SAMPLE

Elevate & Evaluate

What teachers need to teach and what students need to learn about written English

Grades K–8+

ELEVATING TEACHER KNOWLEDGE

EVALUATING STUDENT KNOWLEDGE

EVALUATING EVIDENCE

Joy Allcock

Foreword by Professor John Hattie

SCHOLASTIC

Inside this book

Elevate & Evaluate supports teachers with the knowledge and resources to elevate literacy instruction and evaluate student achievement.

ELEVATING TEACHER KNOWLEDGE

The resources in this section provide helpful information and concrete support for teaching the code and structure of written English, including:

- What research shows about **effective practices for literacy instruction**,
- The phonological (sound), orthographic (writing), and morphological (meaning) **systems of the English language**,
- A **comprehensive teacher knowledge assessment** for quickly identifying and addressing any knowledge gaps,
- The **essential knowledge and skills** students need to learn in the most critical areas of literacy development,
- Helpful references for the **sounds of English**, how they are pronounced, and the **graphemes that can represent them**,
- An overview of common **consonant blends and digraphs** and the difference between the two,
- **The vowel sounds of English** and tips for how to spell and read them,
- The most useful **prefixes, suffixes, and root words** for students to learn,
- How to recognize different **types of syllables** and to pronounce and spell them correctly,
- The most **useful and reliable spelling rules** to teach in the early years,
- How to teach **vocabulary, comprehension strategies, text structure, and thinking and reasoning skills**,
- A guide to scaffolding learning from Kindergarten to Grade 8,
- **How students learn to write, spell, and read** and how teachers can support their literacy development at each stage, including how to teach essential **proofreading strategies and decoding skills**,
- **Flowcharts for analyzing students' writing, spelling, and decoding skills** and for using each analysis to inform needs-based instruction,
- Common reasons why students experience **literacy delays or difficulties** and ways to address them, and
- **How to support English learners**, who face some unique challenges when learning the code and structure of written English.

Teachers can use the support materials in this section independently or collaboratively with peers to elevate their knowledge and practice.

EVALUATING STUDENT KNOWLEDGE

This section includes assessment essentials and timelines, yearly achievement expectations, and a full suite of assessment instruments for the first four years of school and for older students with learning gaps.

The assessments progress from an observational assessment of foundational literacy skills to assessments that measure phonological and phonemic awareness skills, knowledge of letter names and sounds, simple and advanced code knowledge, and knowledge of conventions that influence the spelling and pronunciation of words. The assessments include:

- **Foundations for literacy checklist**
- **Phonological and phonemic awareness**
- **Grapheme knowledge**
- **Letter formation**
- **Sound-to-letter knowledge**
- **Pseudoword spelling**
- **Consonant blends**
- **Short and long vowel discrimination**
- **Spelling knowledge**
- **Multisyllabic pseudoword reading**
- **Spelling analysis**
- **Decoding analysis**

These assessments can be used to drive instruction, to track progress, and to measure the impact of instruction on student achievement.

EVALUATING EVIDENCE

This section presents the research foundations and evidence supporting the instructional approach that underpins *Elevate & Evaluate*, including a summary of the *Shine* Literacy Project, which validated the efficacy of the speech-to-sounds-to-print approach, and provides evidence of the reliability, validity, and significance of the assessments included in this resource.

APPENDIX

The appendix includes a reference to the sounds and graphemes of English, a comprehensive glossary of literacy terms, and a guide to calculating effect size.

Contents

ELEVATING TEACHER KNOWLEDGE

Effective literacy instruction 3
The systems of English 6
Essential teacher knowledge 11
Teacher knowledge assessment 12
Literacy knowledge and skills 16
Oral language 17
Phonological and phonemic awareness 18
Alphabetic code knowledge 22
Word recognition and retrieval 32
Syllable knowledge 33
Morphology 36
Spelling rules and conventions 37
Vocabulary and background knowledge 42
Comprehension strategies 43
Knowledge of text structure 44
Thinking and reasoning 45
Learning progression 46
Learning progression K–3 46
Learning progression 4–8 64
Literacy learning and development 69
Learning to write 71
Writing analysis flowchart 76
Learning to spell 77
Teaching proofreading 81
Spelling analysis flowchart 84
Learning to read 85
Teaching decoding 89
Decoding analysis flowchart 103
Literacy delays and difficulties 104
Supporting English learners 108

EVALUATING STUDENT KNOWLEDGE

Assessment essentials 115

Assessment timelines 116

Achievement expectations for writing and spelling 122

Teacher knowledge assessment 133

Assessment 1 Foundations for literacy checklist 134

Assessment 2 Phonological and phonemic awareness 137

Assessment 3 Grapheme knowledge 146

Assessment 4 Letter formation 153

Assessment 5 Sound-to-letter knowledge 155

Assessment 6 Pseudoword spelling 159

Assessment 7 Consonant blends 165

Assessment 8 Short and long vowel discrimination 168

Assessment 9 Spelling knowledge 173

Assessment 10 Alphabetic code knowledge 178

Assessment 11 Gap analysis 1 & 2 185

Assessment 12 Multisyllabic pseudoword reading 199

Assessment 13 Spelling analysis 203

Assessment 14 Decoding analysis 207

EVALUATING EVIDENCE

Research to practice 210

Assessment metrics 216

APPENDIX

The sounds of English 220

Measuring effect size 222

Literacy glossary 224

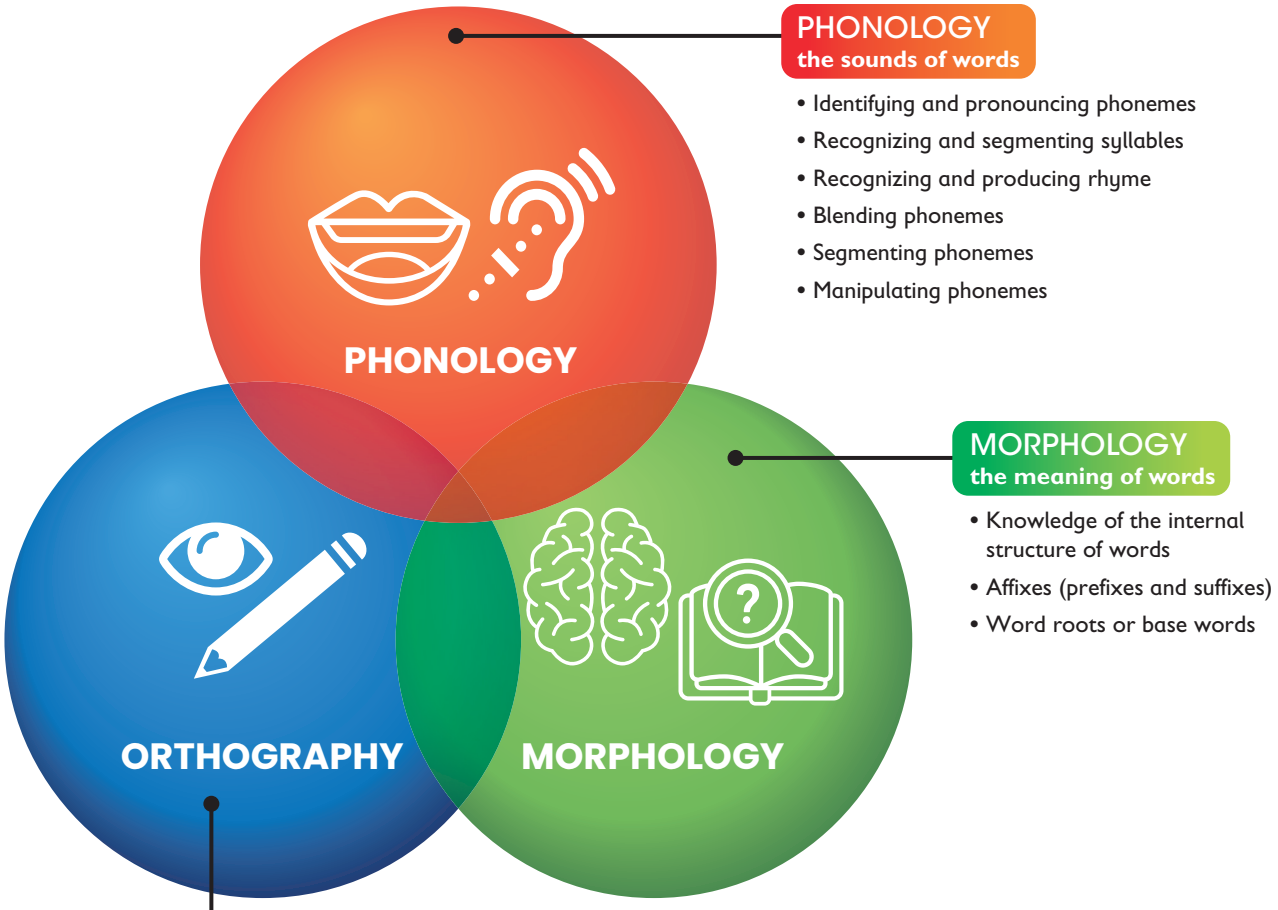
The systems of English

To become efficient and accurate readers, writers, and spellers, students need to acquire broad knowledge of the structure of written English—all the systems that influence the way we pronounce, write, spell, and work out the meaning of words.

Understanding the structure of written English is built on knowledge of:

- **Phonology**—the sound system of English,
- **Orthography**—the writing system of English, and
- **Morphology**—the meaning system of English.

This knowledge, alongside oral language and vocabulary, book and print knowledge, and strategic thinking skills, is necessary for students to become fluent readers and authors.



PHONOLOGY
the sounds of words

- Identifying and pronouncing phonemes
- Recognizing and segmenting syllables
- Recognizing and producing rhyme
- Blending phonemes
- Segmenting phonemes
- Manipulating phonemes

MORPHOLOGY
the meaning of words

- Knowledge of the internal structure of words
- Affixes (prefixes and suffixes)
- Word roots or base words

ORTHOGRAPHY
the look of words

- Diverse knowledge of the alphabetic code
- Orthographic mapping strategies
- Spelling rules and conventions

Phonological and phonemic awareness

Phonological awareness is an awareness of the sounds and sound patterns in spoken words. **Phonemic awareness** is a sub-category of phonological awareness that involves an awareness of the individual sounds in words.

Alphabetic languages developed from an idea that words could be broken into individual sounds (phonemes), and each sound could be written with a code (one or more letters).

Most young students are not aware that spoken words are made by putting sounds together in a particular order, and they don't need this knowledge until they begin to read and write in an alphabetic language.

Some of the earliest phonological skills include awareness of rhyming words and syllables. Later, children develop the ability to hear and manipulate the individual sounds in words. These are auditory skills that develop from hearing and playing with the sounds in spoken words.

Students need to learn to recognize, pronounce, and manipulate the sounds of a language before they can truly understand how the letters of the alphabet create a code to represent them. Different languages have different sounds. English, for example, has more than 40 sounds, whereas most Pacific languages have fewer than 20. Multilingual students may need additional support and practice to recognize, differentiate, and pronounce the sounds of English.

Phonological and phonemic awareness skills are foundational skills for literacy because working with the sounds of English is the key to understanding how to use the alphabetic code.

What students need to learn

Phonological and phonemic awareness instruction should develop the following skills:

Recognizing and producing rhyme

To recognize words that end with the same sound pattern containing the stressed vowel.

Which word rhymes with *bed*? *lid, road, head* Which word rhymes with *funny*? *baby, honey, slowly*

To generate words that rhyme.

What words rhyme with *owl*? (*growl, fowl, towel*) What words rhyme with *puddle*? (*muddle, cuddle, huddle*)

Hearing common sounds in words

To identify and pronounce a common phoneme in different words.

What is the sound at the start of *hat, house, hand*? (**/h/**) What is the sound at the end of *cut, hat, bit*? (**/t/**)

To match words according to a target sound.

Which word starts with the same sound as *hat*? *run, hope, jump*

Which word ends with the same sound as *bus*? *buzz, house, bush*

Segmenting sentences into words

To understand that sentences are made up of words and to segment sentences into words.

How many words are in these sentences? *We are friends.* (3) *I can run fast.* (4) *This is my new dog.* (5)

Blending and segmenting syllables

To blend syllables together to pronounce a word.

What word am I saying? *book/shelf, win/dow, tom/a/to, in/vi/ta/tion*

To count, clap, or tap (segment) the syllables in words.

How many claps are in *car*? (1) How many claps are in *music*? (2) How many claps are in *newspaper*? (3)

Blending and segmenting onsets and rimes in one-syllable words

To recognize onsets (initial consonants or consonant clusters) and rimes (the rest of the word that contains the vowel sound) and to blend and segment these sound chunks.

What words am I saying? *b/ake, c/ake, st/ake, sh/ake, l/ake* (*bake, cake, stake, shake, lake*)

What is the rhyming part of *cat, hat, mat, sat, rat*? (*at*)

Say the first sound and the rhyming part for each word. (*c/at, h/at, m/at, s/at, r/at*)

Blending phonemes into words

To pronounce a sequence of sounds and blend them together to make a word.

What word am I saying? **/k/ /ē/** (*key*), **/d/ /o/ /t/** (*dot*), **/s/ /p/ /ē/ /d/** (*speed*), **/s/ /t/ /a/ /m/ /p/** (*stamp*)

Segmenting words into phonemes

To segment words into individual sounds.

What are the sounds in boy? (**/b/ /oy/**) *dish?* (**/d/ /i/ /sh/**) *nest?* (**/n/ /e/ /s/ /t/**)

Manipulating phonemes

To create a new word by deleting a phoneme or syllable.

What word would we make if we said *butterfly* without the *fly*? (*butter*) *sheet* without the **/sh/**? (*eat*)

keep without the **/p/**? (*key*) *play* without the **/l/**? (*pay*) *camp* without the **/m/**? (*cap*)

To create a new word by adding a phoneme at the start or the end of a word.

What word would we make if we added **/k/** to the start of *ape*? (*cape*) **/ch/** to the end of *tea*? (*teach*)

To create a new word by substituting one phoneme for another.

What word would we make if we swapped the **/p/** in *pin* for **/b/**? (*bin*)

the **/i/** in *pin* for **/e/**? (*pen*) the **/n/** in *pin* for **/t/**? (*pit*)

Learning progression

Grades K–3

In the primary grades, most students are learning about the code and structure of written English for the first time. This chart shows the development of literacy knowledge and skills from Grade K through Grade 3.

		Grade K learning expectations	Grade 1 learning expectations
ORAL LANGUAGE		• Participate in conversations • Draw on own experiences to share ideas and opinions • Retell a story or event • Describe everyday things with two or more features • Understand and use question words and basic prepositions • Speak in complete sentences	• Share ideas and opinions freely in group conversations • Ask clarifying questions • Describe, compare, and categorize everyday things using relevant details • Use past, present, and future tenses with subject-verb agreement • Use simple and compound sentences
PHONOLOGICAL & PHONEMIC AWARENESS		• Detect and produce rhyme • Clap up to 4 syllables • Identify sounds in different positions in words—initial, final, medial • Discriminate between similar sounds (**/f/**, **/th/**; **/w/**, **/r/**, etc.) • Blend 2, 3, and 4 sounds to make words • Segment words into 2, 3, and 4 sounds	• Produce rhyme • Clap 4 and 5 syllables • Identify sounds in different positions in words—initial, final, medial • Discriminate between paired sounds (**/p/**, **/b/**; **/ch/**, **/j/**, etc.) • Blend 4 and 5 sounds to make words **/s/ /t/ /a/ /m/ /p/** • Segment words into 4 and 5 sounds **/g/ /r/ /ow/ /n/ /d/** • Delete initial sounds to make new words (*farm* without the **/f/**—*arm*) • Deleting final sounds to make new words (*farm* without the **/m/**—*far*)
ALPHABETIC CODE KNOWLEDGE Consonant sounds	**/b/**	• Learn **/b/** sound • Discover graphemes for **/b/** • Identify ***b***, ***bb*** patterns	• Learn **/b/** sound • Discover graphemes for **/b/** • Identify ***b***, ***bb*** patterns • Build word families for words beginning with ***bl***, ***br*** blends
	/k/	• Learn **/k/** sound • Discover graphemes for **/k/** • Identify ***k***, ***c***, ***ck*** patterns	• Learn **/k/** sound • Discover graphemes for **/k/** • Identify ***k***, ***c***, ***ck***, ***ch***, ***cc*** patterns • Build word families for words beginning with ***cl***, ***cr*** blends

Grade 2 learning expectations	Grade 3 learning expectations
• Initiate and continue conversations with known adults and children • Build on and link to the remarks of others • Recount stories or experiences using relevant details • Use formal and informal language for different circumstances • Use adjectives and adverbs in simple and compound sentences	• Participate in conversations for a variety of social and academic purposes • Explain and support own ideas and opinions • Use nouns, verbs, adjectives, adverbs, and a range of conjunctions with precision in simple, compound, and complex sentences
• Clap 4 and 5 syllables • Identify sounds in different positions in words—initial, final, medial • Discriminate between similar sounds (**/p/**, **/b/**; **/ch/**, **/j/**, etc.) • Blend 4 and 5 sounds to make words **/s/ /t/ /a/ /m/ /p/** • Segment words into 4 and 5 sounds **/g/ /r/ /ow/ /n/ /d/** • Substitute initial sounds to make new words—change the **/ch/** in *cheese* to **/w/**—*wheeze* • Substitute final sounds to make new words—the **/t/** in *cat* for **/n/**—*can* • Substitute a medial vowel sound in words to make new words—the **/a/** in *cat* for **/i/**, **/o/**, **/u/**, **/ar/**, etc.	• Review previously taught skills as necessary—deleting sounds, substituting sounds, blending and segmenting sounds in multisyllabic words—syllable by syllable • Say the sounds in words backwards to make new words
• Review graphemes for **/b/**	• Review graphemes for **/b/**
• Review **/k/** sound • Discover graphemes for words starting with **/k/** • Identify ***k***, ***c***, ***ck***, ***ch***, ***cc***, ***qu*** patterns • Learn rule for **/k/** at the start of words • Build word families for words beginning with ***sc***, ***sk***, ***scr***, ***chr*** blends	• Review graphemes for **/k/** • Build word families for words containing ***lk***, ***nk***, ***sk***, final blends • Learn rule for words ending with **/k/** • Learn rule for words ending with **/i/ /k/** • Learn conventions for adding suffixes to words ending with **/k/**

▼ ELEVATING TEACHER KNOWLEDGE

		Grade K learning expectations	Grade 1 learning expectations
Long vowel sounds, cont'd	**/ī/**	• Learn **/ī/** sound • Discover graphemes for **/ī/** • Identify ***i*** and other common patterns (***y***, ***igh***, ***i_e***) • Discriminate between **/i/** and **/ī/**	• Learn **/ī/** sound • Discover graphemes for **/ī/** • Identify ***i***, ***i_e***, ***y***, ***igh***, ***ie*** patterns • Learn conventions for spelling **/ī/** inside a syllable • Discriminate between **/i/** and **/ī/**
	/ō/	• Learn **/ō/** sound • Discover graphemes for **/ō/** • Identify ***o*** and other common patterns (***oa***, ***o_e***) • Discriminate between **/o/** and **/ō/**	• Learn **/ō/** sound • Discover graphemes for **/ō/** • Identify ***o***, ***oa***, ***o_e***, ***ow*** patterns • Learn convention for spelling **/ō/** inside a syllable • Discriminate between **/o/** and **/ō/**
	/ū/	• Learn **/ū/** sound • Discover graphemes for **/ū/** • Identify ***u***, ***u_e*** patterns • Discriminate between **/u/** and **/ū/**	• Learn **/ū/** sound • Discover graphemes for **/ū/** • Identify ***u***, ***u_e***, ***ew*** patterns • Learn convention for spelling **/ū/** inside a syllable • Discriminate between **/u/** and **/ū/**
	/o͞o/	• Learn **/o͞o/** sound, as in *room* • Discover graphemes for **/o͞o/** • Identify ***oo***, ***o*** patterns • Discriminate between **/oo/** and **/o͞o/**	• Learn **/o͞o/** sound • Discover graphemes for **/o͞o/** • Identify ***oo***, ***o***, ***ew***, ***u***, ***ue*** patterns • Learn convention for spelling **/o͞o/** inside a syllable • Discriminate between **/oo/** and **/o͞o/**
Other vowel sounds	**/oy/**	• Learn **/oy/** sound • Discover graphemes for **/oy/** • Identify ***oy***, ***oi*** patterns	• Learn **/oy/** sound • Discover graphemes for **/oy/** • Identify ***oy***, ***oi*** patterns • Learn rule for using ***oy*** and ***oi*** graphemes
	/ow/	• Learn **/ow/** sound • Discover graphemes for **/ow/** • Identify ***ow***, ***ou*** patterns	• Learn **/ow/** sound • Discover graphemes for **/ow/** • Identify ***ow***, ***ou*** patterns • Learn rule for using ***ow*** and ***ou*** graphemes
	/aw/	• Learn **/aw/** sound • Discover graphemes for **/aw/** • Identify ***aw***, ***au*** patterns	• Learn **/aw/** sound • Discover graphemes for **/aw/** • Identify ***aw***, ***au***, ***a***, ***al***, ***o*** patterns
	/er/	• Learn **/er/** sound • Discover graphemes for **/er/** • Identify ***er***, ***ir***, ***ur*** patterns	• Learn **/er/** sound • Discover graphemes for **/er/** • Identify ***er***, ***ir***, ***ur***, ***or***, ***ere*** patterns

Grade 2 learning expectations	Grade 3 learning expectations
• Review **/ī/** sound • Discover graphemes for **/ī/** • Identify ***i***, ***i_e***, ***y***, ***igh***, ***ie***, ***eigh***, ***ig*** patterns • Sort words by the position of **/ī/** in a syllable • Build word families of words with **/ī/** at the start, inside, and at the end of a syllable or word • Discriminate between **/i/** and **/ī/**	• Identify graphemes for **/ī/** • Word sort for **/ī/** patterns • Word sort for position of **/ī/** sound and spelling patterns used • Generate rule for spelling **/ī/** sound in different positions • Add suffixes to words with **/ī/** in the last syllable
• Review **/ō/** sound • Discover graphemes for **/ō/** • Identify ***o***, ***oa***, ***o_e***, ***ow***, ***oe***, ***ough*** patterns • Sort words by the position of **/ō/** in a syllable • Build word families of words with **/ō/** at the start, inside, and at the end of a syllable or word • Discriminate between **/o/** and **/ō/**	• Identify graphemes for **/ō/** • Word sort for **/ō/** patterns • Word sort for position of **/ō/** sound and spelling patterns used • Generate rule for spelling **/ō/** sound in different positions • Add suffixes to words with **/ō/** in the last syllable
• Review **/ū/** sound • Discover graphemes for **/ū/** • Identify ***u***, ***ui***, ***u_e***, ***ue***, ***ew*** patterns • Sort words by the position of **/ū/** in a syllable • Build word families of words with **/ū/** at the start, inside, and at the end of a syllable or word • Discriminate between **/u/** and **/ū/** • Discriminate between **/ū/** and **/o͞o/**	• Identify graphemes for **/ū/** • Word sort for **/ū/** patterns • Word sort for position of **/ū/** sound and spelling patterns used • Generate rule for spelling **/ū/** sound in different positions • Add suffixes to words with **/ū/** in the last syllable
• Review **/o͞o/** sound • Discover graphemes for **/o͞o/** • Identify ***oo***, ***o***, ***ew***, ***u***, ***ue***, ***u_e***, ***ough*** patterns • Sort words by the position of **/o͞o/** in a syllable • Build word families of words with **/o͞o/** inside, and at the end of a syllable or word • Discriminate between **/ū/** and **/o͞o/**	• Identify graphemes for **/o͞o/** • Word sort for **/o͞o/** patterns • Word sort for position of **/o͞o/** sound and spelling patterns used • Generate rule for spelling **/o͞o/** sound in different positions • Adding suffixes to words with **/o͞o/** in the last syllable
• Review **/oy/** sound • Discover graphemes for **/oy/** • Review and identify ***oy***, ***oi*** patterns	• Review graphemes for **/oy/**
• Review **/ow/** sound • Discover graphemes for **/ow/** • Review and identify ***ow***, ***ou*** patterns • Learn exceptions to spelling **/ow/** rule	• Review graphemes for **/ow/**
• Review **/aw/** sound • Discover graphemes for **/aw/** • Identify ***aw***, ***awe***, ***au***, ***a***, ***al***, ***augh***, ***ough*** patterns	• Review graphemes for **/aw/** • Build word families for single and multisyllabic words containing **/aw/** graphemes
• Review **/er/** sound • Discover graphemes for **/er/** • Identify ***er***, ***ir***, ***ur***, ***urr***, ***or***, ***ere***, ***ear*** patterns • Learn rule: When the **/er/** sound follows **/w/**, it is written ***or*** (word, work)	• Review graphemes for **/er/** • Build word families for single and multisyllabic words containing **/er/** graphemes

▼ ELEVATING TEACHER KNOWLEDGE

		Grade K learning expectations	Grade 1 learning expectations
Other vowel sounds, cont'd	**/or/**	• Learn **/or/** sound • Discover graphemes for **/or/** • Identify ***or***, ***ore*** patterns	• Learn **/or/** sound • Discover graphemes for **/or/** • Identify ***or***, ***ore***, ***oor***, ***oar***, ***our*** patterns • Build word families for these common graphemes
	/ar/	• Learn **/ar/** sound • Discover graphemes for **/ar/** • Identify ***ar***, ***a*** patterns	• Learn **/ar/** sound • Discover graphemes for **/ar/** • Identify ***ar***, ***a*** patterns
	/ear/	• Learn **/ear/** sound • Discover graphemes for **/ear/** • Identify ***ear***, ***eer*** patterns	• Learn **/ear/** sound • Discover graphemes for **/ear/** • Identify ***ear***, ***eer***, ***ere*** patterns • Build word families for these common graphemes • Discriminate between **/air/** and **/ear/** sounds
	/air/	• Learn **/air/** sound • Discover graphemes for **/air/** • Identify ***air***, ***ere***, ***ear*** patterns	• Learn **/air/** sound • Discover graphemes for **/air/** • Identify ***air***, ***ere***, ***ear***, ***are***, ***eir*** patterns • Build word families for these common graphemes • Discriminate between **/air/** and **/ear/** sounds
WORD RECOGNITION & RETRIEVAL		• Recognize many of the first 100 high-frequency words • Apply code knowledge to decode one-letter, one-sound words • Spell some high-frequency words and personal words correctly • Write words by sounding them out and recording each sound	• Recognize most of the first 100 and some of the second 100 high-frequency words • Apply code knowledge to decode words with single letter-sound correspondences and digraphs • Spell most recurring personal words and many high-frequency words correctly • Write other words by sounding them out and recording each sound appropriately
SYLLABLE KNOWLEDGE		• Recognize that words have a rhythm and clap the syllables in words	• Understand that all syllables contain a vowel sound
Compound words			

Grade 2 learning expectations	Grade 3 learning expectations
• Review **/or/** sound • Discover graphemes for **/or/** • Identify ***or, oor, our, oar, ore*** patterns • Learn rule: When the **/or/** sound follows **/w/**, it is written ***ar*** (*warm, warden*)	• Review graphemes for **/or/** • Build word families for single and multisyllabic words containing **/or/** graphemes
• Review **/ar/** sound • Discover graphemes for **/ar/** • Identify ***ar***, ***a***, ***are***, ***ear*** patterns	• Review graphemes for **/ar/** • Build word families for single and multisyllabic words containing **/ar/** graphemes
• Review **/ear/** sound • Discover graphemes for **/ear/** • Identify ***ear***, ***eer***, ***ere***, ***eir***, ***ier*** patterns • Build word families for these common graphemes • Discriminate between **/air/** and **/ear/** sounds	• Review graphemes for **/ear/** • Build word families for single and multisyllabic words containing **/ear/** graphemes • Find homophones for words containing **/ear/** (*dear/deer*) • Find homographs for words pronounced **/air/** or **/ear/** (*tear/tear*)
• Review **/air/** sound • Discover graphemes for **/air/** • Identify ***air***, ***ere***, ***ear***, ***are***, ***eir***, ***ar***, ***are*** patterns • Build word families for these common graphemes • Discriminate between **/air/** and **/ear/** sounds	• Review graphemes for **/air/** • Build word families for single and multisyllabic words containing **/air/** graphemes • Find homophones for words containing **/air/** (*bare/bear*) • Find homographs for words pronounced **/air/** or **/ear/** (*tear/tear*)
• Recognize most of the first 200 and some of the third 100 high-frequency words • Apply code knowledge to decode words with single letter-sound correspondences, digraphs, and trigraphs • Spell most recurring personal words and many high-frequency words correctly • Write other words by sounding them out and recording each sound using known conventions for selecting correct graphemes	• Recognize the most common 300 high-frequency words • Decode most words that use reliable grapheme-phoneme correspondences • Spell most high-frequency words and many other words correctly • Write other words by sounding them out and recording each sound using known conventions for selecting graphemes
• Recognize vowel graphemes as a strategy for identifying syllables and decoding two-syllable words	• Identify all vowel graphemes in words • Decode multisyllabic words by breaking them into syllables around each vowel grapheme
• Recognize compound words and use the meaning of the individual words to predict their meaning	• Recognize and understand compound nouns, verbs, and adjectives

MORPHOLOGY	Grade K learning expectations	Grade 1 learning expectations
Plurals	• Recognize plurals and learn to add ***s***	• Learn to add ***s*** and ***es***
Suffixes	• Recognize the spelling and meaning of ***ing*** and ***ed*** suffixes • Identify the three sounds of the ***ed*** suffix (***/t/***, ***/d/***, ***/ə/d/***)	• Learn and discriminate between the three sounds of the ***ed*** suffix • Learn the meaning of the ***ing***, ***ed***, ***er***, and ***est*** suffixes
Root words		
Prefixes		
SPELLING RULES & CONVENTIONS		
The role of the final ***e***	• Recognize words that have a final ***e*** • Find words where it is part of a long vowel pattern	• Find words with a final ***e*** • Discriminate between words that have a long vowel ***e*** and a final ***e***
Contractions	• Recognize contractions and learn what they are (two words squashed into one)	• Learn concept of forming and expanding contractions • Learn common groups of contractions made with *I* (*I'll*, *I'm*, *I've*, *I'd*) and *not* (*won't*, *aren't*, *hasn't*, *haven't*, *can't*, *don't*)
Possessive apostrophes		
Homophones, homographs, and homonyms		
VOCABULARY & BACKGROUND KNOWLEDGE	• Learn and use new meanings for familiar words (*bark*, *foot*) • Understand categories of words • Relate words to their opposites • Begin to understand shades of meaning among related verbs • Build knowledge and vocabulary through speaking, listening, and hearing texts read aloud	• Begin to use context clues and word parts to determine or clarify word meaning • Define words by relating them to their categories and attributes • Distinguish shades of meaning among some verbs and adjectives • Build knowledge and vocabulary on a variety of topics through conversation, reading, and responding to texts

Grade 2 learning expectations	Grade 3 learning expectations
• Review when to use ***es*** to form a plural • Recognize other plural conventions—collective nouns, words that stay the same	• Review plural endings—adding ***s***, ***es***, words that stay the same • Learn other plural conventions: words ending in ***y***, words ending with vowel plus ***y***, words ending ***f*** or ***ff***, common irregular plurals (*man/men*, *person/people*, etc.)
• Learn ***ed***, ***ing***, ***er***, ***est***, ***tion***, ***ful***, ***less*** suffixes—their meanings and spelling • Learn to add ***ing*** and ***ed*** to words that end with ***e*** • Learn to add ***ing*** and ***ed*** suffixes to words ending with a single short vowel and consonant	• Learn common suffixes: for tense (***ed***, ***ing***), to make nouns (***er***, ***or***, ***an/cian/ian***, ***ist***, ***ness***, ***ment***, ***tion***, ***sion***), to make verbs (***en***, ***ate***, ***ify***, ***ise***), to make adjectives (***y***, ***ic***, ***er***, ***est***, ***ful***, ***less***), to make adverbs (***ly***) • Review adding suffixes starting with a vowel to words ending in ***e*** and to words ending with a single short vowel and consonant
• Identify and explain root words from the vocabulary lists students have generated during the teaching of sounds	• Learn common word roots for senses (***audi***, ***vis***, ***spec***, ***scop***, ***sens***, ***path***); water (***aqu/hydr***); air (***aer***); earth (***terr/geo***); light (***photo/luc***); sound/voice (***phon***); heat (***therm***)
• Learn the role of a prefix • Learn ***un***, ***re*** prefixes	• Learn prefixes meaning not (***in***, ***im***, ***ir***, ***il***, ***de***, ***dis***, ***non***, ***un***); numbers (***uni/mono***, ***bi/di/duo***, ***tri***, ***quad***, ***dec***, ***cent***, ***kilo/mill***)
• Learn words ending with ***ve***, ***ce***, ***ge*** • Learn role of the final ***e*** in long vowel final syllables • Build word families that end with ***ce***, ***ge***	• Recognize graphemes that include the final ***e*** and pronounce them correctly
• Review previous and learn other contractions made with *not* (*didn't*, *doesn't*, *hadn't*, *shouldn't*, *wouldn't*, *isn't*, *wasn't*, *weren't*), *will* (*I'll*, *you'll*, *he'll*, *she'll*, *we'll*, *they'll*, *it'll*)	• Review and learn groups of contractions that end with *not* (e.g., *don't*), *will* (e.g., *he'll*), *is/are* (e.g., *he's*, *they're*), *would* (e.g., *I'd*), *has/have* (e.g., *he's*, *they've*), *had* (*I'd*, *they'd*)
• Recognize the possessive apostrophe and use it in frequently written possessives	• Learn rule for using possessive apostrophes • Learn plural apostrophes
• Recognize homophones (same sound, different spelling—*wear*, *where*); homographs (same spelling, different pronunciation—*wind/wind*); homonyms (same word, multiple meanings—*can*)	• Review and add to knowledge of homographs, homophones, and homonyms • Consult references as needed to clarify meaning and correct spelling
• Use some sentence-level context clues to infer a word's meaning • Distinguish shades of meaning among closely related words • Begin to use glossaries and beginning dictionaries • Continue to build knowledge and vocabulary on a variety of topics through grade-level reading and instruction	• Use sentence-level context clues • Apply knowledge of known roots and affixes • Distinguish between literal and non-literal word meanings • Understand shades of meaning • Continue to build content knowledge and an increasing bank of academic and domain-specific words

▼ ELEVATING TEACHER KNOWLEDGE

	Grade K learning expectations	Grade 1 learning expectations
COMPREHENSION STRATEGIES	• Make connections with own experiences • Ask and answer questions about a text • Make predictions about what will happen next • Retell familiar stories • Identify characters, settings, and events • Identify the main topic and key details • Identify similarities and differences between two texts on the same topic	• Make connections with self and with other texts • Ask and answer questions about key details • Make predictions • Retell stories, including the central message and key details • Visualize and describe characters, settings, and events • Identify the main topic and key details • Describe the connection between characters, events, or ideas in a text • Compare two texts on the same topic
KNOWLEDGE OF TEXT STRUCTURE	• Understand that narrative texts (fiction stories) have characters and events and that non-fiction texts share information • Identify the main parts of a book (front cover, back cover, title page) • Understand the role of author and illustrator	• Understand that stories have characters and a plot with a beginning, middle, and end • Understand that non-fiction texts include facts that inform, describe, or explain things in the real world • Understand and use common text features (table of contents, headings, glossary, etc.)
THINKING & REASONING	• Follow two- to three-step directions • Understand humour and surprise • Recognize and use socially appropriate communication	• Follow multi-step instructions • Distinguish reality and fantasy • Justify decisions and provide solutions for problems • Understand jokes • Begin to use cause and effect—*If I do this, that will happen.*

Grade 2 learning expectations	Grade 3 learning expectations
• Make connections with self and with other texts • Ask and answer questions to show understanding • Make and check predictions • Recount stories from a variety of cultures and genres • Visualize and describe characters, settings, and events • Identify the topic of an entire text and of individual paragraphs • Describe connections between characters, events, ideas, concepts, or steps in a text • Use diagrams and other visuals to aid understanding • Compare and contrast texts on the same topic	• Make connections with self, other texts, and the world • Ask and answer questions to monitor understanding • Make and check predictions • Recount stories and determine their central message • Visualize and describe key elements of the text • Determine the main idea and key details in an informational text • Analyze the logical connection between events, ideas, or steps • Explain the role of illustrations or other visuals • Compare and contrast texts by the same author or on the same topic
• Understand and identify the key elements and structure of narrative texts (*setting*, *characters*, *plot*; *beginning*, *middle*, *end*) • Understand the key elements and structure of informational texts (*introduction*, *supporting facts*, *conclusion*) • Understand and use various text features (*captions*, *index*, *bold print*, etc.)	• Understand and explain the key elements of narrative texts • Use correct terminology to refer to parts of texts (*chapter*, *scene*, *stanza*, etc.) • Identify and use words that link ideas (*before*, *because*, *also*, *however*, *for example*, etc.) • Use text features and search tools to locate information efficiently in print and digital texts
• Understand others' points of view • Enjoy telling stories and anecdotes and retelling complex events, movies, and stories	• Discuss concrete topics for sustained periods • Understand non-literal meanings and indirect requests • Consider others' intentions

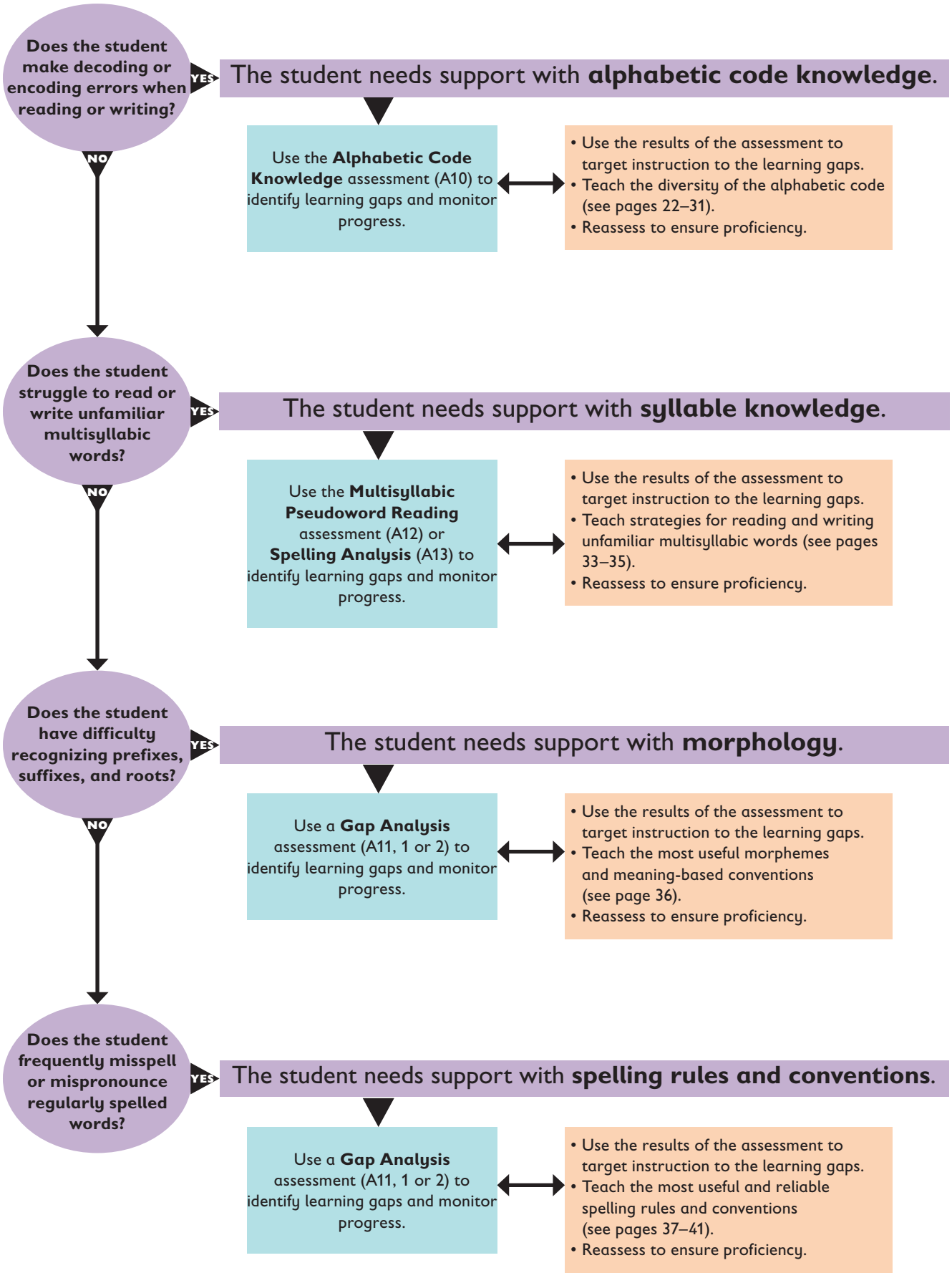
Learning progression

Grades 4–8

At these grade levels, most students will have some knowledge of the code and structure of written English, but many students will still have gaps in their knowledge and skills. This chart shows learning expectations for Grades 4–8, followed by a flowchart for identifying and addressing any learning gaps.

	Grades 4–5 learning expectations
ORAL LANGUAGE	• Engage in conversations and collaborative discussions, using formal and informal language in appropriate contexts • Present stories, opinions, and information in an organized manner using relevant details • Use a variety of sentence structures
PHONOLOGICAL & PHONEMIC AWARENESS	• Blend and segment sounds in single-syllable and multisyllabic words • Manipulate sounds to make new words—substitute, add, and delete sounds, say the sounds in words backwards
ALPHABETIC CODE KNOWLEDGE	• Write every sound of English in at least one way • Write all sounds of English except **/th/**, **/<u>th</u>/**, and **/ɑ/** in more than one way • Understand the conventions for spelling sounds according to their pronunciation, adjacent sounds, and position in words • Understand the conventions for spelling short and long vowel sounds and add suffixes to words with short or long vowel sounds in the final syllable • Apply understanding of the alphabetic code to decode words when reading and to spell words when writing
WORD RECOGNITION & RETRIEVAL	• Read and spell high-frequency words accurately and fluently • Apply accurate decoding and encoding strategies to read and spell unfamiliar words • Spell many words correctly • Write other words by sounding them out and using knowledge of spelling conventions and morphemes
SYLLABLE KNOWLEDGE	• Segment words into syllables and write all sounds in each syllable when spelling unfamiliar words • Segment unfamiliar words into syllables grouped around vowel graphemes when reading • Understand open and closed syllables • Recognize and segment prefixes and suffixes in words • Read unfamiliar multisyllabic words using syllable knowledge and segmenting strategies
MORPHOLOGY	• Understand the structure and conventions for writing compound nouns, verbs, and adjectives • Understand the different conventions for spelling plural words—adding ***s***, ***es***, changing ***y*** to ***i***, changing ***f*** to ***v***, collective nouns, plurals for nouns from other languages, compound nouns as plurals • Understand how suffixes affect the way words are used in sentences and apply strategies for adding suffixes to words • Recognize, spell, and understand the meanings of prefixes, suffixes, and root words and apply knowledge of their meanings to understand new vocabulary

Gap Analysis Flowchart



Assessment essentials

Assessment is critical for understanding students' strengths and needs, informing instruction, tracking achievement, and measuring the impact of instruction on student outcomes. Choosing assessment tools wisely means less assessment for more information—**do less and learn more!**

Formative and summative assessment

This section provides assessments that can be used both formatively and summatively for students in Grades K–8, as well as for older students who have gaps in literacy knowledge and skills.

- **Formative assessment** is used before instruction to show the skills and knowledge students already have and to determine areas of need. Formative assessment drives instruction to ensure nothing is left to chance.
- **Summative assessment** is used after instruction to show what students have learned. It can be used to determine whether students are achieving the knowledge they need to progress to the next stage of their learning and to evaluate efficacy by measuring the impact of instruction on student outcomes.

The Code-Ed assessments can be used to drive instruction in different ways.

- **To find out what needs to be taught to the whole class** (Tier 1)
  For example, if most students could not use possessive apostrophes correctly, this will need to be taught to all students.
- **To identify students who need extra help or extension** (Tiers 1–3)
  For example, if some students did poorly in all assessments, while others did extremely well, these students may need further assessment to understand their specific needs and opportunities for additional support or extension.
- **To identify gaps in student knowledge** (Tiers 1–3)
  For example, if some students did well in some areas but have knowledge gaps in other areas, they may need extra instruction in these specific areas individually or in small groups.
- **To monitor progress and the impact of instruction on achievement** (Tiers 1–3) For example, pre- and post-test data can show shifts in student knowledge, measure changes in the achievement gap between those students who knew the most and those who knew the least, and measure the impact of instruction using the effect size calculation (pages 222–223).

The **assessment timelines** on pages 116–121 provide a visual guide for using the Code-Ed assessments in Grades K–8. Some assessments are indicated for all students. Others are only for students who demonstrate knowledge gaps. These students will also need follow-up instruction and assessment to ensure they achieve proficiency.