English Language Arts—Essential Learning Outcomes 2015–2016

| English Language Arts Primary | English Language Arts 1 | English Language Arts 2 | English Language Arts 3 |
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| ESSENTIAL LEARNING OUTCOMES AND PERFORMANCE INDICATORS | | | |
| **Listening and Speaking** Outcome 1: Students will communicate effectively and clearly and respond personally and critically. (CZ, COM, CI, CT, TF) | | | |
| Indicators:   * begin to demonstrate active listening habits (skills) in keeping with the student’s cultural context * begin to ask and respond to questions and seek information * describe a personal experience with at least one detail [Note to Teacher: Be mindful of different communication styles.] * share ideas, express feelings, give simple descriptions, and express opinions (e.g., I like …, I don’t like …) with others in a variety of ways * engage in small- and whole-group conversation * engage in and respond to simple, informal oral presentation * use simple, complete sentences most of the time * begin to respond to and give simple directions or instructions | Indicators:   * demonstrate active listening habits (skills) in keeping with the student’s cultural context * ask and respond to questions to clarify information or gather further information * describe a personal experience in sequential order with at least two details. [Note to Teacher: Be mindful of different communication styles.] * express opinions and give simple explanations * begin to talk in focused one-to-one conversations and contribute to small- and large-group interactions * begin to demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal oral presentations with a growing awareness of audience and purpose * use simple, complete sentences with a growing vocabulary, using some parts of speech and grammar correctly * respond to and give simple directions or instructions | Indicators:   * demonstrate active listening habits (skills) in keeping with the student’s cultural context * ask and respond to questions to seek clarification of others’ ideas to gather further information * describe a personal experience in sequential order, and offer an opinion about an idea with at least two to three supporting details [Note to Teacher: Be mindful of different communication styles.] * express and explain opinions, and respond to questions of others * sustain focused one-to-one conversations and actively contribute to small- and large-group interaction * demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal oral presentations with sensitivity and respect, considering audience and purpose * use complex sentences that begin to incorporate rich vocabulary and transition words to connect phrases * respond to and give directions that are multi-step | Indicators:   * demonstrate effective active listening habits (skills) in keeping with the student’s cultural context * ask and respond to questions to seek clarification of others’ ideas to consolidate information * describe a personal experience in sequential order, and offer an opinion about a topic with at least three supporting details [Note to Teacher: Be mindful of different communication styles.] * express and explain opinions, and respond to questions and reactions of others * use intonation, expression, and tone in small- and whole-group interactions that contribute to conversation * demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal and formal oral presentations with sensitivity and respect, considering audience and purpose * use complex sentences that incorporate rich vocabulary and transition words to connect phrases * respond to and give directions that are multi-step with increased complexity |
| **Listening and Speaking** Outcome 2: Students will interact with sensitivity and respect, considering audience, purpose, and situation. (CZ, COM, CI, CT, TF, PCD) | | | |
| Indicators:   * begin to develop an awareness of social conventions (turn-taking, politeness, when to speak, and when to listen) in group work and co-operative play, in multiple cultural contexts * begin to use expression and appropriate volume to communicate ideas and feelings * begin to develop an awareness of respectful and non-hurtful vocabulary choices * begin to demonstrate that different kinds of language are appropriate to different situations, dependent upon audience and purpose | Indicators:   * demonstrate a growing awareness of social conventions (turn-taking, politeness, when to speak, and when to listen) in group work and co-operative play, in multiple cultural contexts * begin to use expression and tone to communicate ideas and feelings in small- and whole-group situations considering purpose and audience * demonstrate a growing awareness of respectful and non-hurtful vocabulary choices * begin to use different kinds of language as appropriate to different situations, dependent upon audience and purpose | Indicators:   * use social conventions, in a range of conversations and co-operative play situations, (turn taking, politeness, when to speak, and when to listen) in multiple cultural contexts * use intonation, expression, and tone to communicate ideas and feelings in small- and whole-group situations * recognize and apply respectful and non-hurtful vocabulary, and begin to make vocabulary choices that affirm sensitivity to the personal ideas and experiences of others * use different kinds of language dependent upon audience and purpose | Indicators:   * use social conventions (turn-taking, politeness, when to speak, and when to listen) in a range of conversations and co-operative play situations, in multiple cultural contexts * choose when and where to use intonation, tone, and expression to communicate ideas and feelings in selected small- and whole-group situations * use thoughtful, respectful, and non-hurtful vocabulary, considering audience and purpose, and begin to make vocabulary choices that affirm sensitivity to the personal ideas and experiences of others * use different kinds of language as appropriate to audience and purpose * use established courtesies and conventions of conversation in group work and co-operative play situations with consideration for audience and purpose |
| **Reading and Viewing** Outcome 3: Students will demonstrate a variety of ways to comprehend and select from a range of culturally relevant texts. (CZ, COM, CI, CT, TF, PCD) | | | |
| Indicators:  Strategic Processing   * understand beginning concepts about print * begin to search using meaning (picture and background knowledge), structure/syntax, and visual information (sometimes uses beginning consonants, ending consonants, or known word parts to word solve) * begin to monitor and self-correct using meaning, structure, and/or visual information * begin to read with increasing stamina * identify punctuation and describe its use * read simple patterned texts and non-patterned texts, within levels C–D   View with Understanding (Print and Digital Text)   * use picture cues to support understanding * talk about a narrative in terms of what happens in the beginning, middle, and end * talk about information in a non-fiction text * talk about a character’s personality in a fiction text * make predictions about what a text might be about or what might happen next * make personal connections to understand a text * discuss similarities and differences between texts written by the same author or on the same topic * begin to visualize, to support comprehension, using a variety of culturally relevant texts   Selecting (Print and Digital Texts)   * talk about why particular texts are interesting * talk about learning from reading based on pictures and print * select just-right\*\* texts with assistance and beginning independence * reread a familiar text to practice reading smoothly and with expressions * imitate the fluent reading of a short, familiar passage of a text   **\*\*being mindful of interests, background knowledge, and level**  Fluency (Accuracy/Automaticity/Prosody [Rhythm and Intonation])   * begin to show an awareness of what fluency sounds like | Indicators:  Strategic Processing   * expand understanding of beginning concepts about print * use finger pointing when reading * identify a growing number of high-frequency words * use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct * predict on the basis of what makes sense, what sounds right, and what looks right * monitor and self-correct more consistently, considering if it makes sense, sounds right, and looks right * read independently with increasing stamina * use beginning consonants, ending consonants, or known word parts to word solve * begin to use punctuation to appropriately guide reading with pauses and appropriate inflection * use some text features (e.g., Table of Contents to predict and locate information in a text) * read texts with understanding, within levels H–I   View with Understanding (Print and Digital Text)   * use picture cues to support understanding * retell a simple narrative, making reference to vocabulary such as characters, problem, and solution * identify the major points in a non-fiction text * talk about a character’s personality in a fiction text * make predictions about what a text might be about or what might happen next * make personal connections to better understand a text * discuss similarities and differences between texts written by the same author or on the same topic * visualize, to support comprehension, a variety of culturally relevant texts * begin to question culturally relevant texts * follow simple written directions   Selecting (Print and Digital Texts)   * talk about why particular texts are interesting to them * talk about information in texts based on print and pictures * select just-right\*\* texts with assistance and beginning independence * talk about one or more favourite authors * talk about texts with reference to titles, authors, and/or illustrators * identify whether a text is a poem, poster, letter, story, or information text   **\*\*being mindful of interests, background knowledge, and level**  Fluency (Accuracy/Automaticity/Prosody [Rhythm and Intonation])   * begin to use punctuation to guide intonation and expression, change the tone, and emphasis for bold print | Indicators:  Strategic Processing   * make minimal use of finger pointing when reading * use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct * monitor and self-correct with consistency * read independently with increasing stamina * use a variety of word-solving strategies * use punctuation to appropriately guide reading with pauses, appropriate inflection of what makes sense, looks right, and sounds right * use a variety of text features to locate information (table of contents, index) * predict on the basis of what makes sense, looks right, and sounds right * read texts with understanding, within levels K–M through a variety of genres   View with Understanding (Print and Digital Text)   * use picture cues to support understanding * retell a narrative, making reference to vocabulary, such as characters, problem, and solution * explain understanding of fiction, non-fiction, and poetry texts orally * talk about texts with reference to titles, authors, and illustrators * demonstrate understanding within and beyond the text * visualize, to support comprehension, with a variety of culturally relevant texts * begin to infer meaning within and beyond a variety of culturally relevant texts * begin to discuss how prior knowledge supports comprehension of culturally relevant text * talk about how using comprehension strategies enhanced their understanding * demonstrate literal comprehension about and within culturally relevant texts * begin to apply a variety of comprehension strategies to synthesize meaning of texts * use before-, during-, and after-reading strategies with culturally relevant texts   Selecting (Print and Digital Texts)   * talk about why particular texts are interesting to them * talk about what makes a text just right\*\* for them * select just-right\*\* texts with assistance, with growing independence * talk about one or more favourite authors * describe how a non-fiction text is usually illustrated (photographs) versus a fiction text (drawings)   **\*\* being mindful of interests, background knowledge, and level**  Fluency (Accuracy/Automaticity/Prosody [Rhythm and Intonation])   * use punctuation marks to guide intonation and expression * begin to change the rate of reading, depending on the mood of the text | Indicators:  Strategic Processing   * use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct) * monitor and self-correct quickly, confidently, and independently with automaticity * read independently with stamina * apply a variety of word-solving strategies * use punctuation to appropriately guide reading such as pausing, and use of inflection to support comprehension and fluency * use text features to gather information and support comprehension (captions, diagrams, maps) * read texts with understanding, at level P or beyond, through a variety of genres   View with Understanding (Print and Digital Text)   * use picture cues to support understanding * retell a narrative, making reference to vocabulary, such as characters, problem, solution * explain orally and/or in writing their understanding of and reactions to fiction, non-fiction, and poetry texts they are reading * demonstrate comprehension—thinking within, thinking about, and thinking beyond the text * visualize, to support comprehension, with a variety of culturally relevant texts * infer meaning within and beyond a variety of texts * discuss how prior knowledge supports comprehension of culturally relevant text * talk about how using comprehension strategies enhanced their understanding * use before-, during-, and after-reading strategies   Selecting (Print and Digital Texts)   * recognize growing range of genres—narrative (realistic fiction, adventure, mysteries, etc.), non-fiction (information text, biography, procedural text), and poetry * talk about what makes a text just right\*\* for them * select just-right\*\* texts for independent reading * explain how a non-fiction text is usually illustrated (photographs) versus a fiction text (drawings)   **\*\*being mindful of interests, background knowledge, and level**  Fluency (Accuracy/Automaticity/Prosody [Rhythm and Intonation])   * uses punctuation marks effectively to convey meaning * change the rate of reading depending on the mood of the text * chunk words into phrases to sound like talking * change expression for dialogue when signalled by words such as “screamed,” “whispered,” and “murmured.” |
| **Reading and Viewing** Outcome 4: Students will select, interpret, and combine information in multiple cultural contexts. (CZ, COM, CI, CT, TF, PCD) | | | |
| Indicators:   * identify print and digital texts that are fiction and those that are non-fiction * find information in simple print and digital texts * ask questions about topics of interest | Indicators:   * identify print and digital texts that are fiction and those that are non-fiction * ask questions about topics they are interested in * gather information from non-fiction print and digital texts and/or other sources * talk about information they have found in print and digital texts about a topic | Indicators:   * formulate questions to guide their research * use a table of contents and index (print) and navigation menus (digital) to locate information * begin to determine important information in a text * discuss how they researched and found answers to their questions | Indicators:   * formulate questions to guide their research * use a table of contents and index (print) and navigation menus (digital) to locate information * generate higher-level thinking questions (“in the head” versus “in the text”) * use key words in a search engine to locate information electronically * discuss how they researched and found answers to their questions |
| **Reading and Viewing** Outcome 5: Students will respond personally and critically to a range of diverse texts. (CZ, COM, CI, CT, TF, PCD) | | | |
| Indicators:   * choose a face from a selection of faces (e.g., happy, sad, neutral) to represent feelings about a print and/or digital text * draw pictures (or pictures with labels and/or text) about personal reactions * talk about a personal reaction to a print and/or digital text (e.g., favourite part, character) * back up an opinion with prior knowledge and/or experiences * begin to ask questions of text * talk about print and/or digital texts written by the same author * talk about print and/or digital text written about the same topic * begin to develop an understanding and respect for diversity * discuss what they are wondering about and questions they have of texts * begin to recognize different points of view | Indicators:   * discuss personal reaction to a print and/or digital text (e.g., favourite part, character) * talk about print and/or digital texts written about the same topic * begin to ask questions of text * talk about print and/or digital texts written by the same author or illustrated by the same illustrator * identify and use some text features of fiction and non-fiction texts that support comprehension * begin to develop an understanding and respect for diversity * back up opinions with prior knowledge and/or experiences * begin to recognize different points of view | Indicators:   * make meaningful personal connections that enhance comprehension * share connections orally * share opinions about the print and/or digital text orally * ask questions of texts and make connections between the text and their world * recognize different points of view of the author of print and/or digital text * identify and use text features of fiction and non-fiction texts that support comprehension * begin to develop an understanding and respect for diversity * recognize different points of view | Indicators:   * make meaningful personal connections that enhance comprehension * share connections orally and/or in writing * share opinions about the print and/or digital text and give reasons for those opinions in a variety of contexts * ask critical-thinking questions such as, who/what group is included/considered/represented in this text? * identify the point of view of the author of print and/or digital text * identify and use text features of fiction and non-fiction texts that support comprehension * give opinions about information in or message of a print and/or digital text based on a personal point of view * identify examples of stereotyping, bias, or prejudice * recognize different points of view |
| **Reading and Viewing** Outcome 6: Students will convey meaning by creating print and digital texts, collaboratively and independently, using personal experiences, feelings, and imagination. (CZ, COM, CI, CT, TF, PCD) | | | |
| Indicators:   * understand that print carries a messages * play with words and sounds to express an idea * begin to label some drawings to explain some ideas/topics * begin to understand readers’/listeners’ comments to clarify meaning | Indicators:   * understand that writing and other forms of representing convey meaning * express ideas in complete thoughts * label drawings to explain ideas/topics * understand readers’/listeners’ comments to clarify meaning | Indicators:   * express ideas in complete thoughts using simple and compound sentences * label drawings to explain ideas/topics * understand and begin to use readers’/listeners’ comments to clarify meaning | Indicators:   * express ideas in complete thoughts using simple, compound, and complex sentences * label and define drawings to explain ideas/topics * understand and apply readers’/listeners’ comments to clarify meaning |
| **Writing and Other Ways of Representing** Outcome 7: Students will use writing and other forms of representing, including digital, to explore, clarify, and reflect on thoughts, feelings, experiences, and learnings. (CZ, COM, CI, CT, TF, PCD) | | | |
| Indicators:   * write, using drawings, a combination of letters with some sound associations, and known words to explain thinking, feelings, and ideas, to record experiences, record personal opinions, inform, and communicate information * talk about writing and/or reading the text written * begin to talk about word choice for specific reasons * create and record questions in both print and/or digital format | Indicators:   * write, using drawings, a combination of letters with some sound associations, and known words, a variety of poetry, fiction, and non-fiction texts to explain thinking, feelings, and ideas; record experiences  (e.g., recounts) and personal opinions in both print and/or digital format; and to inform and communicate information * begin to explain the purpose for the writing * begin to make decisions about word choice for specific reasons—concrete nouns, precise verbs, description, etc. * create print and digital texts (draw or write) with a beginning, middle, and end | Indicators:   * write a variety of poetry, fiction, and non-fiction texts * explain the purpose for writing * make decisions about word choice for specific reasons—concrete nouns, accurate verbs, description, etc. * create and record questions, both in print and/or digital format * write in both print and/or digital format an organized text with a beginning, middle, and end * begin to select appropriate print and/or digital graphic organizers from several options * recognize differing points of view in own writing and the writing of others | Indicators:   * write a variety of poetry, fiction, and non-fiction texts * explain the purpose for writing * write with attention to descriptive detail and word choice (e.g., about a character)—concrete nouns, adjectives, adverbs, precise verbs, description, etc. * create and record questions, both in print and/or digital format * write an organized text with a beginning, middle, and end; write an effective lead, write a descriptive middle, write a satisfying conclusion * select appropriate print and digital graphic organizers from several options * begin to make their own print and digital graphic organizers to plan their writing |
| **Writing and Other Ways of Representing** Outcome 8: Students will create text, including digital, collaboratively and independently, using a variety of forms for a range of audiences and purposes. (CZ, COM, CI, CT, TF, PCD) | | | |
| Indicators:   * identify audiences for some of their writing * explain the reason for the writing (e.g., to remember an important event, to explain what happened, to thank a guest speaker, to share an idea with a classmate) * work with a partner, in small groups, and independently to create writing (e.g., lists, notes, stories, poems) * begin to use role plays to convey meaning (other ways of representing) | Indicators:   * identify different forms of print and digital writing that are appropriate to specific purposes and audiences * identify print and digital information that is relevant and purposeful for an intended audience * work with a partner, in small groups and independently, to create writing in both print and digital format * use role plays to convey and enhance meaning (other ways of representing) | Indicators:   * begin to choose forms of writing that are appropriate to specific purposes and audiences * begin to include information that is relevant and purposeful for an intended audience * work with a partner, in small groups, and independently, to create writing * use role plays to convey, enhance, and enrich meaning (other ways of representing) | Indicators:   * choose forms of writing that are appropriate to specific purposes and audiences (e.g., narrative, expository, descriptive, and persuasive) * include information that is relevant and purposeful for an intended audience * work with a partner, in small groups, and independently to create writing * use role plays to convey, enhance, and enrich meaning (other ways of representing) |
| **Writing and Other Ways of Representing** Outcome 9: Students will use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness. (CZ, COM, CI, CT, TF) | | | |
| Indicators:  Writing Processes   * prewriting * talk about the ideas they plan to write about * begin to draw pictures to help develop ideas for writing * drafting * develop some complete thoughts through drawing, using letter-like forms, random letters, sound-symbol matching, and some words * write left to right and top to bottom most of the time * begin to use some conventional spacing * begin to reread their writing to monitor meaning and message * revision * add details to a picture * add labels to a picture * editing * observe and develop an awareness of a teacher-modelled editing process * proofreading * talk with teacher about scribbles/drawing and/or writing * publishing/information sharing * share and publish student-selected pieces of writing | Indicators:  Writing Processes   * prewriting * talk about the ideas they plan to write about * draw pictures to help develop ideas for writing * begin to use simple graphic organizers (such as the five-finger plan) * drafting * write some complete thoughts * match text to their drawings * write from left to right and from top to bottom consistently * use some conventional spacing * reread their writing to monitor meaning and message * revision * recognize where they can make changes to writing to clarify meaning * editing * use environmental print to check some high-frequency words * begin to add a few grade-level conventions * proofreading * reread with a partner and/or teacher * publishing / information sharing * publish student-selected final pieces of writing that demonstrate grade-level traits and conventions | Indicators:  Writing Processes   * prewriting * talk about the ideas they plan to write about * draw pictures to develop ideas for writing * choose and use simple graphic organizers, such as the five-finger plan, web, list, five Ws * drafting * understand that writing is connected to prewriting * write on a single topic * begin to choose forms of writing that are appropriate to specific purposes and audiences (i.e., narrative, expository, descriptive, and persuasive) * begin to include information that is relevant and purposeful for an intended audience * reread my writing to monitor meaning and message * revision * make changes to writing to clarify meaning through strategies, such as inserting a word, using a caret, crossing out a word, and adding details * editing * use the word wall to check high-frequency words * begin to use simple self-editing checklists to edit for conventions * proofreading * begin to use simple proofreading checklist * make final corrections against edited draft * publishing / information sharing * publish student-selected final pieces of writing that demonstrate grade-level traits and conventions | Indicators:  Writing Processes   * prewriting * talk about the ideas they plan to write about * draw pictures to develop ideas for writing * choose, use, and create simple graphic organizers (such as the five-finger plan, story map, web, list, five Ws, and graphic organizers for specific forms of writing.) * create jot notes for research writing * drafting * recognize that writing is reflective of prewriting * write on a single topic, with a beginning, middle, and end; some elaboration and organization * reread their writing to monitor meaning and message * revision * make changes to writing to clarify meaning through strategies, such as crossing out words, inserting words using a caret, adding details, and replacing overused words (e.g., said, good, like) * begin to use a thesaurus * editing * use the word wall and personal spelling references to check high-frequency words * use self-editing checklists to edit for grade-level conventions * proofreading * use a co-created anchor chart of proofreading strategies * conduct a final reread of their draft before publishing * publishing / information sharing * publish student-selected final pieces of writing that demonstrate grade-level traits and conventions |
| Writing Traits   * ideas * begin to develop a topic * begin to tell a story related to a topic (storytelling, drawing, and/or writing) * organization * recognize a sense of flow (beginning, middle, and end) in writing * understand that print and illustrations go together * language use (sentence fluency, word choice, voice) * create a thought with a beginning and end * begin to experiment with a variety of words * recognize voice through shared reading/read-aloud * begin to use personal expression through storytelling, drawing, and/or writing * begin to experiment with a connection to audience through storytelling, drawing, and/or writing * writing conventions * begin to write from left to right and from top to bottom * begin to use spacing between words | Writing Traits   * ideas * write several sentences on an identifiable topic, begin to elaborate on the topic * organization * experiment with a sense of flow, create a “how-to list.” * language use (sentence fluency, word choice, voice) * show some variety in sentence beginnings * continue to experiment with a variety of words * experiment with using attribute words—colour, size, shape, texture * experiment with using multi-sensory words (hearing, smell) * begin to use comparison words to distinguish one thing from another—size, shape, texture * use expressive language through storytelling, drawing, and/or writing * recognize voice across a growing range of texts * experiment through writing a growing connection to audience * writing conventions * write from left to right and from top to bottom * use spacing between words * begin to use capitals at the beginning of sentences and capital “I” * begin to write simple sentences as one complete thought | Writing Traits   * ideas * write several sentences on a single, identifiable topic * elaborate on a topic * organization * experiment with leads * experiment with sequencing (first, next, then, finally) * language use (sentence fluency, word choice, voice) * use varied sentence beginnings * use simple sentences * begin to use transitional words and phrases * experiment with compound sentences (using “and” or “but”) * use concrete nouns and avoid words like “stuff” or “things” * use accurate verbs * use attribute words—colour, size, shape, texture * use multi-sensory words—hearing, smell * use comparison words that compare one thing to another—size, shape, texture * recognize voice through a broad range of texts * begin to demonstrate a unique voice in writing * demonstrate through writing a growing connection to audience * writing conventions * use lower-case letters within words * use capitals for proper nouns (names or places and days/months) with guidance * begin to use commas in a date and series * begin to use periods and capitals correctly * use compound sentences (two simple sentences combined with a comma and conjunction) * demonstrate an awareness of when to use quotation marks | Writing Traits   * ideas * write about specific topics with elaboration * begin to experiment with dialogue * organization * experiment with a sense of flow throughout a piece, experimenting with leads, using sequencing (first, next, then, finally) when appropriate for the text * develop a sense of flow throughout a piece of writing * experiment with effective leads * experiment with transitional words (in the morning, later that day, etc.) * experiment with conclusions * language use (sentence fluency, word choice, voice) * use a variety of sentence beginnings (including people’s names) * use transitional words and phrases * use a variety of simple and compound sentences * use concrete nouns * use precise verbs * use multi-sensory details * use comparison words * begin to demonstrate a unique, energetic voice in writing * recognize voice through a comprehensive range of texts * demonstrate through writing a connection to audience * writing conventions * use proper page margins * use lower-case letters within words * use capitals for proper nouns (names or places and days/months) * use a comma in a date and series * edit for end punctuation and capitals |
|  |  |  | * use compound sentences (two simple sentences combined with a comma and conjunction) * begin to use apostrophes for singular possessives and contractions * begin to use quotation marks (simple quote) * begin to use new paragraphs when starting a new idea/topic * use verb tense correctly |
| Word Study (Word Work)   * rhyming * generate rhyming words with a beginning sound prompt * segmenting * segment the sounds in a word with three sounds (CVC) * isolating * tell which word does not end with the same sound, with three spoken words * deleting * delete ending sounds from words * blending * blend three sounds to make a word * substituting * add sounds to the beginning and ending of words, use the names of letters to spell words, begin to use letters to represent sound, demonstrate an awareness of letter-sound relationship (most) | Word Study (Word Work)   * rhyming * recognize and generate spoken words that rhyme * segmenting * segment the sounds in a word with three to four sounds * isolating * identify the beginning, middle, and ending sounds in words * deleting * delete beginning or ending sounds from words * blending * blend an increasing number of sounds to make a word (three to four or more) * substituting * use an increasing number of letters to represent sound | Word Study (Word Work)   * use meaning, syntax patterns, and sound cues to spell words * spell many high-frequency words conventionally * use a range of spelling strategies * use a variety of strategies to edit for spelling * demonstrate increasing knowledge of spelling patterns, including long vowel patterns (ai, ay, oa, ou, ee, ea) * chunk words into syllables * begin to use an appropriate short vowel in each syllable of a word * begin to use apostrophes for contractions * begin to use plurals and past tense * sequence letters when spelling words * use an increasing numbers of accurately spelled words * apply a wider range of spelling strategies resulting in more conventional or close to conventional spellings | Word Study (Word Work)   * demonstrate an increasing knowledge of spelling patterns and use patterns from simple words to spell more complex multi-syllabic words * use increasing numbers of accurately spelled high-frequency words * use meaning and syntax patterns as well as sound cues to spell words * use a range of spelling strategies with independence * begin to use other vowel combinations (au, aw, ui, oo, oy, oi, ow) * begin to spell the r-controlled vowels (ir, er, or, ur, ar) with more consistency * use apostrophes for contractions * begin to use possessives * begin to consider meanings of homophones * begin to use double consonants when necessary * use plurals and past tense consistently * spell many words conventionally |