

# EARLY LITERACY LEARNING CONTINUUM K- 3



The Early Literacy Learning Continuum supplements the Big Ideas, Competencies, and Content of the British Columbia English Language Arts curriculum offering additional insight and clarity into the development of speaking, listening, reading and writing in the primary years.

Additional information about primary classroom practices is found in the following  
BC Ministry of Education & Child Care documents:

[Learning in the Primary Years](#)   [Early Learning Framework](#)   [BC Foundational Learning Progressions](#)

The early literacy learning continuum, with suggested indicators of proficiency, was created by a team of Surrey primary classroom teachers, Learner Support Teachers, Early Literacy Teachers, and district Helping Teachers. The team utilized current research on literacy and early childhood and aligned the [BC Foundational Learning Progressions](#). The continuum is intended to assist primary educators in planning and implementing intentional instructional routines with focused goals for student literacy learning. It also provides guidance when evaluating student learning.



## USING THE LITERACY CONTINUUM & GRADE PROFICIENCY INDICATORS

Children bring diverse experiences, languages, knowledge, and abilities to classrooms, which requires teachers to shape instruction to meet each learner's strengths and needs.

Teachers leverage their understanding of learning standards and their students to determine teaching and instructional targets for each term, with the end-of-year goals in mind. Teachers in grade or primary cohorts consider learners and review assessment evidence to determine which components need instruction and where to begin. This collaborative process aligns with the planning teachers undertake to meet British Columbia's Language Arts curriculum goals.



## LANGUAGE & LITERACY COMPONENTS

The continuum highlights components of learning that support the development of speaking, listening, reading, and writing. Teachers determine which components of literacy development require more emphasis or attention based on assessment data and knowledge of their learners. Observations, conversations, and the intentional selection of assessment practices capture what students know and can do. This information guides instructional planning, whole and small group instruction, groupings, intentional experiences with language and literacy, and ample review and practice of newly acquired learning.

## LANGUAGE & LITERACY COMPONENTS & DEFINITIONS

The colours on the table below used to represent the components coordinate with the colours used on the continuum and throughout this document.

<b>Oral Language &amp; Vocabulary</b>	The development of speaking and listening communication abilities. This process begins at birth and includes the development of an understanding of how spoken words, phrases, and sentences sound ( <b>syntax</b> ). It includes the development of one's <b>vocabulary</b> – a broad and deep collection of understood word meanings – plus refining abilities to communicate and comprehend ideas in various contexts. These skills continue to develop across one's lifetime.
<b>Writing Composition</b>	The expression of ideas, situations, feelings and innovations. A process and skill set of organizing creativity and information into cohesive formats.
<b>Writing Conventions</b>	The system of print that makes writing comprehensible to the reader. This includes punctuation, letter formation, word order and capitalization.
<b>Phonemic Awareness</b>	The awareness of and ability to manipulate individual speech sound units (phonemes) in spoken words. This includes isolating, segmenting and blending phonemes.
<b>Concepts of Print</b>	The organization of language in print form. English text operates in a left-to-right, top to bottom format. Distinctions between letters, words and sentences. Readers and writers use their knowledge of print concepts to navigate and create print text.
<b>Sound-Spelling Correspondences</b>	The relationship and connections between the phonemes in spoken words and the graphemes that represent them in print. <b>Graphemes</b> can be individual letters or a sequence of letters that represent a phoneme.
<b>Decoding</b>	The ability to apply sound-spelling correspondence knowledge to pronounce words from their print form into speech.
<b>Morphology</b>	The smallest units of meaning in a language, including prefixes, suffixes and roots.
<b>Reading Fluency</b>	Text read <b>accurately</b> , at an appropriate conversational <b>rate</b> , with phrasing and <b>expression</b> that indicate a reader's understanding of the text. Effortless word recognition is the result of many words being orthographically mapped.
<b>Reading Comprehension</b>	Deriving meaning from texts either decoded or read fluently. Comprehension is an outcome of fluent word recognition plus an understanding of the language and enough familiarity with the context. Listening comprehension of oral language, during read-alouds and conversation, broadens an understanding of the language and aids in deeper comprehension of texts read independently.

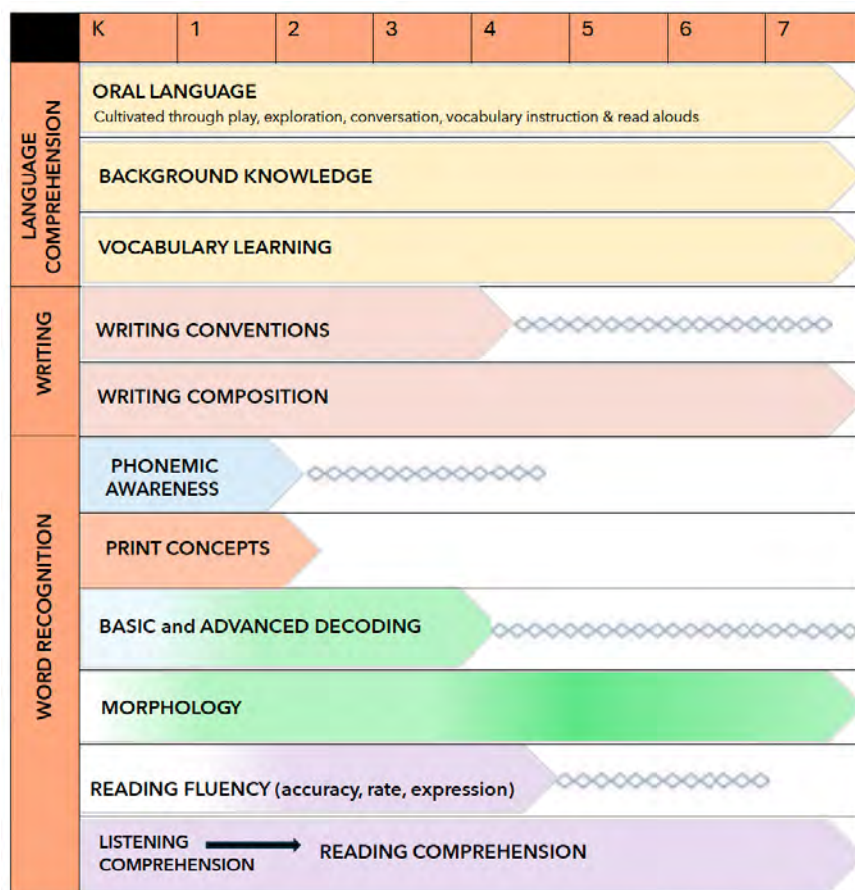


## TARGETING INSTRUCTION WHEN IT IS MOST EFFECTIVE

Throughout the primary years, children's language and literacy components develop simultaneously. Teachers intentionally weave these components into instructional planning, recognizing that strength in one area alone is not sufficient for overall literacy development.

Some literacy skills are considered **unconstrained**, meaning children learn through interactions with rich language experiences. These understandings and abilities continually grow over a lifetime, such as learning new vocabulary words or refining communication. Other literacy skills are classified as **constrained**, meaning they can be taught to mastery within a relatively short period of time. Examples include learning the letters of the alphabet and phonemic awareness. Unlike unconstrained skills, constrained skills typically require direct instruction and repeated practice. Once mastered, these foundational skills enable children to access more complex texts, ideas, and independent learning.

On the table below, arrows indicate when intentional instruction and practice of literacy components are essential to learners' growth. Once learned, students continue to use and refine the skills throughout subsequent years, applying and transferring to new contexts.



Adapted from Anita Archer, LATA Conference Keynote, October 2024



= Intentional instruction and opportunities for practice



= On-going use, skill refinement and transfer to new contexts

Play has an essential role in human development and learning. Children use literacy across a continuum of structured and unstructured playful experiences to explore, create, plan, imagine, and construct using a variety of engaging materials.

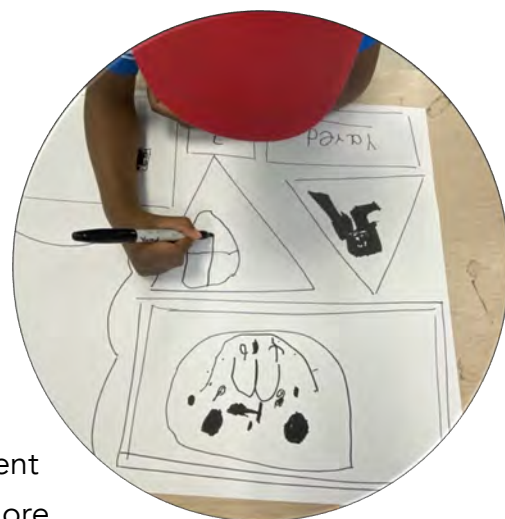
### Child-Directed ——— Educator Guided ——— Educator Directed



Adapted from Pyle & Danniels, Learn more: [Play Today](#) (BC Handbook)

Play, conversation, explorations, experiences and read-alouds are effective ways to nurture and grow **oral language, vocabulary** and **knowledge** which develop over a lifetime of interactions with the world and other people. Teachers nurture oral language skills by intentionally planning opportunities for unstructured and structured talk and play.

Intentional direct instruction is most effective for learning skills related to **printed language**, such as the alphabetic principle, sound-spelling correspondences, and decoding. Explicit instruction is clear, brief, intentional, and engages learners with multiple opportunities to respond. As children are introduced to new skills, playful opportunities to practice and apply them through movement, music, challenges, inquiry, and discovery facilitate the mastery of skills and encourages further implicit learning. As children become more proficient at printed language skills, they explore, create, design and discover more effectively.



## CONSIDERING EMERGING MULTILINGUAL LEARNERS

Oral language is the bedrock of learning to read and write and is essential for all learners' literacy learning. Young learners in the process of acquiring a new language require particular emphasis on developing oral language proficiency alongside their printed language acquisition.

Language support includes vocabulary building, teacher modeling, [interactive read alouds](#), and both structured and unstructured peer interactions to promote development of and practice with new language patterns and structures. The use of temporary scaffolds such as sentence frames and stems support children in learning and practicing new language structures. Both incidental and intentionally planned vocabulary instruction engaging students in actively processing the meaning of high utility "[tier two](#)" words increases their vocabulary knowledge.



The meaning of words used in both phonemic awareness and phonics instruction should be briefly explored with multilingual learners through images, gestures or verbal explanations. Teachers will find it helpful to know which sounds in English or French do not exist in a student's language as these new sounds benefit from instruction and practice, including attention to their articulation.

## LEARNING TO READ

The ability to recognize how speech is represented by print involves developing foundational skills of **phonemic awareness** (*how sounds work together to create pronunciations of words in language*), **sound-spelling correspondences** (*phonics or sound-spelling correspondences*), and **concepts of print**.

While these skills develop, children use them to identify speech represented by print, a process called [decoding](#). Through the process of decoding words and being taught new and increasingly more complex sound-spellings and morphology, children store meaningful word parts in long-term memory. This process, called **orthographic mapping**, occurs when the meanings, spellings and pronunciations of words are stored together for automatic retrieval by sight. This is best achieved when children are taught sound-spelling correspondences from the most simple patterns to more complex in a thoughtful sequence, with plentiful practice decoding them in connected text.



## READING FLUENTLY AT GRADE LEVEL

A key curricular competency in grades one and two is to **read fluently at grade level**. Automatic word recognition impacts the fluency of reading, making it possible to read accurately, at a conversational rate, with phrasing and expression that enhance a reader's comprehension and enjoyment of the text. Beyond the ability to instantly recognize words, a robust vocabulary and knowledge about concepts, culture and language enable reading comprehension.

The Early Literacy Learning K-3 Continuum and grade proficiency indicators outline the skills and knowledge learners need to develop and practice as they progress toward reading increasingly complex texts fluently.



## GRADE-LEVEL TEXT

"Grade level" text is a gauge of the approximate complexity of text most students at a particular grade can read with understanding.

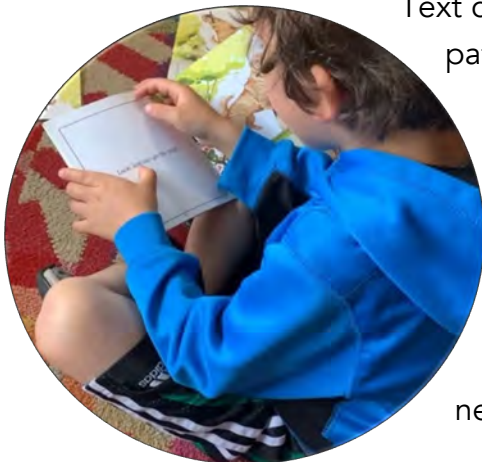
There is not widespread agreement nor exact standards for each grade's readability. In fact, determining "grade level" is complicated by competing interpretations by text levelling systems, series, formulas and the diversity of factors that impact comprehension of a text. Text levelling systems cannot account for the vocabulary, purpose, funds of knowledge and text-specific knowledge each reader brings to texts that impact their comprehension.

**Teachers should consider text Lexile formulas and commercial leveling systems as an approximation of text's readability or challenge to a reader, and not a determination of reading proficiency.**

Text can be considered grade-level when it contains phonics and morphemic patterns that students have been explicitly taught and practiced at that grade level. These texts typically include a mix of decodable words, irregular high-frequency words, and a few unfamiliar words. In the earliest primary years, this often means using mostly decodable texts.

Grade-level text should also reflect appropriate sentence length and syntactic complexity, allowing students to process and understand what they read. Vocabulary should be relevant and accessible, with new words introduced gradually and supported by context.

As students progress as readers, texts can increase in both linguistic and conceptual complexity to support continued growth in reading comprehension and fluency.



The Literacy Framework (K-12) reflects the collective commitment of Surrey educators to foster learning environments, assessment practices, and instructional approaches that support student literacy success and offers a responsive structure to align our teaching with what we value most; equity, engagement, and meaningful learning for every student. Explore the framework on the [SurreySchoolsOne Literacy Website](#).

## Literacy Framework K–12

Grounded in Indigenous ways of knowing and decades of literacy research, this framework endeavours to weave culturally relevant and responsive practices through playful and joy-filled learning experiences.



### Designing and Applying Inclusive and Responsive Literacy Practices

- Utilizing responsive teaching practices that ensure all learners are engaged in meaningful, joyful work
- Nurturing oral language skills to provide a strong foundation for comprehending, connecting, creating and communicating
- Establishing thinking routines, learning structures, and collaborative relationships to build critical literacy skills
- Providing explicit instruction of discipline-specific literacies to support meaning-making and text-creation in a variety of contexts

### Fostering Inclusive and Responsive Literacy Environments

- Creating inclusive, equitable spaces that foster belonging, sharing of ideas, reflection, and curiosity
- Cultivating conditions that nurture critical literacy and exploration of diverse perspectives and texts
- Sustaining literacy learning in playful environments that immerse students in the joy, wonder, and flow of learning
- Reducing barriers to learning by offering a variety of accessible materials that respond to learners' identities and capacities as listeners, speakers, readers, and writers

### Embedding Inclusive and Responsive Literacy Assessment

- Using knowledge of our learners – their strengths, stories and passions – to respond to their capacities and needs
- Triangulating ongoing evidence of learning in relation to clear literacy goals and success criteria for the purpose of making informed instructional decisions and communicating student learning
- Engaging in collaborative dialogue with learners to understand and address individual literacy learning needs
- Engaging in continuous monitoring of student learning and adjusting instructional strategies accordingly



Quality literacy assessments are essential for identifying where each child's learning is currently situated on the Early Literacy Learning Continuum before planning for their next steps. The continuum provides clear descriptors of skills and abilities that guide both instruction and classroom experiences.

Teachers use a variety of information sources—such as classroom observations, student conversations, and assessment data—to design instruction and groupings that are responsive and targeted. For example, the combination of universal screening, diagnostic tools, and ongoing progress monitoring builds a comprehensive picture of each student's word recognition development.

### LITERACY TOOLS FOR SURREY TEACHERS

Surrey teachers have access to a range of assessment tools on the [SurreySchoolsOne Literacy Website](#). [Oral Language continuums](#) outline key milestones to support the development of listening and speaking skills in Kindergarten and Grade 1. The [Writing Milestones Continuum](#) helps monitor and support emergent writing development.

The [ELPATS](#) (*Early Literacy Phonemic Awareness Tool Surrey*) is designed for primary grades (K–3), but can be used with older readers experiencing difficulty decoding. It helps teachers identify which phoneme-level skills students have mastered and which require further instruction and practice.

The **SD36 Spelling Survey**, adapted from the Quick Spelling Survey (Hasbrouck, 2017), efficiently assesses students' ability to encode words. It can be administered to whole classes or small groups and used alongside other assessments to help determine instructional entry points and next steps.

The [SD36 Phonics Survey](#), adapted from the CORE Phonics Survey, complements the Spelling Survey by offering a structured way to assess individual students' ability to decode words using the same sequence of phonics patterns.

Together, these tools help educators build a rich and detailed understanding of each learner's language and literacy development. They support planning instruction that is responsive, targeted, and aligned with the Surrey Schools literacy continuum.



## DETERMINING LITERACY PROFICIENCY: Communicating Student Learning to Families

Teachers thoughtfully determine how to best communicate student progress and learning to families.

Deciding where learners are currently situated along the proficiency scale involves gathering various pieces of evidence and insights from **observations**, **conversations**, **products**, and **quality assessment tools**. Students should be assessed based on what was taught, practiced, and experienced at school. Highlights of the learner's achievements, and how they are growing along the continuum of learning, is communicated clearly to families.

All learners move along a continuum of learning. Some linger in emergent phases of understanding and skills, while others may be applying their understanding in broader or deeper contexts. This progression is expected as learning does not unfold at the same pace for every student. Along the way, educators play a critical role in moving all learners forward.



### PROFICIENCY SCALE: Learning Descriptions

EMERGING	DEVELOPING	PROFICIENT	EXTENDING
<ul style="list-style-type: none"> <li>The learner is beginning to engage with the concept or skill.</li> <li>The learner demonstrates early thinking of the learning goals being explored at this point in time.</li> </ul>	<ul style="list-style-type: none"> <li>The learner is demonstrating initial understanding and is in the process of developing competency of the skills and understandings taught and practiced.</li> <li>The learner is applying their learning with growing consistency, perhaps demonstrating accuracy some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>The learner is demonstrating accuracy and understanding aligned with the criteria of the learning goals.</li> <li>The learner is able to demonstrate the expected learning consistently, or most of the time.</li> <li>Perfection is not required.</li> </ul>	<ul style="list-style-type: none"> <li>The learner demonstrates understanding with increasing depth and complexity.</li> <li>The learner might apply fluent skills to make connections, ask thoughtful questions, or explore ideas with creativity and insight.</li> <li>Does not require students to be doing more tasks than other children.</li> </ul>

Although it is difficult to summarize the complexity of literacy learning with one word, the proficiency scale offers a snapshot of where the student is at that moment of time. The most valuable information for families is **descriptive feedback** that surrounds this snapshot. Feedback brings learning to life by highlighting:

- What the learner can do
- What the learner is working on next
- How the child engages with the learning

Meeting learners at their current phase on the learning continuum acknowledges that a student may be emerging or developing in areas typically mastered by their grade level. A strength-based approach offers feedback to families that highlights growth and communicates a plan for the student's further progression along the continuum.



## EDUCATOR SUPPORT

Teachers in Surrey have access to literacy support through Teams, district Literacy Helping Teachers, and the [Surrey Schools One literacy website](#).



Join the Early Learning & Literacy Team

(Use the join code lc9naai)





# CONTINUUM OF EARLY LITERACY LEARNING

ORAL LANGUAGE	RECEPTIVE	Active listening behaviours (maintain eye contact, affirming gestures, repeating, questioning, attending to speaker) Understand two- to three-step oral directions								Understand multi-step oral directions
	EXPRESSIVE	Sustain at least five conversational turns in back-and-forth conversation (peer or educator) Express ideas      Share experiences      Communicate feelings      Explain      Question      Retell/recount      Express opinion      Justify								
	VOCABULARY & SYNTAX	Sentences averaging 5-6 words	Use explicitly taught vocabulary words including tier two words and content-specific tier three words						Apply	
	PARTS OF SPEECH	Common nouns and verbs, and possibly simple conjunctions				Increasingly longer sentences, averaging 7-8 words, using conjunctions and adjectives				
WRITING COMPOSITION	Generate ideas from play, personal experiences, and conversation Compose ideas orally & through illustrations, play or tactile materials			Identify topics, purposes and audiences for multi-modal text creations Explore the creation of text in various genres				Incorporate craft techniques modelled from		
	Experiment with a simple writing process (plan, organize, write) Make basic revisions (adding details, clarifying ideas and adjusting print conventions)									
	Experiment with print representing spoken words			Compose complete sentences with a subject, predicate, and simple conjunctions						
WRITING CONVENTIONS & SPELLING	Recognize that speech can be represented in print	Developing a functional and comfortable grip of writing tools	Print uppercase and lowercase letters that have been taught.	Spell (encode) some CVC words with known letter-sound relationships	Write simple sentences using a combination of temporary spelling, accurate letters and taught high-frequency words.	Simple syllables (CVC, CV, VC)  Complex single syllable words (CCVC, CVCC, CCVCC)  Common digraphs				
	Prewriting, scribble-writing or letter-like formations	Letter strings without spaces or correspondence to sounds in words	Represent the initial phoneme of a word, and often the final phoneme, with an accurate letter							
PHONEMIC AWARENESS	Experiment with the sounds of speech Distinguish between phonemes (auditory)			Blend & segment syllables in spoken words Manipulates phonemes with visual letters						
	Isolate Initial phoneme (Perhaps also final phoneme)		Fluently blend & segment 2-3 phonemes (with & without letters)		Fluently blend & segment 4 phonemes CVCC, CCVC		Fluently blend & segment 5 phonemes CCVCC, CCCVC			
DECODING				CVC words with known letters as letter-sound knowledge develops		Simple and complex single-syllable words with short vowels (CVC, VC, CCVC, CVCC, CCVCC)				T v
SOUND-SPELLING CORRESPONDENCES	Awareness of print	Common sound(s) for basic alphabet with <b>accuracy</b> & increasing <b>fluency</b> :			Letters with additional sounds <b>s</b> = /s/, /z/ <b>g</b> = /g/, /j/ <b>c</b> = /s/, /k/	Consonant clusters (adjacent consonant letters in initial & final positions)	Common digraphs <b>ch</b> <b>th</b> (voiced/unvoiced) <b>wh</b> <b>sh</b> <b>ck</b> <b>ph</b> <b>ng</b> Double final consonants <b>ff, ll, zz, ss</b>			
		High-utility consonants and short vowels: <b>s, a, t, p, i, m, b, c, n, f</b> Mid-utility consonants and short vowels: <b>o, h, d, e, r, g, l, k</b> Low-utility consonants: <b>w, u, j, x, v, qu, y, z</b>					Vowel-consonant-silent e VCe Voiced & unvoiced <b>'th'</b>			
		Letter formation/printing (develop with Writing section)			Long & short single vowel sounds	CCVC CVCC				
		Oral articulation								
		Alphabet letter naming (uppercase & lowercase)								
HIGH-FREQ WORDS & MORPHOLOGY	Read and spell an increasing number of high-frequency words with growing automaticity, including those with and without irregular, or temporarily irregular, spelling Very high-frequency words worth teaching in early primary: <b>the of and a to in is you that it he for was</b>									
	Aware of simple inflections (suffixes -s & -ing) orally (perhaps also in print)			Add simple inflections without spelling changes when writing (Adding suffix -s or -ing)		Read and understand words with prefixes: <b>un-, pre-</b> Read and understand words with suffixes: <b>-s, -es, -ing, -t</b>				
FLUENCY & COMPREHENSION	Identify letter-sound correspondences and names of uppercase and lowercase alphabet letters with increasing automaticity									Previously decoded words Familiar and unfamiliar text read
	Demonstrate listening comprehension of read-alouds and conversations Understand developmentally-appropriate fiction and nonfiction text read aloud Retell or recreate events & stories orally and/or with tactile materials				Pose simple predictions Formulate relevant questions Retell events		Articulate the key message or facts from decodable texts read independently		Express events	
KINDERGARTEN					GRADE ONE					

Effective listening skills and ability to respond appropriately in diverse contexts						→
						Understand some figurative language
Use words accurately across different contexts						Choose words to convey precise meaning
choices	Summarize	Narrate	Hypothesize	→		
accurate word order		Use longer and more complex sentences		Adjust tone, pitch and expression to suit the purpose, audience or content		
Combine ideas in a sentence using compound subjects & predicates			Subordinating conjunctions to construct complex sentences		Relative clauses, including relative pronouns	
Techniques taught and/or mentor texts		Narrative writing follows logical sequence or chronological order		→		
		Informational writing includes relevant information, topic sentence & text features				
Engage in the writing process (plan, organize, write, edit, revise)				→		
Edit and revise based on feedback to improve clarity and detail						
Enhance personal writing with adjectives and adverbs			Expand writing with additional parts of speech, including subordinate conjunctions, and subject-verb agreement		→	
Double consonant endings		Simple open-syllables (CV) with long vowel sound	Trigraph combinations 'dge', 'tch'	R-controlled vowels er, ir, ar, or, ur	Common homophones	Additional vowel spellings: /ā/ ey, eigh, ea /ū/ ew, ue, ui /ō/ ough, oe
Vowel-Consonant - Silent 'e' pattern			Less common digraphs: 'ng', 'nk'	Common long vowel patterns: /ā/: ai, ay /ē/: ea, ee, ey /ī/: ie /ō/: oa, oe	Examples: their they're there	/aw/ spelled with aw (draw) /oo/ spelled with oo (foot) /u/ spelled with oo (food)
Accurately spells some high-frequency words			Three-adjacent consonants, with or without digraphs			
→						
phonemes						
Two-syllable words with short vowels		Multisyllabic words with both open and closed syllables	Schwa (Unstressed vowel in multisyllabic words)	Uses phonics, morphology and syllable knowledge to decode or read unfamiliar words		
				May self-teach low-frequency or unfamiliar spelling patterns when encountered using known phonics patterns, syntax, context & background knowledge		
Simple open-syllables (CV) with long vowel sound		Common long vowel patterns: /ā/: ai, ay /ē/: ea, ee, ey /ī/: ie, igh /ō/: oa, ow	Diphthongs: oi, oy, ou, ow	Additional vowel patterns: /ā/ ey, eigh, ea /ū/ ew, ue, ui /ō/ ough, oe /aw/ spelled with aw (draw) /oo/ spelled with oo (foot) /u/ spelled with oo (food)	Contractions 's (she's) 'll (he'll) n't (can't)	
Trigraph combinations 'dge', 'tch'			Silent letters kn, wr, mb			
R-controlled vowels er, ir, ar, or, ur			Hard & soft 'g' and 'c' (The reader may use vowel signal patterns or context)		Homographs	
→						
Read and understand words with prefixes: dis-, re-, non-, in-, mis- Read and understand words with suffixes: -ed, -y, -ness				Understand change with possessive endings 's Understand many base word meanings		
Spell words with inflectional suffixes without spelling changes: -s, -ing, -ed				Spell some words with suffix spelling changes: -ed, -ing		
Words read automatically, including high-frequency words			Apply a growing bank of words recognized automatically by sight to support comprehension of unfamiliar texts, pausing to decode unfamiliar or rare words as needed			
Read with increasing accuracy, conversational rate, and expression				→		
Express thoughtful perspective and opinions about issues, decisions or information presented in texts		Use phrasing and punctuation to convey intended meaning of text	Make connections and simple inferences using existing knowledge and vocabulary	Demonstrate a deepening understanding from independent reading, including new vocabulary		
Summarize						
GRADE TWO			GRADE THREE			

# End of Year KINDERGARTEN Indicators of Proficiency

The following indicators of proficiency align with provincial curriculum. Children develop language and literacy along a continuum of growth. When learners are not yet demonstrating proficiency, educators need to look across all aspects of the continuum to identify appropriate next steps. Growth is achieved through consistent, intentional multimodal assessment and instruction, along with engaging opportunities for children to practice and be immersed in rich language experiences. All children should have multiple opportunities to listen, speak, and communicate across the curriculum each day.

## ORAL LANGUAGE & VOCABULARY

- Engages in conversation about ideas, experiences and feelings with peers and educators
- Participates in brief back-and-forth conversations, sustaining up to five [conversational turns](#)
- Demonstrates growth in [receptive](#) oral vocabulary through verbal or non-verbal responses (*Examples: identifies something in an image, replies with actions or gestures, offers oral responses related to read alouds and instructional conversations*)
- Understands two- to three-step oral directions
- Demonstrates active listening behaviours, such as maintaining eye contact, using affirmative gestures, repeating information, and attending to the speaker
- Developing the use of language for varied purposes *such as* questioning, explaining, recounting, expressing opinions, justifying choices, and sharing ideas or emotions
- Retells simple events or stories in sequential order, using basic vocabulary and key details
- Uses explicitly taught vocabulary words including [tier two](#) words (*Examples: measure, explain*) and content-specific [tier three](#) words (*Example: migrate*)
- Communicates thoughts, questions, needs, ideas, stories and retells using sentences that average 5-6 words, incorporating common **nouns** and **verbs**, and possibly simple **conjunctions** (*Examples: and, because, but*)

## WRITING COMPOSITION

- Generates ideas through play, conversation, experiences and creative thinking
- Conveys meaning using tactile materials, illustrations and attempts at print
- Expands personally meaningful ideas, possibly through a connected story or topic across multiple pages, using illustrations and/or attempts at print

[EMERGENT WRITING RESOURCES AT SURREYSCHOOLSONE.CA](https://www.surreyschoolsone.ca/emergent-writing-resources)

## WRITING CONVENTIONS

- Recognizes that spoken language can be represented in print using letters (graphemes)
- Represents the initial, and often final, phoneme of a word with an accurate letter
- Is beginning to form explicitly taught and practiced uppercase and lowercase letters with appropriate strokes and directionality
- Uses, or is developing, a functional grip of writing tools that is stable and comfortable
- Is beginning to capitalize letters at the beginning of simple sentences and familiar names
- May use a period at the end of simple sentences
- Attempts to write 1 or 2 simple sentences using a combination of [temporary spelling](#) and accurate sound-spelling correspondences, including some taught high-frequency words (*Example: "I pt a cat. It prs." = I pet a cat. It purrs.*)
- Spells some very high-frequency words that have been taught and practiced (*Examples: the, of, and, a, to, in, is*) including those with irregular sound-spelling correspondences





## PRINT CONCEPTS

- Understands that print carries meaning and spoken words can be written and read
- Shows awareness of the basic directionality of print (left-to-right, top-to-bottom, front vs. back of books)
- Demonstrates a basic understanding that spaces separate words in print

## PHONEMIC AWARENESS

\* Phonemic awareness is best instructed and modelled with print, however, children may demonstrate their ability to hear and manipulate speech sounds orally.

- Isolates the initial phoneme of a word
- May isolate the final phoneme of a word
- Blends two and three phonemes (speech sounds) in simple syllables (CV, VC, CVC)
- Segments two and three phonemes (speech sounds) in simple syllables (CV, VC, CVC)

### [PHONEMIC & PHONOLOGICAL AWARENESS RESOURCES AT SURREYSCHOOLSONE.CA](https://www.surreyschoolsone.ca)

## DECODING & SOUND-SPELLING CORRESPONDENCES

- Identifies letter-sound correspondences with **accuracy** and increasing **fluency** (automaticity)
  - High-utility consonants and short vowels: **s, a, t, p, i, m, b, c, n, f**
  - Mid-utility consonants and short vowels: **o, h, d, e, r, g, l, k**
  - Low-utility consonants: **w, u, j, x, v, qu, y, z**
- Decodes consonant-vowel-consonant words (CVC), most likely with high-utility consonants and short vowels
- Encodes (spells) some consonant-vowel-consonant (CVC) words with short vowels
- Draws on known vocabulary to self-correct mispronunciations of decoded words (known as “set for variability”)
- Beginning to identify letters that represent more than one sound (Examples: hard and soft ‘g’ and ‘c’, voiced and unvoiced ‘s’)
- Names the uppercase and lowercase letters with increasing automaticity
- Reads very high-frequency words that have been taught and practiced (Examples: the, of, and, a, to, in, is) including those with irregular, or temporarily irregular, sound-spelling correspondences (**the, of**)

### [DECODING SKILLS RESOURCES AT SURREYSCHOOLSONE.CA](https://www.surreyschoolsone.ca)

## MORPHOLOGY

- Becoming aware of simple inflections and their role in changing the function of a word (Examples: adding suffix -s or -ing)

## FLUENCY & LISTENING/READING COMPREHENSION

- Demonstrates comprehension through conversation, drawing, play, loose parts and other ways of representing thinking (Examples: retelling, predicting, wondering, creating)
- Makes predictions or asks relevant questions based on classroom conversations or [read alouds](#)
- Connects personal experiences, culture and prior knowledge to ideas heard during [read alouds](#) and discussions
- Developing fluency/automaticity of letter naming and letter-sound correspondences



# End of Year GRADE ONE Indicators of Proficiency

The following indicators of proficiency align with provincial curriculum. Children develop language and literacy along a continuum of growth. When learners are not yet demonstrating proficiency, educators need to look across all aspects of the continuum to identify appropriate next steps. Growth is achieved through consistent, intentional multimodal assessment and instruction, along with engaging opportunities for children to practice and be immersed in rich language experiences.

All children should have multiple opportunities to listen, speak, and communicate across the curriculum each day.

## ORAL LANGUAGE & VOCABULARY

- Engages in conversation about ideas, experiences and feelings with peers and educators
- Participates in back-and-forth conversations, sustaining at least five [conversational turns](#)
- Demonstrates growth in both the breadth and depth of receptive and expressive vocabulary, accurately using newly acquired words from classroom experiences in speech, including [tier two](#) and content-specific [tier three](#) words
- Demonstrates active listening behaviours, such as maintaining eye contact, using affirming gestures, repeating information, asking clarifying questions and attending to the speaker
- Understands and follows multi-step oral directions
- Uses expressive language for a variety of purposes, such as explaining, questioning, recounting, expressing opinions, and justifying choices
- Speaks in increasingly longer and more complex sentences, averaging 7-8 words, including [compound sentences](#) using **conjunctions** and **adjectives**
- Uses text-specific vocabulary accurately in conversation (*Examples: author, table of contents, diagram, illustration*)
- Retells stories or events with key details, using subtle changes in voice, tone, and pitch to convey meaning
- Asks thoughtful questions that reflect curiosity, understanding and engagement with topics or situations

## WRITING COMPOSITION

- Generates ideas and represents thinking through play, drawing, loose parts, conversations and multimodal tools
- Identifies a topic, purpose and audience for multimodal text creation
- Creates texts in various genres, such as informational text (*Example: "All About Cats"*), narrative, directions, lists, posters, etc.
- Experiments with a simple writing process, including planning, writing, editing and revising
- Revises draft texts, including adjusting print conventions and enhancing personal writing with additional details
- Composes complete sentences with a **subject** ("*The dogs..*"), **predicate** ("*...ran to the park...*"), and simple **conjunctions** ("*...but it was closed.*")



## WRITING CONVENTIONS (INCLUDING SPELLING)

- Prints letters using conventional uppercase and lowercase formation and size, with increasing fluency
- Applies basic print conventions in writing, including word spacing and appropriate end-of-sentence punctuation
- Capitalizes the beginning of simple sentences, names and proper nouns with increasing consistency
- Spells (encodes) words accurately containing:
  - simple syllable patterns (CVC, CV, VC) with short vowels and consonants representing their most common sound
  - complex single-syllable words (CCVC, CVCC, CCVCC) with consonant clusters and short vowels
  - common digraphs (**ch, th, sh, wh, ph, ng**)
- May be conventionally spelling words with double consonant endings (**zz, ff, ll, ss**)
- May be conventionally spelling words with the long vowel-consonant-"silent-e" pattern **VCe** (*Example: cape*)
- Spells **high-frequency words** with predictable spellings, as well as those with irregular spellings that have been explicitly taught and practiced
- Uses a functional, stable and comfortable grip when using writing tools
- Writes a few sentences (2-3+) using a combination of [temporary spelling](#) and [orthographically mapped](#) words and letter patterns

## PRINT CONCEPTS

- Understands the directionality of print (*from left to right, beginning at the top left, ending at bottom right, return sweep to next line*)
- Identifies and contrasts letters, words, and sentences, noticing spacing between words

## PHONEMIC AWARENESS

*\* Phonemic awareness is best instructed and modelled with print, however, children may demonstrate their ability to hear and manipulate speech sounds orally.*

- Blends and segments four and five phonemes in complex syllables (CCVC, CVCC, CCVCC)
- Blends two syllables in spoken multisyllabic words (*Example: win + dow = window*)
- Segments two syllables apart in spoken multisyllabic words
- Manipulates sounds by deleting, substituting and adding phonemes while using visual or tactile letters (*Example: accurately changes basic code spellings in [word chains](#)*)

## DECODING & SOUND-SPELLING CORRESPONDENCES

- Decodes simple and complex single-syllable words with short vowels (CVC, CV, VC, CCVC, CVCC, CCVCC)
- Decodes words with:
  - digraphs (two letters representing one phoneme, such as **ch, th, sh, wh, ck, ph, ng**)
  - double consonant endings (**zz, ff, ll, ss**)
  - long vowel-consonant-'silent-e' pattern **VCe** (*Example: 'cape'*)
  - voiced and unvoiced '**th**' (*this vs thin*)
  - two-syllable words with short vowels (*Examples: catnip, basket*)
  - simple inflections without spelling changes (*Examples: adding suffix -s or -ing*)
  - taught high-frequency words with irregular spellings (*Examples: they, was, by*)
- May decode words with:
  - long vowel open syllables (*Examples: me, hi, go*)
  - r-controlled vowels **er, ir, ar, or, ur** (*Examples: 'bird', 'tarp', 'burn'*)
  - common long vowel patterns /ā/: **ai, ay** /ē/: **ea, ee, ey** /ī/: **ie, igh** /ō/: **oa, ow**
  - diphthongs, such as **oi, oy, ou, ow**
  - less common digraphs ('**ng**', '**nk**')
- Reads an increasing number of high-frequency words with growing automaticity, including those with and without irregular, or temporarily irregular, spelling
- Uses known vocabulary to adjust pronunciations (known as "set for variability") when encountering letters that represent more than one sound in words (*Examples: hard and soft 'g' and 'c', voiced and unvoiced 's'*)
- Begins to read previously decoded or familiar words with automaticity (without sound-by-sound decoding of each letter)

## MORPHOLOGY

- Beginning to understand how simple affixes change the meaning or function of words (*Examples: **prefixes** un-, re-, pre- and **suffixes** -s, -es, -ing, -est*). *May be exploring through speech, writing, or reading*

## READING FLUENCY & COMPREHENSION

- Demonstrates understanding of fiction and nonfiction texts read aloud through conversations, drawing, writing, dramatization, and other multimodal representations of thinking (listening comprehension)
- Automatically identifies sound-spelling correspondences for uppercase and lowercase consonants and short vowels
- Names uppercase and lowercase letters with automaticity
- Uses taught sound-spellings and high-frequency words to read decodable texts independently and demonstrates understanding by articulating key ideas, facts or connections from the text
- Engages in reflective thinking, making predictions and answering questions based on textual evidence and prior knowledge
- Rereads familiar decodable passages with growing **accuracy**, conversational **rate**, and **expression** that reflects understanding of meaning and punctuation



# End of Year GRADE TWO Indicators of Proficiency

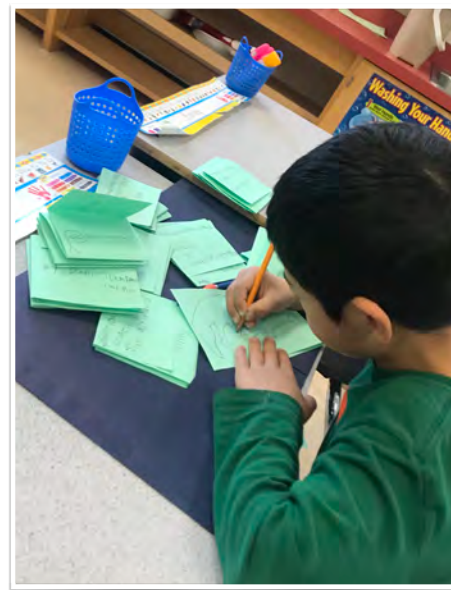
The following indicators of proficiency align with provincial curriculum. Children develop language and literacy along a continuum of growth. When learners are not yet demonstrating proficiency, educators need to look across all aspects of the continuum to identify appropriate next steps. Growth is achieved through consistent, intentional multimodal assessment and instruction, along with engaging opportunities for children to practice and be immersed in rich language experiences. All children should have multiple opportunities to listen, speak, and communicate across the curriculum each day.

## ORAL LANGUAGE & VOCABULARY

- Demonstrates a broadening and deepening expressive vocabulary through conversation, exploration, and multimodal experiences, including the use of [tier two](#) and content-specific [tier three](#) words
- Uses language for a variety of purposes, such as to explain, narrate, hypothesize, question, or summarize
- Developing effective listening skills and responds appropriately in diverse contexts (*Examples: during read alouds, peer and educator conversations and small or large group discussions*)
- Uses conventional grammar and syntax in oral language expressions, applying accurate word order and a range of [parts of speech](#) (*Examples: **nouns, verbs, adjectives, prepositions**, etc.*)
- Constructs longer and more complex sentences, including those with two or more [clauses](#)
- Uses [subordinating conjunctions](#) (*Examples: because, after, if, when*) to connect ideas and explain reasons, time, or conditions
- Combines ideas by using [compound subjects](#) (two people or things the sentence is about) and [compound predicates](#) (two actions in one sentence) to express more complex and detailed thoughts
- Begins to use **relative clauses** (*Examples: who, that, which*) to add information and expand sentence structure

## WRITING COMPOSITION

- Generates and represents thinking about a range of topics, interests and emotions using multimodal tools including print, digital, art materials, loose parts, dramatization, play and conversation
- Engages in the process of writing, including planning, organizing, writing, editing and revising
- Attempts to model personal writing after mentor texts or learned writing craft techniques, showing an emerging understanding of key elements and styles
- Composes short texts of several related sentences (4-5+) using a combination of [temporary spelling](#) and increasingly conventional spelling for learned and practiced sound-spellings
- Revises and edits their writing based on feedback to improve clarity and add detail
- Writes narratives that follow a logical sequence or chronological order across sentences or pages, including story elements such as characters, setting, problems, resolutions, etc.
- Creates informational (nonfiction) texts that includes relevant facts, an opening sentence and possibly text features that support the topic
- Begins to enhance personal writing with descriptive language, including [adjectives and adverbs](#)



## WRITING CONVENTIONS (INCLUDING SPELLING)

- Prints lowercase and uppercase letters using conventional formation with automaticity
- Applies capitalization most of the time at the beginning of sentence and for proper nouns
- Uses appropriate punctuation to convey meaning (*Examples: periods, question marks, exclamation points, perhaps apostrophes for possessives and quotations for direct speech*)
- Recognizes and applies knowledge of homophones, understanding that that words can sound the same but have different spellings and meanings (*Example: knew/new*)

- Spells (encodes) most words accurately that include:
  - double consonant endings (**zz, ff, ll, ss**) and digraphs (**ch, th, sh, wh, ng, nk**)
  - r-controlled vowels (**ur, er, ir, ar, ur**) in single syllable words (Examples: *car, perm, dirt*)
  - common long vowel patterns /ā/: **ai, ay** /ē/: **ea, ee, ey** /ī/: **ie, igh** /ō/: **oa, ow**
  - voiced and unvoiced 'th' (**this** vs **thin**)
  - long vowel open syllables (Examples: *me, hi, go*)
  - two-syllable words with open and closed syllables (Examples: *mu/sic, pro/gram*)
  - VCe (long vowel - consonant - "silent e") pattern (Example: *cape*)
  - three-consonants-clusters ('**str**', '**scr**'), including with digraphs ('**thr**', '**shr**', '**squ**')
  - taught and practiced high-frequency words with irregular spellings (Examples: *would, some*)



- May spell words with:
  - additional vowel sound patterns /ā/ **ey, eigh, ea** /ū/ **ew, ue, ui** /ō/ **ew, ough**, /oo/ **oo**, /u/ **oo**, /aw/ **aw**
  - trigraphs: three letters representing one phoneme (Examples: /i/ in *night*, /ch/ in *pitch*, /j/ in *fridge*)

## DECODING & SOUND-SPELLING CORRESPONDENCES

- Accurately reads words in connected text with:
  - consonant clusters with digraphs (Examples: *shrimp, throw*)
  - less common digraphs ('**ng**', '**nk**')
  - long vowel open syllables (Examples: *me, hi, go*)
  - two-syllable words with open and closed syllables (Examples: *mu/sic, pro/gram*)
  - three adjacent letters "trigraphs" (Examples: /i/ in *night*, /ch/ in *pitch*, /j/ in *fridge*)
  - r-controlled vowels **er, ir, ar, or, ur** (Examples: '*bird*', '*tarp*', '*burn*')
  - common long vowel patterns /ā/: **ai, ay** /ē/: **ea, ee, ey** /ī/: **ie, igh** /ō/: **oa, ow**
  - vowel patterns where 'y' or 'w' act as a vowel such as /ū/ **ew, /ō/ ew, ow, /ā/ ey, /ī/ y**
  - some silent letter combinations /m/ **mb**, /n/ **kn**, /r/ **wr** and alternate hard/soft '**g**' and '**c**'
  - most diphthongs such as **oi, oy, ou, ow** (Examples: *coin, boy, loud, how*)
  - some additional vowel sound patterns /ā/ **ey, eigh, ea** /ū/ **ew, ue, ui** /ō/ **ew, ough**, /oo/ **oo**, /u/ **oo**, /aw/ **aw**
  - contractions with '**s**' (she's), '**ll**' (he'll), and '**n't**' (hasn't)
- Pronounces the schwa /ə/ sound in common multisyllabic words by recognizing unstressed syllables and how vowel sounds can change
- Understands that words can have the same spelling yet different pronunciations and meanings (**homographs** such as *read/read*)
- Reads less **decodable text** with an increasing ability to self-teach unfamiliar and incidental spelling patterns
- Confirms pronunciations of decoded words through syntax, vocabulary, background knowledge or context, and adjusts pronunciation when necessary
- Reads an increasing number of high-frequency words with growing automaticity
- Consolidates phonics, morphology and syllable knowledge to read multisyllabic words with greater automaticity

Grade two readers experiencing decoding difficulties may need phonemic awareness instruction or practice.

## MORPHOLOGY

- Reads words with common prefixes (Examples: **un-, re-, dis-, re-, in-, mis-**) and suffixes with and without spelling changes (Examples: **-s, -es, -ing, -er, -y, -ness, -est, -ful, -less**)
- Spells words with inflectional suffixes without spelling changes (**-s, -ing, -ed**)
- Understands possessive endings indicated by '**s**' (**apostrophe + s**)
- Understands some base word meanings and how affixes change meaning (Example base word: **help** becomes *helper, unhelpful, helpless*, etc. with the addition of affixes)

## READING FLUENCY & COMPREHENSION

- Demonstrates comprehension of texts read independently through conversations, illustrations, writing, dramatizations and other multimodal representations of thinking
- Reads an increasing number of words automatically, including previously decoded or familiar words and high frequency words
- Reads familiar and unfamiliar passages with increasing **accuracy**, conversational **rate**, phrasing and **prosody** (*appropriate expression for the text*)
- Attends to phrasing and punctuation while reading, using them to support meaning and fluency

# End of Year GRADE THREE Indicators of Proficiency

The following indicators of proficiency align with provincial curriculum. Children develop language and literacy along a continuum of growth. When learners are not yet demonstrating proficiency, educators need to look across all aspects of the continuum to identify appropriate next steps. Growth is achieved through consistent, intentional multimodal assessment and instruction, along with engaging opportunities for children to practice and be immersed in rich language experiences. All children should have multiple opportunities to listen, speak, and communicate across the curriculum each day.

## ORAL LANGUAGE & VOCABULARY

- Demonstrates increased precision and flexibility in expressive vocabulary by accurately using words across different contexts, making connections between words and ideas, and choosing words to convey precise meaning
- Exhibits broader vocabulary knowledge by integrating [tier two](#) and [tier three](#) words (acquired through explicit instruction, incidental exposure, and independent word learning experiences) into conversations and discussions
- Uses language with growing confidence and clarity to explain, recount, justify opinions/preferences and engage in discussions
- Demonstrates effective listening skills and responds appropriately in diverse contexts (*Examples: during read alouds, peer and educator conversations and small or large group discussions*)
- Begins to understand figurative language
- Applies conventional grammar and syntax consistently in oral language, using accurate word order, [parts of speech](#), and more complex sentence structures (*Example: sentences with 2 or more [clauses](#)*)
- Uses [subordinating conjunctions](#) to construct complex sentences that link a dependent [clause](#) with an independent clause to express cause and effect, contrast, condition or comparison (*Example: We ate **until** we were full.*)
- Combines ideas in a complete [sentence](#) by using [compound subjects](#) (*the nouns or pronouns the sentence is about*) or [compound predicates](#) (*two verbs describing what a single subject is doing*)
- Adjusts tone, pitch and expression to suit the purpose, audience or content of oral communication, demonstrating growing awareness of oral presentation skills
- Adds detail, clarifies meaning and connects ideas in sentences by incorporating **relative clauses**, which includes [relative pronouns](#) (*Examples: who, which, that, where, when*)

## WRITING COMPOSITION

- Generates and represents thinking about a range of topics, interests and emotions using multimodal tools including print, digital, art materials, loose parts, dramatization, play and conversation
- Engages in the writing process, including planning, organizing, writing, editing and revising
- Attempts to model personal writing after mentor texts or learned writing craft techniques, demonstrating an understanding of elements and styles
- Composes text with multiple sentences (6-8+) across various genres of text, with models, support and guidance
- Revises and edits personal writing based on feedback to improve clarity and add detail
- Writes narratives that follow a logical sequence or chronological order across sentences or pages, including story elements such as characters, setting, plot, dialogue, problems, resolutions, etc.
- Creates informational (nonfiction) text that includes relevant facts, a clear opening sentence and developing text features that support and expand a central topic
- Uses various [parts of speech](#) including **nouns, verbs, adjectives, adverbs, prepositions, conjunctions, subordinate conjunctions** and ensures subject-verb agreement

## WRITING CONVENTIONS (INCLUDING SPELLING)

- Spells an increasing number of words without needing to segment phonemes, including **high-frequency words** with irregular spellings
- Uses conventional letter formation with automaticity and consistent spacing between words
- Applies knowledge of irregular or rare spellings in writing, attempting to use them conventionally
- Uses appropriate punctuation to convey meaning, including commas and quotations for dialogue

- Applies capitalization at the beginning of sentences and for proper nouns
- Attempts to spell multisyllabic words with increasing accuracy, using approximations when needed
- Spells (encodes) most words accurately that include:
  - r-controlled vowels (**ur, er, ir, ar, ur**) in single syllable words (Examples: *car, perm, dirt*)
  - common long vowel patterns /ā/: **ai, ay** /ē/: **ea, ee, ey** /ī/: **ie, igh** /ō/: **oa, ow**
  - VCe (long vowel - consonant - "silent e") pattern (Example: *flame*)
  - additional vowel sound patterns /ā/ **ey, igh, ea** /ū/ **ew, ue, ui** /ō/ **ew, ough**, /oo/ spelled with **oo** (*food*), /u/ spelled with **oo** (*foot*), /aw/ **aw**
  - consonant or vowel trigraphs (Examples: /i/ in *night*, /ch/ in *pitch*, /j/ in *fridge*)
  - suffixes with spelling changes, such as doubling letters, dropping silent **-e**, or changing **-y** to **-i**
  - silent letter combinations /m/ **mb**, /n/ **kn**, /r/ **wr** and hard/soft 'g' and 'c'
- Applies accurate spellings for common homophones (Example: *their, there, they're*)



## MORPHOLOGY

- Reads and understands words with common prefixes (Examples: **un-**, **re-**, **dis-**, **re-**, **in-**, **mis-**) and suffixes with and without spelling changes (Examples: **-s**, **-es**, **-ing**, **-er**, **-y**, **-ness**, **-est**, **-ful**, **-less**)
- Recognizes increasingly more complex prefixes and understands how the word changes (Examples: **inter-**, **sub-**, **trans-**, **non-**)
- Recognizes increasingly more complex suffixes and understands how the word changes (Examples: **-ness**, **-able**, **-ment**, **-tion**)
- Understands that grapheme pronunciation can be impacted by affixes (Example: *sign* - *signal*, *electric* - *electricity*)

## DECODING & SOUND-SPELLING CORRESPONDENCES

- Reading uncontrolled (not decodable) text that includes words with:
  - less common digraphs (**'ng'**, **'nk'**)
  - r-controlled vowels **er, ir, ar, or, ur** (Examples: *'bird'*, *'tarp'*, *'burn'*)
  - common long vowel patterns /ā/: **ai, ay** /ē/: **ea, ee, ey** /ī/: **ie, igh** /ō/: **oa, ow**
  - vowel patterns where 'y' or 'w' act as a vowel such as /ū/ **ew, ow**, /ā/ **ey**, /ī/ **y**
  - silent letter combinations /m/ **mb**, /n/ **kn**, /r/ **wr** and hard/soft 'g' and 'c'
  - diphthongs such as **oi, oy, ou, ow** (Examples: *coin, boy, loud, how*)
  - additional vowel sound patterns /ā/ **ey, igh, ea** /ū/ **ew, ue, ui** /ō/ **ew, ough**, /oo/ spelled with **oo** (*food*), /u/ spelled with **oo** (*foot*), /aw/ **aw** multisyllabic words with open and closed syllables (Examples: *mu/sic, pro/gram*)
- Consolidates phonics, morphology and syllable knowledge to read unfamiliar words, including multisyllabic words, with greater automaticity
- Confirms pronunciations of decoded words through syntax, vocabulary, context or background knowledge, and adjusts pronunciation when necessary
- Weighs multiple meanings of a word, including homographs, to select the most appropriate meaning while reading
- Pronounces the schwa /ə/ sound in multisyllabic words by recognizing unstressed syllables and how vowel sounds can change
- May self-teach unfamiliar or incidental spelling patterns using orthographic knowledge, syntax and context

Grade three readers experiencing decoding difficulties may need phonemic awareness instruction or practice.

## READING FLUENCY & COMPREHENSION

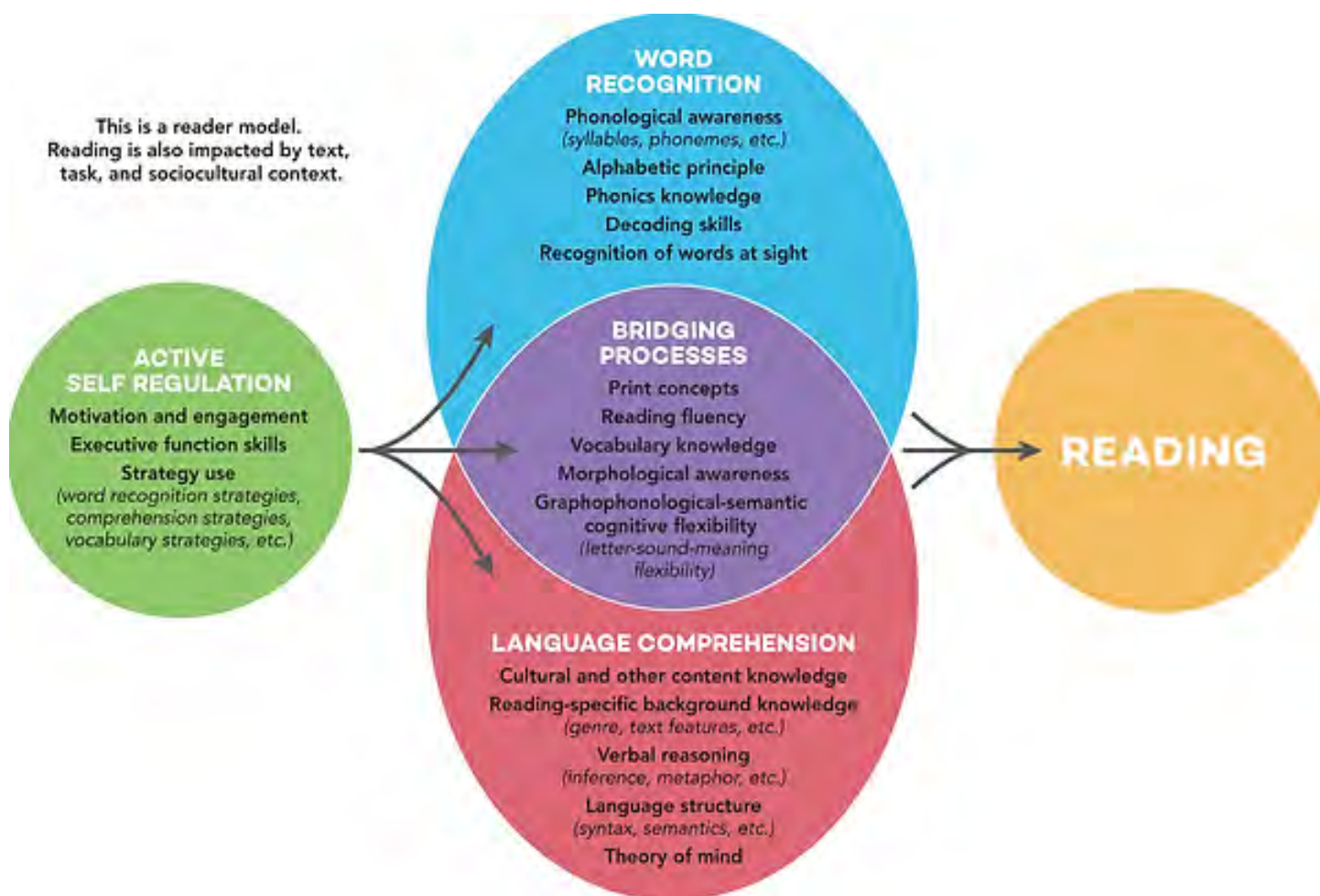
- Demonstrates comprehension of independently read narrative and informational (nonfiction) texts through conversations, illustrations, writing, dramatizations, loose parts or other multimodal representations of thinking
- Summarizes or retells key events, main ideas, supporting details, events, steps in a process, opinions, and evidence
- Makes meaningful connections between prior knowledge and new ideas to deepen understanding (Examples: *text:text*, *text:self*, *text:world*, *text:cultural knowledge*)
- Infers feelings, motivations and information not explicitly states in the text by applying background knowledge, vocabulary and context clues
- Expresses thoughtful perspective and opinions about events, decisions or information presented in text
- Reads aloud with attention to phrasing and punctuation
- Reads familiar and unfamiliar passages with increasing **accuracy**, conversational **rate**, phrasing and **prosody**
- Applies a growing bank of words recognized automatically by sight to support comprehension of complex texts, pausing to decode unfamiliar or rare words as needed



## THE ACTIVE VIEW OF READING

The [Active View of Reading](#) (Duke & Cartwright, 2021) is a comprehensive model grounded by, and expanding on, earlier evidence-based reading frameworks by emphasizing the dynamic and interconnected nature of reading development.

Understanding the Active View of Reading empowers educators to design instruction that reflects the full complexity of how students learn to read. This reader-centered model emphasizes not only word recognition and language comprehension, but also the critical roles of background knowledge, motivation, executive functioning, and strategy use.



By aligning with this evidence-based framework, Surrey Schools supports a holistic approach to literacy that recognizes the diverse strengths and needs of learners, ensuring that reading instruction is inclusive, responsive, and grounded in current research. Teachers can find instructional resources and strategies in the [Reading Essentials](#) section of the SurreySchoolsOne literacy website.

## GRATITUDE

Appreciation is extended to the primary teacher teams across various elementary schools in Surrey for their valuable and detailed feedback on this resource.

Prince Charles Elementary  
Forsyth Elementary  
Hazelgrove Elementary  
Royal Heights Elementary  
Sullivan Elementary  
Port Kells Elementary  
Strawberry Hill Elementary  
Douglas Elementary  
T.E. Scott Elementary



## CONTINUUM ACCESS & FEEDBACK

Early Literacy Learning Continuum resources are found on SurreySchoolsOne, including:

- PDF downloads of the full continuum
- online flipbook version
- webinar recording about continuum development and intentions

Access a PDF version at [SurreySchoolsOne](https://surreyschoolsone.ca)



Offer questions or feedback:



