **morphological knowledge** – a student’s understanding of the structure and meaning of words based on known morphemes (i.e., prefixes, suffixes)
- **story language** – a narration of an incident or series of events
- **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)
- **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).
- **conjunctions** – a work that combines two ideas (e.g., using “and”, “but”, or “because” to form compound sentences)
- **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.
- **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 “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.)
- **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
- **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)

# Grade 2 – English Language Arts Proficiency Profile

- **trigraphs** - Three letters that represent one sound (e.g., /igh/ in high, /eau/ in beautiful).
- **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”.
- **comparative endings** – used to compare two or more items by using ‘-er’ and ‘est’ endings (e.g. big → bigger → biggest)
- **1:1:1 spelling rule** – used for words with one syllable, one shot 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”
- **long vowel sounds** - where the sound that a vowel makes matches its spoken name (e.g., cake, dive, bike).
- **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).
- **blending** – putting sounds together
- **syllabication** – the division of words into syllables
- **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")
- **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).
- **‘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).
- **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.
- **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/.
- **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”).
- **adjectives** – words used to describe nouns
- **adverb** – a word that describes a verb (e.g., “quickly,” “silently,” “happily”).

# Grade 3 – English Language Arts Proficiency Profile

Curricular Competencies (Do)	Cross Curricular Literacy Learning Progressions	Content (Know)	Oral Language, Reading and Writing Foundational Proficiency Descriptors
<p><b>Learning Standard – Required</b></p>	<p><b>What does proficient student learning look like when students DO the Curricular Competencies</b></p>	<p><b>Learning Standard - Required</b></p>	<p><b>What does proficient student learning look like when students KNOW the Content Learning Standards</b></p>
<p>Using oral, written, visual, and digital <b>texts</b>, students are expected individually and collaboratively to be able to:</p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• <b>Read fluently at grade level</b></li> <li>• Use sources of information and <b>prior knowledge</b> to make meaning</li> <li>• Make connections between ideas from a variety of sources and <b>prior knowledge</b> to build understanding</li> <li>• Use developmentally appropriate <b>reading, listening, and viewing strategies</b> to make meaning</li> <li>• Recognize how different <b>texts</b> reflect different purposes.</li> <li>• <b>Engage actively as listeners, viewers, and readers</b>, as appropriate, to develop understanding of self, identity, and community</li> <li>• Explain the role that <b>story</b> plays in personal, family, and community identity</li> <li>• Use personal experience and knowledge to connect to <b>text</b> and make meaning</li> <li>• Recognize the <b>structure and elements of story</b></li> <li>• Show awareness of how <b>story in First Peoples cultures</b> connects people to family and community</li> <li>• Develop awareness of <b>how story in First Peoples cultures connects people to land</b></li> </ul>	<p>A proficient Grade 3 student:</p> <p><b>Comprehend and connect</b></p> <ul style="list-style-type: none"> <li>– applies <b>strategies</b> (e.g., monitoring, summarizing, using graphic organizers, generating questions) and demonstrates understanding of text features to identify messages, ideas, and/or tone in the <b>text</b> (e.g., oral, visual, digital, etc.).</li> <li>– makes <b>connections</b> (personal experiences, prior knowledge, other <b>text(s)</b>) with <b>texts</b> and between ideas within <b>text(s)</b>.</li> <li>– uses observations to analyze <b>texts</b> and make predictions, asking clarifying questions when necessary.</li> <li>– selects <b>text</b> relevant to the task and purpose.</li> <li>– extracts ideas and information from the <b>text</b> and applies it to the task and purpose.</li> <li>– uses similarities and differences between <b>texts</b> to draw conclusions.</li> </ul> <p><b>Create and communicate</b></p> <ul style="list-style-type: none"> <li>– generates ideas, using <b>strategies</b> (e.g., listing, asking questions, free- writing, using word webs, peer discussion, research) and <b>experience(s)</b> (personal, prior learning, etc.), and identifies ideas appropriate to the task and purpose.</li> <li>– assesses the generated idea(s) based on prior learning and/or familiar <b>strategies</b> (e.g., self/peer assessment, questioning, feedback collection).</li> <li>– <b>revises</b> (reworks) and/or <b>refines</b> (improves through small changes) ideas, using relevant feedback.</li> <li>– shares ideas and/or information, using relevant learning area <b>materials</b> (e.g., vocabulary, images, manipulatives, etc.)</li> <li>– selects the medium/media with which to present idea(s) and information that support the task and purpose.</li> <li>– supports decisions and/or ideas using a <b>relevant</b> (related to task, decisions, prior learning, etc.) explanation.</li> </ul>	<p>Students are expected to know the following:</p> <p><b>Story/text</b></p> <ul style="list-style-type: none"> <li>• <b>elements of story</b></li> <li>• functions and genres of stories and other texts</li> <li>• <b>text features</b></li> <li>• <b>literary elements and devices</b></li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• word patterns, word families</li> <li>• <b>legible handwriting</b></li> <li>• <b>sentence structure</b></li> <li>• <b>conventions</b></li> </ul>	<p>A proficient Grade 3 student:</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>– tells stories with multiple events and develops characters and themes.</li> <li>– acquires and uses explicitly taught <b>Tier 1, Tier 2</b> and <b>Tier 3</b> vocabulary words in various contexts, including other subject areas.</li> <li>– has a bank of <b>high frequency words</b> that are read as <b>sight words</b>.</li> <li>– uses developing <b>morphological knowledge</b> to analyze and understand new words in context.</li> <li>– organized text with multiple (8+) sentences with some explanations, details or examples.</li> <li>– fiction writing follows a logical sequence with a clear purpose.</li> <li>– writing uses some key features of the form (e.g., <b>plot, characters, dialogue, conflict</b>, and <b>setting</b>).</li> <li>– non-fiction writing has a topic sentence with some development that connects to opinions, experiences, feelings.</li> <li>– writing is accurate, often logically sequenced and uses several connecting words.</li> <li>– visual features (e.g., diagrams) are clear and relevant.</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>– uses a broad range of vocabulary to describe 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.</li> <li>– summarizes orally presented information by identifying main ideas, adding supporting details. Can organize them into a logical sequence.</li> <li>– recognizes more advanced <b>prefixes</b> and <b>suffixes</b>.</li> <li>– understands <b>possessive endings</b> (-'s).</li> <li>– develops strategies for decoding unfamiliar words using <b>root words</b> and <b>affixes</b>.</li> <li>– understands how consonants can change in pronunciation depending on word structure (ie adding a suffix).</li> <li>– uses understanding of <b>syllable types</b> to decode and to encode increasingly complex words.</li> <li>– reads text fluently, with minimal errors including <b>multisyllabic words</b>.</li> <li>– reads smoothly at a fluent, conversational pace, with natural pauses.</li> </ul>

# Grade 3 – English Language Arts Proficiency Profile

**Create and communicate (writing, speaking, representing)**

- **Exchange ideas and perspectives** to build shared understanding
- Create **stories** and other **texts** to deepen awareness of self, family, and community
- Plan and create a variety of **communication forms** for different purposes and audiences
- Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation
- Develop and apply expanding **word knowledge**
- Explore and appreciate aspects of First Peoples **oral traditions**
- Use **oral storytelling processes**

- reads using appropriate intonation and emphasis.
- answers questions about **characters, settings**, and major events. Retelling text with details and events in sequence.
- makes detailed predictions based on evidence from the text.
- makes connections between ideas and prior knowledge to build understanding.
- draws basic conclusions about characters’ feelings, motivations and events.
- begins to assess characters’ decisions and actions.
- transforms perspective or thinking based on information from the story/text about the characters/subject.
- recognizes that **graphemes** can represent different sounds in different words.
- uses **possessive endings** with some accuracy.
- recognizes exceptions to the **1:1:1 spelling rule**.

**Language features, structures, and conventions**

- isolates and identifies beginning, middle, and ending phonemes in words, including both vowels and consonants.
- blends **phonemes** to read complex, multisyllabic words.
- Uses **syllabication** to segment **phonemes** in complex, **multisyllabic words** (3+ syllable).
- understands and recognizes common **homophones** and their meanings.
- isolates and identifies individual **phonemes**, including beginning and ending sounds in complex words and consonant clusters.
- begins to understand that two words can be spelled the same but have different meanings and pronunciations (e.g., **homographs**).
- recognizes and produces sounds for **trigraphs**.
- recognizes and uses the **schwa sound** in **unstressed syllables**.
- applies knowledge of **vowel patterns** to read **multisyllabic words**.
- recognizes less common **vowel teams**.
- adds **prefixes** and **suffixes** to base words to make new words.
- **maps sounds** to letters in increasingly complex and irregular words to spell them correctly.
- uses **word families/patterns**, including knowledge of syllable types and morphology to write more complex words. This information is used to **decode** and **encode** new words.
- uses more complex **nouns, verbs, adjectives**, and **adverbs**.
- ensures subject-verb agreement in sentences.
- uses commas in a series and in dates.
- begins to use quotation marks.
- constructs simple and compound sentences with **conjunctions**.
- uses capital letters correctly.
- uses punctuation at the end of sentences and uses commas for lists.
- expands sentences using **adjectives** and **adverbs**.

# Grade 3 – English Language Arts Proficiency Profile

- re-reads text to find and correct punctuation and spelling errors. Begins to find grammatical errors, may or may not correct them.

## Foundational Proficiency Descriptor - Definitions

- **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.
- **morphological knowledge** – a student’s understanding of the structure and meaning of words based on known morphemes (i.e., prefixes, suffixes).
- **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.
- **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.
- **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 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).
- **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”.
- **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”).
- **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).
- **multisyllabic words** – words that contain two or more syllable segments (e.g., needle – 2 syllables – nee/dle).
- **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).
- **1:1:1 spelling rule** – used for words with one syllable, one shot 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).
- **syllabication** – the division of words into syllables.
- **homophones** - words that sound the same but have different meanings (homophones example: “to,” “too,” and “two”).
- **homographs** - words that are spelled the same but have different meanings (homographs example: “lead” (to guide) and “lead” (a metal)).
- **trigraphs** - Three letters that represent one sound (e.g., /igh/ in high, /eau/ in beautiful).

# Grade 3 – English Language Arts Proficiency Profile

- **“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 patterns** - vowel teams and diphthongs (e.g., The "ea" in the word "beach" makes the long "ē" sound).
- **vowel team** – two vowels making one sound (e.g., boat).
- **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.
- **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.
- **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”).
- **adverb** – a word that describes a verb (e.g., “quickly”, “silently”, “happily”).
- **conjunctions** – a work that combines two ideas (e.g., using “and”, “but”, or “because” to form compound sentences)



# Grade 4 – English Language Arts Proficiency Profile

Curricular Competencies (Do)	Cross Curricular Literacy Proficiency Descriptors	Content (Know)	Oral Language, Reading and Writing Foundational Proficiency Descriptors
<p><i>Learning Standard – Required</i></p>	<p><i>What does proficient student learning look like when students DO the Curricular Competencies</i></p>	<p><i>Learning Standard - Required</i></p>	<p><i>What does proficient student learning look like when students KNOW the Content Learning Standards</i></p>
<p>Using oral, written, visual, and digital <b>texts</b>, students are expected individually and collaboratively to be able to:</p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• <b>Access and integrate information and ideas</b> from a variety of sources and from <b>prior knowledge</b> to build understanding</li> <li>• Use a variety of <b>comprehension strategies</b> before, during, and after reading, listening, or viewing to deepen understanding of <b>text</b></li> <li>• Consider different purposes, audiences, and perspectives in exploring <b>texts</b></li> <li>• Apply a variety of <b>thinking skills</b> to gain meaning from <b>texts</b></li> <li>• Identify how differences in context, perspectives, and voice influence meaning in <b>texts</b></li> <li>• Recognize the role of language in personal, social, and cultural identity</li> <li>• Use personal experience and knowledge to connect to <b>text</b> and deepen understanding of self, community, and world</li> <li>• <b>Respond to text in personal and creative ways</b></li> <li>• Recognize how literary elements, techniques, and devices enhance meaning in <b>texts</b></li> <li>• Show an increasing understanding of the role of <b>organization in meaning</b></li> </ul>	<p>A Proficient Grade 4 student:</p> <p><b>Comprehend and connect</b></p> <ul style="list-style-type: none"> <li>– applies <b>strategies</b> (e.g., monitoring, summarizing, using graphic organizers, generating questions) and identifies text features to highlight themes, key messages, ideas, and/or tone to examine purpose and perspective of the <b>text</b> (e.g., oral, visual, digital, etc.)</li> <li>– makes <b>connections</b> (personal experiences, prior knowledge, other text(s)) with key aspects of text(s) and important ideas within <b>text(s)</b> to support understanding.</li> <li>– examines text to <b>formulate</b> (uses information directly related to the text(s) to create) predictions and inferences and asks questions to deepen understanding of <b>text(s)</b>.</li> <li>– selects a variety of <b>texts</b> relevant to the task and purpose and explains their relevance.</li> <li>– extracts relevant ideas and information from the <b>text</b> and applies it to the task and purpose.</li> <li>– connects ideas and information from two or more <b>texts</b> to support new ideas.</li> </ul> <p><b>Create and communicate</b></p> <ul style="list-style-type: none"> <li>– generates ideas, using <b>strategies</b> (e.g., listing, asking questions, free- writing, using word webs, peer discussion, research) and <b>experience(s)</b> (personal, prior learning, etc.), and identifies ideas appropriate to the task and purpose.</li> <li>– assesses the generated idea(s), using task criteria, prior learning, and/or <b>strategies</b> (e.g., self/peer assessment, questioning, feedback collection).</li> <li>– <b>revises</b> (reworks) and/or <b>refines</b> (improves through small changes) ideas and/or supporting details, using relevant feedback.</li> <li>– describes ideas and/or information, using relevant learning area <b>materials</b> (e.g., vocabulary, images, manipulatives, etc.)</li> <li>– presents idea(s) and information, using an appropriate medium/media.</li> </ul>	<p>Students are expected to know the following:</p> <p><b>Story/text</b></p> <ul style="list-style-type: none"> <li>• <b>forms, functions, and genres of text</b></li> <li>• <b>text features</b></li> <li>• <b>literary elements</b></li> <li>• <b>literary devices</b></li> <li>• evidence</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• <b>paragraph structure</b></li> <li>• sentence structure and <b>grammar</b></li> <li>• <b>conventions</b></li> </ul>	<p>A Proficient Grade 4 student:</p> <p><b>Story</b></p> <ul style="list-style-type: none"> <li>– acquires and uses explicitly taught <b>Tier 1, Tier 2 and Tier 3</b> vocabulary words in various contexts, including other subject areas.</li> <li>– has a bank of <b>high frequency words</b> that are read as <b>sight words</b> (e.g., “clean”, “laugh”, “seven”, “together”).</li> <li>– uses developing <b>morphological knowledge</b> to analyze and understand new words in context.</li> <li>– begins arranging sentences into paragraphs, with topic sentence and supporting details.</li> <li>– uses a variety of sentences including <b>compound sentences</b></li> <li>– fiction writing follows a logical sequence with ideas that are easy to follow and connected by varied transitions.</li> <li>– uses key features of the form including <b>plot, characters, dialogue, conflict</b> and <b>setting</b>.</li> <li>– non-fiction writing elaborates on main idea(s) uses a variety of connecting words, supporting detail and explanations.</li> <li>– writing is clear, generally accurate and logically sequenced.</li> <li>– includes clear, relevant text features (e.g., titles, headings, illustrations, diagrams).</li> <li>– proofreads and corrects grammar, punctuation, and spelling errors.</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>– uses complex descriptive words and more <b>abstract concepts</b> 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.</li> <li>– summarizes orally presented information by identifying main ideas with supportive details. Can also organize them into a logical sequence.</li> <li>– applies strategies for decoding unfamiliar words using <b>root words</b> and <b>affixes</b>.</li> <li>– identifies and interprets words with Greek and Latin roots.</li> <li>– understands how <b>affixes</b> can modify meaning and word class.</li> <li>– analyzes word structure to determine meaning, especially with compound words.</li> <li>– reads texts fluently, including those with content-specific (academic) vocabulary from various subject areas</li> </ul>

# Grade 4 – English Language Arts Proficiency Profile

<ul style="list-style-type: none"> <li>• Demonstrate awareness of the <b>oral tradition in First Peoples cultures</b> and the <b>purposes of First Peoples texts</b></li> <li>• Identify how <b>story in First Peoples cultures connects people to land</b></li> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• <b>Exchange ideas and perspectives</b> to build shared understanding</li> <li>• Use writing and design processes to plan, develop, and create <b>texts</b> for a variety of purposes and audiences</li> <li>• Use language in <b>creative and playful ways</b> to develop style</li> <li>• Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation</li> <li>• Develop and apply expanding <b>word knowledge</b></li> <li>• Use <b>oral storytelling processes</b></li> <li>• Transform ideas and information to create original texts</li> </ul>	<ul style="list-style-type: none"> <li>– provides a <b>rationale</b> (reasoning, thinking, logic, hypothesis, etc.) to support ideas, decisions, and/or approach taken.</li> </ul>		<ul style="list-style-type: none"> <li>– reads at a fluent, conversational pace with grade level text, ensuring accuracy while self-monitoring and self-correcting.</li> <li>– reads, including dialogue, with appropriate expression, pacing and pauses to enhance meaning</li> <li>– understands and recognizes the author’s message or theme.</li> <li>– draws multiple conclusions about characters’ feelings, motivations and events.</li> <li>– assesses a character’s decisions and actions.</li> <li>– transforms perspective based on information from the story/text about the characters/subject and can explain reasoning.</li> <li>– applies knowledge of complex graphemes to decode multisyllabic words.</li> <li>– recognizes and decodes <b>graphemes</b> that have multiple representations</li> <li>– Uses <b>possessive endings</b> with accuracy</li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>– isolates and identifies <b>phonemes in multisyllabic words</b>, including <b>medial</b> sounds and consonant clusters</li> <li>– manipulates <b>phonemes</b> to create and decode complex, <b>multisyllabic words</b>, including <b>prefixes, suffixes, and root words</b>.</li> <li>– blends <b>phonemes</b> to read words and vocabulary with 4 or more syllables (e.g. Scientific words, basic second language vocabulary).</li> <li>– orally segments and manipulates sounds to make new words.</li> <li>– understands that two words can be spelled the same but have different meanings, and pronunciations (<b>homographs</b>).</li> <li>– applies knowledge of advanced vowel and consonant patterns, including prefixes, suffixes, and syllable types, to read and spell multisyllabic words.</li> <li>– recognizes and decodes irregular and less common vowel patterns and consonant changes in derived words.</li> <li>– uses <b>syllabication rules</b> and <b>morphological knowledge</b> to read and decode unfamiliar multisyllabic words. May or may not understand what the word means.</li> <li>– understands how different <b>prefixes</b> and <b>suffixes</b> make new words when added to base words and can discuss the meaning of the new word.</li> <li>– applies advanced spelling patterns, including irregular plurals and vowel alternation.</li> <li>– <b>maps sounds</b> to letters in complex, multisyllabic, and irregular words to spell them correctly.</li> <li>– uses <b>pronouns</b> and <b>possessive nouns</b>.</li> <li>– Uses quotation marks in dialogue.</li> </ul>
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# Grade 4 – English Language Arts Proficiency Profile

## Foundational Proficiency Descriptor - Definitions

- **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
- **morphological knowledge** – a student’s understanding of the structure and meaning of words based on known morphemes (i.e., prefixes, suffixes)
- **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”).
- **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.
- **abstract concepts** – thoughts/ideas that are not concrete
- **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”.
- **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).
- **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).
- **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).
- **phonemes** - Smallest unit of sound in oral language (e.g., The /b/ sound in ball).
- **multisyllabic words** – words that contain two or more syllable segments (e.g., needle – 2 syllables – nee/dle).
- **medial** – the middle sound of a word, can be a short or long vowel sound (e.g., /o/ in hop or /ee/ in been).
- **prefix** - 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.
- **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”.
- **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”.
- **homographs** - words that are spelled the same but have different meanings (homographs example: “lead” (to guide) and “lead” (a metal)).
- **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).
- **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.
- **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”).