

Oral Language

Oral Language is spoken language. It consists of phonology, syntax, morphology, vocabulary, discourse, and pragmatics. All are necessary to communicate and learn through spoken language.

Primary

By the end of Grade Primary, learners will have acquired skills in the following areas:

Phonology

- see phonological awareness section

Syntax

- speaking in complete sentences
- using correct word order
- using connecting words
- using descriptive words to expand sentences
- using pronouns

Morphology

- hearing and saying a root word with a prefix or suffix
- using plurals, possessives, different verb tenses, conjunctions

Vocabulary

- See vocabulary section

Discourse

- how to tell a story
- using detail when sharing experiences
- how to ask and respond to questions

Pragmatics

- adapting language for a range of purposes and audiences
- listening to infer meaning
- expressing thoughts and feelings
- responding to and giving simple directions or instructions

Rhyme

- generating rhyming words
- identifying when spoken words rhyme and when they do not rhyme

Grade One

By the end of Grade 1, learners will have acquired skills in the following areas:

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

Grade Two

By the end of Grade 2, learners will have acquired skills in the following areas:

Syntax

- using complex sentences that begin to
- incorporate rich vocabulary and transition words to connect phrases
- presenting information in different ways

Morphology

- prefix and suffix use to change word meaning
- plurals, possessives, verb tenses, conjunctions, compound words, contractions, irregular plurals, possessives, inflectional endings
- how to infer the meaning of new words by knowledge of word part

Vocabulary

- See vocabulary section

Discourse

- recounting stories and detailed personal experience
- expressing and explaining ideas/opinions using details or examples
- clarifying ideas and thoughts in response to the audience
- generating a two or three step process in sequence with more detail
- asking and responding to questions to seek clarification of others' ideas or to gather further information

Oral Language (continued)

Primary

Grade One

Grade Two

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

Pragmatics

- participating in partner, small- and whole-group discussion
- listening to infer meaning
- initiating, maintaining, and extending conversations in various groups of different sizes
- matching language and style to audience, situation, and purpose
- turn-taking as a speaker and listener in conversations
- sharing physical and emotional feelings and needs
- using language to indicate agreement or disagreement
- listening and responding to oral stories/read alouds
- following multi-step directions and giving directions with two or more steps

Phonological and phonemic awareness instruction supports word reading accuracy. Instruction beyond grade 1 focuses on phonics and word recognition and the transfer of these skills to continuous text.

Phonological Awareness

Phonological awareness is a broad skill that includes hearing and manipulating units of oral language such as word, rhyme, syllable, onset-rime, and phoneme.

Primary

By the end of Grade Primary, learners will have acquired skills in the following areas:

Syllable

- blending spoken syllables together to form 2 or 3 syllable words
- identifying syllables in a word
- manipulating syllables in a word
- substituting a syllable in a word

Onset and Rime

- blending onsets and rimes
- manipulating and substituting onsets and rimes

Phoneme

- identifying words with the same beginning and ending phonemes
- segmenting the sounds in a word with three sounds: CVC
- blending two or three phonemes to make a word
- deleting, adding, and substituting beginning and end sounds in words

Grade One

By the end of Grade 1, learners will have acquired skills in the following areas:

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

Grade Two

By the end of Grade 2, learners will have acquired skills in the following areas:

Phonics and Word Recognition

Phonics teaches what sounds correspond to which letters and letter-groups.

Primary

By the end of Grade Primary, learners will have acquired skills in the following areas:

Alphabetic Knowledge

- connecting most consonant sounds with the letters they represent
- connecting a short and long vowel sound with the letter it represents
- recognizing that all letters are either consonants or vowels
- recognizing the direct relationship between letters (consonants, vowels), letter combinations (blends, digraphs) and sounds

Application of Alphabetic Knowledge

- knowing and using letter-sound correspondences for consonants and vowels to decode VC, CVC words in isolation and in connected text
- blending consonants and vowels in isolation and in connected text
- blending more complex letter combinations and digraphs seen in familiar texts

Word Recognition

- Identifying words and word parts
- identifying high frequency words that may have irregular spellings

Grade One

By the end of Grade 1, learners will have acquired skills in the following areas:

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

Grade Two

By the end of Grade 2, learners will have acquired skills in the following areas:

Alphabetic Knowledge

- letter symbol and sound (consonants, short vowels, long vowels, blends, digraphs, diphthongs)
- letter symbol and sound relationships to read words in connected text
- consonant sounds represented by different letters, letter clusters
- vowel sounds represented by various letters and letter clusters

Application of Alphabetic Knowledge

- using consonant clusters that blend two or three sounds
- using consonant letters that represent two or more different sounds
- using various consonant clusters (blends, digraphs) letters or letter clusters
- using letter combinations that represent long vowel sounds, unique vowel sounds, two different vowel sounds
- using “r” controlled vowel sounds

Word Recognition

- identifying words and word parts
- reading high frequency words with automaticity (phonetically regular and irregular spellings)

Vocabulary

Vocabulary refers to words learners need to know to communicate effectively. Vocabulary includes the knowledge of word meanings and the context for using these words.

Primary

By the end of Grade Primary, learners will have acquired skills in the following areas:

Vocabulary Development

- using and understanding words that occur frequently in everyday conversations
- new words that are linked to a specific genre or content area
- vocabulary words by correct function and category
- synonyms for some vocabulary
- words to describe concepts: time markers, size, colour
- using new vocabulary to express thoughts
- broad categories of words (e.g., food, animals, clothing)
- words based on similar functions, attributes, or locations

Grade One

By the end of Grade 1, learners will have acquired skills in the following areas:

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

Grade Two

By the end of Grade 2, learners will have acquired skills in the following areas:

Vocabulary Development

- using new vocabulary flexibly
- using new words that are linked to a specific genre or content area
- defining grade-appropriate vocabulary words by correct function and category
- synonyms and antonyms
- how to group words by categories (e.g., functions, attributes, academic domain)
- using vocabulary from the text in discussions about their reading
- applying vocabulary to reading and writing

Reading Fluency

Reading fluency involves the application of alphabetic knowledge with fluency, accuracy, expression, and appropriate pacing.

Primary

By the end of Grade Primary, learners will have acquired skills in the following areas:

Phrasing

- grouping familiar 2 or 3 words into meaningful phrases

Expression

- changing voice to show feeling
- responding to punctuation

Adjusting Pace

- sustaining momentum through an entire text
- using bold print to adjust tone
- slowing down to attend to unknown words and punctuation

Word and Phoneme Recognition

- high frequency words with automaticity such as: I, a, am, at, is, my, the, and, he, she, like, come, look
- reading at least 10 words in isolation and in continuous text
- reading phonograms (rime units, digraphs, blends, etc) with speed and accuracy

Grade One

By the end of Grade 1, learners will have acquired skills in the following areas:

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)

Grade Two

By the end of Grade 2, learners will have acquired skills in the following areas:

Phrasing

- reading using meaningful phrases

Expression

- integrating prosody (pause, pitch, stress, volume, tempo, rhythm, intonation, expression) when reading
- using dialogue and punctuation to reflect the meaning

Adjusting Pace

- maintain momentum and accuracy when reading
- adjust rate and expression to suit the text
- when to slow down to problem solve

Word Recognition

- high frequency words with automaticity in isolation and in continuous text
- phonograms (rime units, digraphs, blends, etc.) with speed and accuracy

Comprehension

Comprehension is making meaning from text and encompasses all other components of reading development (Oral Language, Phonemic Awareness, Phonics, Vocabulary, Reading Fluency).

Primary

By the end of Grade Primary, learners will have acquired skills in the following areas:

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
- 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

- directionality
- one-to-one word matching
- distinguishing between letters, words, and sentences
- attending to punctuation

Strategic Processing of Text

- using comprehension strategies to build and monitor understanding
- searching for and using information
- self-monitoring and self-correcting
- knowing and using letter-sound correspondences to solve unknown words
- building knowledge and vocabulary related to a variety of concepts
- inferring the meaning of new vocabulary

Grade One

By the end of Grade 1, learners will have acquired skills in the following areas:

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

Grade Two

By the end of Grade 2, learners will have acquired skills in the following areas:

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
- 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 Features of Text

- attending to punctuation in text gathering and confirming information from title and illustrations
- 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 for comprehension across chapters, series and character dialogue
- building knowledge and vocabulary related to a variety of concepts
- inferring and confirming the meaning of new vocabulary
- applying word-based decoding skills with comprehension strategies

Comprehension (continued)

Primary

Responding to Text

- making connections to new information
- retelling the story visually and/or orally
- engaging in conversation about their understanding of a story
- summarizing a story
- giving personal opinions about a text
- asking questions about a text

Grade One

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

Grade Two

Responding to Text

- integrating new information to support and build meaning
- questioning before, during, and after reading
- synthesizing information from a variety of sources to discuss a text
- selecting important information to retell a story
- identifying and supporting a main idea of a story
- talking about the author's intended message with specific reference to the text
- critiquing a story by providing personal opinions based on examples from the story
- sharing ideas and opinions in discussions about text
- discussing texts from a variety of perspectives