Essential Skills for Readers in Grade One

Oral Language

Phonology
- See phonological awareness section

Syntax
- using complex sentences with various transition words to elaborate and clarify thoughts and ideas
- presenting the same information in different ways
- using a variety of pronouns

Morphology
- using root words with a prefix or suffix
- using, plurals, possessives, different verb tenses, conjunctions

Vocabulary
- See vocabulary section

Discourse
- telling a complete story
- sharing a detailed personal experience
- sharing personal thoughts on a topic
- generating a two- or three-step process in sequence with more detail

Pragmatics
- listening to infer meaning
- initiating and maintaining a one-to-one conversation with a variety of partners
- language used to gain information, to get things, to direct others
- how to share emotional and physical feelings and needs
- how to participate in partner, small- and whole-group discussion
- using language to indicate agreement or disagreement

Phonological Awareness

Syllable
- blending spoken syllables together to form 2 or 3 syllable words
- manipulating syllables in words with 3 or more syllables to make new words

Onset and Rime
- blending onsets and rimes
- manipulating and substituting onsets and rimes

Manipulating Phoneme of Words
- blending and segmenting phonemes
- deleting, adding, and substituting beginning and end sounds from words
- deleting and substituting medial sounds in words
- substituting the middle phoneme of a word

Phonics and Word Recognition

Alphabetic Knowledge
- using corresponding letter symbols and sounds (consonants, short vowels, long vowels, blends, digraphs)
- using letter symbol relationships to read words in connected text

Application of Alphabetic Knowledge
- blending new letter-sounds progressing from CV, VC, CVC, CVCC words to more complex words
- blending beginning, medial, final letter-sounds when reading words in connected text
- using short vowel sounds at the beginning and middle of words
- manipulating short vowel sounds within words
- blending consonant clusters at the beginning, end, and middle of a word
- using consonant and vowel digraphs
- beginning to recognize and use "r" controlled vowel sounds

Word Recognition
- identifying words and word parts
- reading high frequency words with automaticity (phonetically regular and irregular spellings); reading many words quickly and accurately

Vocabulary

Vocabulary Development
- new vocabulary
- new words that are linked to a specific genre or content area
- grade-appropriate vocabulary words by correct function and category
- synonyms for some vocabulary
- words to describe concepts: time markers, size, colour
- broad categories of words (e.g., food, animals, clothing)
- words based on similar functions, attributes, or locations
- using language from read alouds
- talking about reading using vocabulary from the text
- applying new vocabulary to reading and writing

Reading Fluency

Phrasing
- reading using meaningful phrases

Expression
- intonation based on the text and punctuation

Adjusting Pace
- maintaining momentum with accuracy
- adjusting for features and characteristics of fiction and non-fiction text
- slowing down to problem solve

Word and Phoneme Recognition
- high frequency words with automaticity in isolation and in continuous text
- phonograms (rime units, digraphs, blends, etc)

Comprehension

Engagement with Text
- selecting a variety of texts as sources of interest, enjoyment, and information
- selecting fiction and information texts with a variety of text features
- identifying and using text features
- selecting text representing a variety of genres
- selecting texts reflective of diverse experiences and perspectives to grow background knowledge
- growing background and vocabulary knowledge about concepts and topics

Word Recognition
- See Phonics and Word Recognition section

Print Concepts and Text Features
- attending to punctuation in text
- using text features to determine content, locate topics, and obtain information

Strategic Processing of Text
- using comprehension strategies to build and monitor understanding
- searching for and using information
- self-monitoring and self-correcting
- building knowledge and vocabulary related to a variety of concepts
- inferring the meaning of new vocabulary

Responding to Text
- making connections to new information
- integrating new information to support and build meaning
- questioning before, during, and after reading
- synthesizing information from a variety of sources to talk about a text
- selecting important information to retell a story
- summarizing a story
- discussing the author's intended message and craft with specific reference to the text
- critiquing a story by providing personal opinions based on examples from the text
- sharing ideas and opinions in discussions about texts
- discussing texts which present various perspectives and voices

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