Working with Words Continuum

Phonological and Phonemic Awareness			
Kindergarten	**Grade One**	**Grade Two**	**Grade Three**
• joins in with rhythmic poems and songs	• joins in with rhythmic poems and songs and repeats some from memory	If further support is needed in this area, consult the kindergarten and grade one developmental markers on this continuum and the teaching approaches suggested in the *Working With Words Guide.*	If further support is needed in this area, consult the kindergarten and grade one developmental markers on this continuum and the teaching approaches suggested in the *Working With Words Guide.*
• recognizes rhymes	• locates rhymes and generates rhymes for a range of rhyming patterns		
• generates rhymes orally			
• claps / chants / sings syllables in familiar names and objects	• claps / chants / sings syllables in words		
• orally segments some one-vowel words into onsets and rimes (e.g., *b-ake*)	• orally segments one-vowel words into onsets and rimes (e.g., *t-op*)		
• orally slows down speech to segment sentences into words (e.g., *I-can-see-my-house*): may be inconsistent	• orally slows down speech to segment sentences into words (e.g., *This-is-my-brother*)		
• orally stretches some words into phonemes (e.g., *d-o-g*)	• orally stretches words and breaks them into phonemes (*w-i-sh*)		
• orally blends some phonemes into words (e.g., *d-o-g=dog*)	• orally blends phonemes into words (e.g., *w-i-sh=wish*)		
	• manipulates phonemes to create new words (e.g., *king* to *bring* and *dot* to *dog*)		
	• recognizes phonemes in medial positions in words (e.g., knows that *man* and *cap* have the same medial sound)		

Letter Knowledge

Kindergarten	Grade One	Grade Two	Grade Three
Reading: • recognizes the letter that starts his/her first name	**Reading:** • recognizes familiar letters in a variety of contexts (e.g., Marlin points to the M in Monday on the calendar and notes that it starts the same way as his name)	If further support is needed in this area, consult the kindergarten and grade one developmental markers on this continuum and the teaching approaches suggested in the *Working With Words Guide.*	If further support is needed in this area, consult the kindergarten and grade one developmental markers on this continuum and the teaching approaches suggested in the *Working With Words Guide.*
• recognizes many uppercase letters (15–26)	• recognizes all uppercase letters		
• recognizes many lowercase letters (15–26)	• recognizes all lowercase letters		
Writing: • prints some letters, maybe in a mixture of upper-and lowercase letters	**Writing:** • prints all uppercase letters		
	• prints all lowercase letters		

High-Frequency Words

Kindergarten	Grade One	Grade Two	Grade Three
Reading: • recognizes his/her own name and some classmates' names	**Reading:** • recognizes all class members' names	**Reading:** • recognizes all class members' names and many names of other school personnel, e.g., the principal and other teachers' names	**Reading:** • recognizes all class members' names and the names of other school personnel, e.g., the principal, other teacher's names, other students' names
• recognizes some words around the classroom (on charts, poems and labels)	• recognizes many words on charts, poems and labels around the classroom	• recognizes words on a variety of charts and labels around the room and school	• recognizes words on a wide range of charts and labels around the class and school
• recognizes some high-frequency words	• recognizes the grade one high-frequency words	• recognizes a range of high-frequency words including those listed for kindergarten through grade two	• recalls a wide range of high-frequency words including those listed for kindergarten through grade three
Writing: • prints own name	**Writing:** • prints own name and the names of friends, family members and favourite things	**Writing:** • prints names of family, friends and other people and things in the classroom and community contexts	**Writing:** • prints and writes the names of family, friends and a wide variety of other people and things
• prints a few high-frequency words	• spells many of the high-frequency words on the grade one list and all the kindergarten high-frequency words	• spells all of the high-frequency words listed for kindergarten and grade one, and most of the grade two words	• spells all of the high-frequency words listed for kindergarten through grade two and most of the grade three words

Working with Words Continuum (continued)

Word Solving and Building

Kindergarten	Grade One	Grade Two	Grade Three
Reading: • associates sounds to some consonants especially beginning letters in words	**Reading:** • associates sounds to single consonants and some consonant clusters (e.g., *gr, st, bl, sh*)	**Reading:** • associates sounds to single consonants and many consonant clusters (e.g., *br, str, sl, ch*)	**Reading:** • uses letter sound cues (initial, medial and final) for solving unfamiliar words
	• associates sounds to most vowels within the context of words (e.g., "o" within *got*)	• associates sounds to most vowels (e.g., short, long and some of the less familiar ones such as oi/oy, ou, oo as in *look*)	• associates sounds to the less familiar vowel sounds and vowel clusters (e.g., au, ou, "e" in *new*)
	• reads some words with silent letters (may need support)	• reads words with silent letters (e.g., could and lamb)	• reads a range of words with silent letters (e.g., knock, ghost and thought)
• notices the same letter, or similar patterns in words (e.g., "It starts like my name" and "It's a bit like 'no' (go).")	• uses word pattern similarities to work out unfamiliar words when reading (e.g., recalls "ice" pattern to spell *nice*)	• uses word patterns to solve unfamiliar words (e.g., knows *rice* and works out *twice*)	• uses word patterns and meaning to work out unfamiliar words (e.g., knows *distance* and works out *distant*)
	• reads words with simple inflected endings (e.g., *play-ing, play-ed*): may need some support	• reads words with inflected endings	• reads an increasing range of words with inflected endings
	• reads words with r-controlled vowels (e.g., car, first, hard)	• reads words with r-controlled vowels	• reads words with r-controlled vowels
	• may notice that some words sound the same but have different meanings and spellings	• is aware that some words sound the same but have different meanings and spellings: homophones (e.g., *sail/sale*)	• reads homophones (words that sound the same but have different spellings and meanings) and is aware of the meaning of the word in context
	• is beginning to read common contractions	• reads common contractions (e.g., *I'm, can't, don't*)	• reads a range of contractions
	• reads some compound words	• reads many compound words	• reads a wide variety of compound words
	• reads some two- to three-syllable words	• reads two- to three-syllable words	• reads multisyllabic words (needs support at times)
Writing: • associates sounds to some consonants in writing attempts	**Writing:** • uses letter-sound associations for spellings	**Writing:** • uses consonant and consonant cluster letter-sound associations in spellings	**Writing:** • uses a wide range of letter-sound associations for spellings

Working with Words Continuum (continued)

Word Solving and Building (continued)

Kindergarten	Grade One	Grade Two	Grade Three
	• is using vowel sounds in spellings	• is refining knowledge of vowel sounds in spellings	• uses a variety of vowel sounds in spellings
	• is beginning to use some visual patterns for spellings	• uses some visual patterns for spellings	• uses an increasing variety of visual patterns for spellings
			• is starting to use meaning similarities to try new spellings (e.g., *invitation* must be linked to *invite*)
	• uses word-pattern knowledge in spelling (e.g., spells *hen* and *Ben* using the "en" word pattern)	• uses word patterns to work out spellings of unfamiliar words (e.g., knows *thing* and works out how to spell *sting*)	• uses word-pattern analogies (e.g., "I know *mountain* and I think *fountain* may look like it.")
		• is beginning to be aware of different spellings for homophones in writing	• uses different spellings for some homophones in writing
		• uses a few contractions (e.g., *I'm, can't*)	• uses an increasing range of contractions (e.g., *he'll, couldn't*)
	• spells a few compound words	• spells some compound words	• spells an increasing number of compound words
			• is starting to use possessives (e.g., "The cat's favourite toy is a stuffed mouse.")
	• uses simple inflected endings (e.g., makes *do* into *doing*)	• uses inflected endings e.g., *-ing, -ed*	• uses inflected endings, and is beginning to use prefixes and suffixes to expand words (e.g., *sail-ing, -ed, -or*)
	• uses regular plurals by adding an "s"	• uses regular plurals (adding an "s") and is beginning to use plurals for words ending in s, x, ch, sh and ss (adds "es")	• uses plurals by adding "s," and "es" for words ending in s, x, ch, sh, and ss. Also, is developing awareness of plurals that require changing the "y" to "i" and adding "es" (e.g., *fry-fries*)

Working with Words Continuum (continued)

Language Predictability

Kindergarten	Grade One	Grade Two	Grade Three
Reading: • uses picture cues and context to work out some word meanings in Read Aloud and Shared Reading	**Reading:** • uses context and picture cues to work out some word meanings in Read Aloud, Shared Reading, and Guided Reading	**Reading:** • uses context to work out word meanings but also checks picture cues in all reading situations	**Reading:** • uses context to work out word meanings but also checks out picture cues, when available, in all reading situations
• predicts meaningful words when cloze gaps are left in Shared Reading, or when difficult words are encountered in Guided Reading • predicts grammatically appropriate words when cloze gaps are left in Shared Reading, or when difficult words are encountered in Guided Reading	• predicts meaningful and grammatically appropriate words for cloze gaps in shared reading, and for contextual word predictions in Guided Reading	• predicts meaningful and grammatically appropriate words for cloze gaps in all reading contexts	• integrates contextual cues (meaning and grammar) in order to word solve in all reading situations
• uses initial letter cues to check word predictions in shared reading and guided reading	• integrates meaning and grammatic cues with visual-sound cues (e.g., initial and final letters, and rimes) for contextual word predictions in reading (will need some support)	• integrates meaning and grammatic cues with a range of visual sound cues (e.g., initial, medial and final letters, onsets and rimes, inflected endings) for contextual word predictions in reading	• integrates meaning, grammatic and visual sound cues effectively to word solve in reading
• uses language strategies (e.g., reads ahead and rereads) to support predictions for unfamiliar words in context (if the student has progressed into Guided Reading)	• uses language strategies (e.g., reads ahead and rereads) to support predictions for unfamiliar words in context	• uses language strategies (e.g., reads ahead and rereads to support predictions for unfamiliar words in context)	• uses language strategies (e.g., reads ahead and rereads to support predictions for unfamiliar words in context)
Writing: • recognizes letters and words are needed to represent ideas in writing	**Writing:** • is aware of some graphic generalizations (e.g., each word needs a vowel, and that "y" can sometimes serve as a vowel in spellings)	**Writing:** • is building a range of language generalizations (e.g., words always include vowels, "q" is usually followed by "u," "e" is usually dropped when "ing" or "ed" are added to a verb)	**Writing:** • is increasing knowledge of language generalizations (predictability of letter sequences e.g., ta-k…the missing letter is likely to be "c" for *tack* or "n" for *tank*)