

Phonemic Awareness

Kindergarten: A2.3; Grade 1: B2.1

Phonological awareness refers to the ability to reflect on the sound structure of spoken language. *Phonemic awareness* is a subcomponent of phonological awareness. It refers to the ability to identify and manipulate the smallest unit of sound in spoken words, called a *phoneme*. When students begin to identify, notice, segment, blend, and manipulate individual

sounds or phonemes in words, they are developing and consolidating their phonemic awareness. Teaching these skills occurs largely in the context of teaching the decoding and spelling of written words.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: isolating phonemes	Isolating the phonemes they hear in words – an important skill to support segmentation				
Looks like...	<ul style="list-style-type: none"> identifying phonemes orally in spoken words (e.g., prompt: "What is the first sound in the word <i>sun</i>?"), first with continuous sounds, and then with stop sounds identifying phonemes in different positions in a word, first with initial phonemes, then with final, and then with medial, with prompting noticing and describing the oral-motor movements used to produce a sound when helpful, including placement, manner, and voicing (e.g., lips popping with a quiet voice box for /p/ or tongue tapping the back of the teeth with a noisy voice box for /d/) 				
Knowledge and skills: blending phonemes	Orally blending phonemes to form spoken words, starting with blending two to three phonemes into a word (with a simple syllable structure) and progressing to more complex structures (Note: C stands for <i>consonant</i> ; V stands for <i>vowel</i> .)	Orally blending phonemes to form spoken words, beginning with two phonemes and progressing to words with up to five sounds with teacher support			

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Looks like...	<ul style="list-style-type: none"> orally blending phonemes in VC/CV, CVC, and CCVC/CVCC words (e.g., prompt: "To blend the sounds /o/ /n/ → I say them quickly, to say <i>on</i>"; "To blend the sounds /s/ /n/ /o/, I say them quickly → <i>snow</i>."), starting with continuous sounds, and then progressing to stop sounds 	<ul style="list-style-type: none"> orally blending phonemes in words containing up to five phonemes (e.g., teacher says /sh/ /o/ /p/, student responds <i>shop</i>; /s/ /p/ /l/ /i/ /t/ → <i>split</i>) 			
Knowledge and skills: segmenting phonemes	Segmenting spoken words into phonemes, starting with simple structures with two phonemes and progressing to more complex structures with more phonemes	Segmenting spoken words with structures that have more than two phonemes (Note: C stands for <i>consonant</i> ; V stands for <i>vowel</i> .)			
Looks like...	<ul style="list-style-type: none"> segmenting CV/VC and CVC words, starting with continuous sounds, and then progressing to stop sounds 	<ul style="list-style-type: none"> segmenting the sounds of spoken words containing up to five phonemes <ul style="list-style-type: none"> segmenting CVC and CCVC/CVCC words (e.g., prompt: "To segment the word <i>wish</i>, say each sound like this: /w/ /i/ /sh/"), starting with continuous sounds, and then progressing to stop sounds splitting a multisyllabic word into its syllables and then segmenting each phoneme in each syllable 			

Alphabetic Knowledge

Kindergarten: A2.1, A2.2; Grade 1: B2.2

Alphabetic knowledge refers to knowing the letters by name and understanding alphabetic order.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: letter recognition	Naming and forming upper- and lowercase letters both in and out of order	Naming and forming upper- and lowercase letters both in and out of order, and demonstrating knowledge of alphabetic order			
Looks like...	<ul style="list-style-type: none"> naming upper- and lowercase letters both in and out of order, with increasing automaticity beginning to print upper- and lowercase letters with appropriate formation patterns 	<ul style="list-style-type: none"> naming upper- and lowercase letters both in and out of order, with automaticity recognizing and naming upper- and lowercase letters in various fonts printing upper- and lowercase letters with appropriate formation patterns, size, orientation, placement, and spacing 			

Phonics: Grapheme-Phoneme Correspondence

Kindergarten: A2.4; Grade 1: B2.3

Grapheme-phoneme correspondence (GPC) refers to the association between a grapheme (a letter or cluster of letters) and its corresponding phoneme, and vice versa. It may also be called *letter-sound correspondence*. Understanding this relationship enables students to read by relating graphemes to phonemes and blending phonemes together to sound

out words, and to spell by breaking words into phonemes and representing each phoneme with a corresponding grapheme, with automaticity. Learning these skills occurs largely in the context of learning about decoding and spelling of written words.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: grapheme-phoneme correspondence	Understanding the relationship between simple and high-frequency graphemes (letters or combinations of letters) and the phonemes (units of sound) they represent	Understanding the relationship between simple, high-frequency, and complex graphemes (letters or combinations of letters) and the phonemes (units of sound) they represent (Note: e in "VCe" below represents the silent e at the end of a word.)			
	<ul style="list-style-type: none"> producing the most common grapheme for each consonant sound, and the most common phoneme for each consonant grapheme, including: <ul style="list-style-type: none"> single consonants <s> as in sat, has <ch> <ck> <sh> <th> as in thick <wh> producing the most common grapheme for each short vowel sound and the most common phoneme for each vowel grapheme: <ul style="list-style-type: none"> short vowels: /a/, /i/, /o/, /u/, /e/ 	<ul style="list-style-type: none"> applying previously learned GPC concepts identifying: <ul style="list-style-type: none"> <-all>, <-oll>, <-ull> consonant patterns: <ph>, <nk>, soft <c> and soft <g> variation VCe patterns VCe exceptions long vowel sounds in VCC words: <-ild>, <-old>, <-ind>, <-olt>, <-ost> long vowel <y> = /ī/; <i> = /ī/; <e> = /ē/ <-le> words (e.g., <i>bundle</i>) r-controlled vowels long vowel teams: <ai>, <ay> = /ā/; <ee>, <ea>, <ey> = /ē/; <oa>, <ow>, <oe> = /ō/; <ie>, <igh> = /ī/; <oo>, <u> = /oo/; <oo> = /ū/; <ew>, <ui>, <ue> = /ū/ <au>, <aw>, <augh> = /o/ <ea> = /ē/, /ā/, /e/ <air>, <are>, <ear> = /air/ diphthongs: <oi>, <oy> = /oi/; <ou>, <ow> = /ow/ silent letters: <kn> = /n/; <wr> = /r/; <mb> = /m/ 			

Word-Level Reading and Spelling: Applying Phonics, Orthographic, and Morphological Knowledge

Kindergarten: A1.3, A2.5; Grade 1: B2.4, B2.5, B2.6; Grades 2–3: B2.1, B2.2, B2.3; Grade 4: B2.1

The English writing system is based not only on sound but also on meaning. *Orthographic knowledge* refers to the understanding of the English spelling system and its patterns, including grapheme positions and combinations in a word. *Morphological knowledge* refers to the understanding of how morphemes can be used to form words. A morpheme

is the smallest unit of meaning within words, including prefixes, suffixes, and bases. All words are made up of one or more morphemes. Students apply their consolidated phonological awareness and phonics knowledge, as well as their developing orthographic and morphological knowledge, to read and spell words in isolation and in various text contexts.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: applying phonics knowledge in reading and spelling	Reading and spelling CV, VC, and CVC words made of phonics patterns they have learned	Reading and spelling CVC, CCVC, CVCC, CCVCC, and CVCe words made of phonics patterns they have learned	Consolidating phonics knowledge in word reading and spelling increasingly complex multisyllabic words, with developing automaticity	Applying word reading and spelling skills to complex multisyllabic words, with increasing automaticity	
Looks like...	<ul style="list-style-type: none"> applying grapheme-phoneme correspondences (see A2.4) to word reading and spelling: <ul style="list-style-type: none"> when reading a word, identifying the graphemes of the word, saying the corresponding phonemes, and blending them together when spelling a word, identifying the phonemes they hear in the word and representing each phoneme with a grapheme 	<ul style="list-style-type: none"> applying grapheme-phoneme correspondences (see B2.3) to word reading and spelling: <ul style="list-style-type: none"> when reading a word, identifying the graphemes of the word, saying the corresponding phonemes, and blending them together when spelling a word, identifying the phonemes they hear in the word and representing each phoneme with a grapheme identifying the vowels of a multisyllabic word, splitting the word into its syllables, blending each syllable, and then blending each word 	<ul style="list-style-type: none"> applying phonics to read the individual syllables of multisyllabic words adjusting for close approximations when reading words, such as by flexing vowel sounds, adjusting syllable stress and schwa (unstressed vowel sound), known as <i>set for variability</i> 	<ul style="list-style-type: none"> adjusting for close approximations when reading words such as by flexing vowel sounds, adjusting syllable stress and schwa (unstressed vowel sound), known as <i>set for variability</i> 	
Knowledge and skills: applying orthographic knowledge in reading and spelling	<ul style="list-style-type: none"> Developing an understanding that there are multiple ways to spell some phonemes and choosing between multiple graphemes to spell a phoneme Using the position of the grapheme or phoneme and their knowledge of position-based tendencies, as necessary, to support spelling and determine accurate pronunciation when reading <p>(Note: Instruction in grapheme-phoneme correspondence should focus on teaching students the “most common spelling” grapheme for that phoneme in that position to support students in making the correct choices when reading and spelling. Orthographic knowledge cannot be taught in isolation and needs to be practised and applied in word decoding and spelling.)</p>				

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Looks like...	<ul style="list-style-type: none"> reading and spelling words using phonemes and corresponding graphemes that have been explicitly taught 	<ul style="list-style-type: none"> reading and spelling words using phonemes and corresponding graphemes that have been explicitly taught beginning to use the most common spellings for phonemes with multiple graphemes. For example, for a /k/ sound at the end of a word after a short vowel, the most common spelling is <-ck> learning common endings in spelling patterns: <ul style="list-style-type: none"> long VCC (<-ild>, <-old>, <-ind>, <-olt>, <-ost>) long vowel <y>, <ī>, and <ē> consonant <-le> (e.g., <i>bundle</i>) learning spellings of graphemes related to the /k/ sound (<k> before <e>, <i>, <y>; <c> before all other letters; <ck> follows a short vowel at the end of one-syllable words) learning the most frequent spellings for some final consonant sounds directly after a short vowel: <ul style="list-style-type: none"> <-tch> = /ch/ <-dge> = /j/ the FLSZ spelling rule (i.e., <-ff>, <-ll>, <-ss>, <-zz>) learning the I J U V spelling rule (these letters do not generally end a word) and that words ending in /v/ will end in <e> learning plural <-s> vs. <-es> learning irregular plurals learning positional spellings: <ul style="list-style-type: none"> <ai> vs. <ay> <oi> vs. <oy> <ou> vs. <ow> learning suffix spelling changes: <ul style="list-style-type: none"> doubling rule for <-ed>, <-ing> doubling rule for <-er>, <-est> dropping <-e> rule <-y> to <i> rule 	<ul style="list-style-type: none"> reading and spelling words using phonemes and corresponding graphemes that have been explicitly taught using the most common spellings for phonemes with multiple graphemes. For example, for a long /o/ in the middle of a word, <o-e> is the most common spelling, followed by <oa> consolidating common ending spelling patterns and suffix spelling changes through systematic review becoming familiar with low-frequency spellings: <ul style="list-style-type: none"> <-ar>, <-or> = /er/ (e.g., <i>dollar</i>, <i>doctor</i>) <air>, <are>, <ear> = /air/ <ear> = /ear/ (e.g., <i>bear</i>) alternate long /ā/: <ei>, <ey>, <eigh>, <ea> alternate long /u/: <ew>, <eu>, <ue> = /yū/; <ou> = /ü/ (e.g., <i>soup</i>) <ough> = /aw/ signal vowels (<e>, <i>, <y>) for soft <c> and soft <g> <ch> = /sh/, /k/; <gn> = /n/; <gh> = /g/ 	<ul style="list-style-type: none"> consolidating the concepts learned in previous grades through systematic review using the most common spellings for phonemes with multiple graphemes. For example, for a long /ē/ in the middle of the word, <ee> is the most common spelling, followed by <ea> 	

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: applying morphological knowledge in reading and spelling	<ul style="list-style-type: none"> Understanding that words consist of bases that convey meaning and that can be modified with affixes (prefixes and suffixes) to change the meaning of the word. Adding prefixes and/or suffixes may have three other impacts on the resulting words: <ul style="list-style-type: none"> changing the word's function or role in a sentence (e.g., changing a verb to a noun); changing the word's pronunciation (e.g., medic vs. medicine); and/or uncommonly, changing the word's spelling (e.g., hop vs. hopping, divide vs. division) Developing the ability to segment words into recognizable morphemes and to apply their morphological knowledge to spell and read longer and more complex words 				
Looks like...	<ul style="list-style-type: none"> beginning to use suffixes, including: -s, -es, -ed, -ing recognizing that some suffixes can be pronounced in different ways (e.g., -s can be /s/ as in "cats" and /z/ as in "dogs") orally working with groups of words with the same base (e.g., play, playing, playdate) recognizing affixes in oral or written language recognizing compound words during oral activities 	<ul style="list-style-type: none"> using prefixes, including: un-, re-, in- (not), dis- using suffixes, including: -ing, -er/-or, -est, -ly applying suffixes with and without base changes, including three common suffixing patterns: doubling, e-drop, and changing y to i understanding the three sounds of -ed and applying them to spelling using compounding to join bases (e.g., for <i>book</i>, <i>note</i> + <i>book</i> = <i>notebook</i>, <i>book</i> + <i>shelf</i> = <i>bookshelf</i>), and affixing when appropriate 	<ul style="list-style-type: none"> using prefixes, including: pre-, de-, a- (schwa), co-, uni-, bi-, tri-, mis-, dis- using suffixes, including: -ion, -ure, -er, -or, -ist, -ish, -y, -ness, -less, -able/-ible, -ful understanding that derivational affixes not only change the meaning of the word, but also can change the part of speech recognizing that as affixes are added, pronunciation may shift adjusting syllable stress and schwa to produce the correct pronunciation exploring derivational word families while adding affixes to a learned base (e.g., changing a verb to a noun: <i>instruct</i> + <i>ion</i> = <i>instruction</i>) 	<ul style="list-style-type: none"> using prefixes, including: trans-, post-, inter-, intra-, over-, under-, sub-, non-, in-/im- (in/into), anti-, mid- using suffixes, including: -ic, -al/-ial, -ous, -ive using adverbs (e.g., recognizing and using suffixes to form adverbs that describe a specific manner, period of time, or order: -y, -ly, -ful, -less) recognizing and using bound bases understanding how words move across grammatical boundaries depending on their use and context (e.g., <i>The students enjoyed their success</i> (noun). → <i>The successful</i> (adjective) <i>student aced the test.</i> → <i>We are successful</i> (adjective). → <i>She successfully</i> (adverb) <i>climbed the mountain.</i>) using derivational families to support spelling words with a schwa sound (e.g., students can use <i>define</i> to choose a grapheme for the schwa in <i>definition</i>) 	<ul style="list-style-type: none"> using prefixes, including: fore-, super-, semi-, en-/em- using suffixes, including: -ant, -ent, -ate, -ism understanding how words move across grammatical boundaries depending on their use and context (e.g., <i>The students enjoyed their success</i> (noun). → <i>The student was successful</i> (adjective) <i>and passed the test.</i> → <i>We are successful</i> (adjective). → <i>She successfully</i> (adverb) <i>climbed the mountain.</i>) using derivational families to support spelling words with a schwa sound (e.g., students can use <i>define</i> to choose a grapheme for the schwa in <i>definition</i>)
Knowledge and skills: words with irregularities	<ul style="list-style-type: none"> Applying developing phonological, grapheme-phoneme correspondence, orthographic, and morphological knowledge to decode and spell words with irregularities Memorizing irregular grapheme-phoneme correspondences for instances where phonological, orthographic, and morphological information cannot be used through meaningful practice, multiple exposures to the word, and explicit instruction, instead of memorizing words as whole units 				
Looks like...	<ul style="list-style-type: none"> applying phonological, orthographic, and morphological knowledge to decode and encode the parts of irregular words that are regular learning the unexpected portions of these words to support word reading and spelling. For example, students could use orthographic knowledge to decode and encode the first and last sound of the word <i>what</i>, but they would memorize the vowel pattern. For example, in the word <i>put</i>, students use grapheme-phoneme correspondences to decode the <p> and <t> and memorize that the <u> has an unexpected pronunciation. 			<ul style="list-style-type: none"> applying phonological, orthographic, and morphological knowledge to decode and encode the parts of irregular words that are regular learning the unexpected portions of these words to support word reading and spelling. For example, students could use orthographic knowledge to decode and encode the first and last sound of the word <i>what</i>, but they would memorize the vowel pattern. For the word <i>should</i>, students could use grapheme-phoneme correspondence to spell the /sh/ and apply the <-ould> spelling pattern found in common words such as <i>could</i> and <i>would</i>. 	

Vocabulary

Kindergarten: A1.3; Grade 1: B2.7; Grades 2–3: B2.4; Grade 4: B2.2

The process of developing vocabulary involves acquiring new words and understanding their meanings when reading and listening and writing and speaking. In learning new words, students learn the meaning, usage, form, and relationship to other words, and build the breadth and depth of their vocabulary.

Some words have different meanings in different contexts. In learning words, students should link the meanings and features of the words, such as their semantic features. The semantic features identify similarities and differences between words, which helps link new words to students' existing word schemas.

Words have different roles and utilities in spoken and written language. *Tier 2* words 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 1 words are those that frequently occur in spoken language, while Tier 3 words are generally specific to a particular content area and have less broad utility for students.

Vocabulary is developed through both explicit instruction of words and implicit learning from working with oral language and written texts in various contexts.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: networks and features of words	Linking the meanings and features of new words, such as linking semantic features to their existing word schemas				
Looks like...	<ul style="list-style-type: none"> learning the meaning of new words and deepening understanding of somewhat familiar words by relating these to known words and concepts (knowledge networks) demonstrating an understanding of the meaning of words by sorting, categorizing, and classifying them based on semantic features linking new words to previously learned words based on their semantic features recognizing that certain words have multiple meanings, which may cross over various parts of speech or grammatical functions. For example, <i>I tripped on some rocks (noun). This movie rocks (verb).</i> using words flexibly, adding new meanings to previously learned words, enhancing the depth of their vocabulary 				

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>Looks like... (cont'd)</p>	<ul style="list-style-type: none"> • With teacher support and direct instruction, demonstrating an understanding of categories by being able to sort and resort pictures, objects, photographs, or written words into various categories and then sorting the items into subcategories (e.g., sorting pictures of foods and clothing into two different categories and then sorting each category further into food groups or clothing worn during different seasons) • demonstrating an understanding of antonyms that relate to everyday events and refer to attributes, position, location, size, age, and some simple concepts of time and quantity (e.g., on-off, hot-cold, winter-summer, day-night, large-small, full-empty, all-none, beginning-end) • with teacher support, demonstrating an increasing awareness and understanding of words with multiple meanings (e.g., a <i>bat</i> is an animal but also a tool for playing baseball) 	<ul style="list-style-type: none"> • demonstrating an understanding of categories by being able to sort and resort pictures, objects, photographs, or written words into various categories and then sorting the items into subcategories (e.g., sorting pictures of foods and clothing into two different categories and then sorting each category further into food groups or clothing worn during different seasons) • providing definitions, including a category and an example, for routine or content-based words that they have learned through explicit instruction (e.g., Happy is a feeling. <i>You feel happy when you see your friend.</i>) • demonstrating an understanding of antonyms that relate to everyday events and refer to attributes, position, location, size, age, time, and quantity (e.g., yesterday-tomorrow, first-last, cool-warm, add-subtract, above-beneath) • with teacher support, beginning to develop an understanding of synonyms • with teacher support, demonstrating an increasing understanding of words with multiple meanings (e.g., pop) and an understanding that different meanings may serve different functions in a sentence (e.g., <i>pop</i> can be a noun or a verb) • with teacher support, beginning to demonstrate an understanding that words can vary slightly in meaning and are used in specific situations (e.g., jog, sprint, run), and that words may be organized on a scale (e.g., freezing, cold, cool, tepid, warm, hot, scalding) 	<ul style="list-style-type: none"> • demonstrating an understanding of, and generating, a variety of synonyms and antonyms • shifting between the multiple meanings of words depending on context, with some support from the teacher • demonstrating an understanding that words can vary slightly in meaning (e.g., eat vs. devour) and increasing their ability to use words accurately in specific contexts (e.g., <i>I ate my pizza at lunch vs. I was so hungry at lunch that I devoured my pizza</i>) 	<ul style="list-style-type: none"> • building awareness and understanding that words can have a literal as well as a figurative meaning and using context to distinguish between the meanings (e.g., <i>My sister is a night owl.</i>) • shifting between the multiple meanings of words depending on context • distinguishing shades of meaning between cognitive verbs (e.g., know vs. believe vs. suspect) • demonstrating an understanding of puns 	<ul style="list-style-type: none"> • demonstrating an understanding that words can have a literal as well as a figurative meaning and using context to distinguish between the meanings (e.g., <i>My finger was cut by a sharp blade of grass.</i>) • shifting between the multiple meanings of words depending on context • recognizing, and continuing to acquire the meanings of, various metaphors, similes, idioms, and other figures of speech • explaining words with figurative meanings, such as metaphors • distinguishing between synonyms that have similar but not exactly the same meanings (e.g., say, speak, tell, state)

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: independent word-learning strategies	Developing strategies to determine the meaning of words in oral language and text				
Looks like...	<ul style="list-style-type: none"> learning the meaning of unfamiliar words through looking outside the word (i.e., using context, including examples, synonyms, and antonyms) and looking inside the word (i.e., using morphological and structural analysis) applying their developing morphological knowledge to support their understanding of the meaning of new words (e.g., take the sentence <i>Ted's backyard was too small, so he wanted to look for one that was more spacious</i>. Students can use the sentence context, as well as morphological information about the base space, to determine the meaning of the unknown word) 				
	<ul style="list-style-type: none"> beginning to build an awareness and self-monitoring of when they do not understand new spoken words and beginning to clarify the meanings, with teacher support 	<ul style="list-style-type: none"> demonstrating an awareness of when they do not understand new spoken words and clarifying the meanings (e.g., spontaneously state that they do not understand a word and ask for a definition) 	<ul style="list-style-type: none"> clarifying the meanings when they do not understand spoken or written words by accessing resources such as a dictionary, a thesaurus, or a glossary (printed or digital) 	<ul style="list-style-type: none"> independently seeking clarification of the meanings of unfamiliar words and phrases by accessing resources such as a dictionary, a thesaurus, or a glossary (printed or digital) 	
Knowledge and skills: Tier 2 words	Developing and integrating their understanding of Tier 2 words (those used in written language as well as in oral language) in the classroom across different content areas				
Looks like...	<ul style="list-style-type: none"> using Tier 2 words (e.g., analyze, compare) that have been explicitly taught in various subject areas (e.g., science, social studies) across multiple contexts using Tier 2 words when engaging in conversations, asking and answering questions, and using new vocabulary in different contexts 				
Knowledge and skills: applying morphological knowledge to vocabulary	Applying an understanding that words are composed of morphemes, which are units of meaning within a word, and using knowledge of morphemes to support learning of the meaning of words				
Looks like...	<ul style="list-style-type: none"> beginning to recognize and use their understanding of high-frequency morphemes (e.g., -s) to gain a deeper understanding of words (e.g., the word <i>dogs</i> means there is more than one dog because it ends in -s) 	<ul style="list-style-type: none"> beginning to recognize and use an understanding of high-frequency morphemes (e.g., re-, -ly) to figure out the meaning of unknown words they hear, with teacher support 	<ul style="list-style-type: none"> using morphological knowledge, as well as understanding of grammar and sentence structure, to infer the meanings of words 	<ul style="list-style-type: none"> using morphological knowledge, as well as understanding of grammar and sentence structure, to determine the meaning of unfamiliar content words (e.g., evaporate-evaporation-vapour) 	<ul style="list-style-type: none"> using morphological knowledge, as well as understanding of grammar and sentence structure, to determine the meaning of unfamiliar content words (e.g., evaporate-evaporation-vapour)

Reading Fluency: Accuracy, Rate, and Prosody

Kindergarten: A2.6; Grade 1: B2.8; Grades 2–3: B2.5; Grade 4: B2.3

Fluency is the ability to read text accurately, at an appropriate pace, with expression. It is the bridge between word recognition and comprehension. As decoding is automatized, students increase their ability to read texts fluently, freeing cognitive resources to focus on the meaning of the texts. First and foremost, reading fluency relies on accuracy. Students

must integrate subskills such as fluent word recognition to read words accurately, which, in turn, supports their reading of sentences and paragraphs with accuracy and fluency. Additionally, students should be able to read texts with appropriate pacing, and with expression and intonation that facilitate comprehension and convey meaning.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: accuracy, rate, and prosody	<ul style="list-style-type: none"> Integrating fluent word recognition to read words accurately and to support their reading of texts with accuracy and fluency Reading texts with appropriate pacing, with expression and intonation that facilitate comprehension and convey meaning 				
Looks like...	<ul style="list-style-type: none"> naming letters accurately and automatically identifying the sound for a grapheme with increasing accuracy and automaticity beginning to develop accurate word reading at the single-word level based on knowledge of grapheme-phoneme correspondences reading decodable text aloud with accuracy and beginning to develop automaticity 	<ul style="list-style-type: none"> identifying the sound for a grapheme accurately and automatically developing accurate and effortless word identification at the single-word level, based on learned grapheme-phoneme correspondences and learned irregular words recognizing high-frequency words effortlessly reading decodable text aloud with increasing automaticity and accuracy and with appropriate pacing to support comprehension 	<ul style="list-style-type: none"> reading a variety of texts with automaticity and accuracy and with appropriate pacing for the grade to support comprehension of grade-level texts recognizing irregular and high-frequency words using decoding strategies to work through new words and demonstrating automaticity when reading all other words recoding (rereading) words that were newly decoded to increase word reading fluency using knowledge of punctuation to pause appropriately at longer phrase boundaries and to read with intonation and expression 	<ul style="list-style-type: none"> reading a variety of texts with automaticity and accuracy and with appropriate pacing for the grade to support comprehension of grade-level texts using decoding strategies to work through new words and demonstrating automaticity when reading all other words recoding (rereading) words that were newly decoded to increase word reading fluency using knowledge of sentence structure to parse sentences and to pause appropriately when punctuation is not provided 	<ul style="list-style-type: none"> reading a variety of texts with automaticity and accuracy, with appropriate pacing for the grade, and using expression and intonation to support comprehension and in accordance with the purpose of reading using decoding strategies to work through new words and demonstrating automaticity when reading all other words recoding (rereading) words that were newly decoded to increase word reading fluency using knowledge of sentence structure to parse sentences and to pause appropriately when punctuation is not provided