



BUILDING BLOCKS OF READING CONTINUUM 3-5

Word Study

Word Study involves skill building in both advanced phonological awareness and phonics skills as well as a deeper dive into word meanings, morphology and word origins.

Morphology refers to the study of word structure and composition, and relationships between words.

Word origin refers to a word's roots, when it was first used, and how it's evolved over time (Anglosaxon, Latin, Greek, etc.).

Affixes, sometimes referred to as bound morphemes, are elements added to a base or root, to change its meaning (pre-, un-, -ing, -ness, etc.).

Base words, sometimes called bases or free morphemes, are stand alone words that can change in meaning when adding an affix (unhappy, care-ful, act-ed, etc.).

Root words, sometimes called bound morphemes, cannot be broken down into smaller meaningful parts, and often have Latin or Greek origins (auto-, astro-, cred-, port-, sen-, etc.).

Fluency

Reading fluency requires accuracy (reading words correctly), automaticity (recalling words automatically), and prosody (reading with rhythm and intonation).

Increasingly complex text is any text form that gets progressively more complex and varied in vocabulary breadth, structure, length, or style.

Vocabulary

Vocabulary knowledge refers to the number of known words, word meanings, and the relationships between words.

Figurative language includes similes, metaphors, idioms, personification, alliteration, onomatopoeia, hyperbole, allusion, etc.

Word-learning strategies include structure analysis, context clues, syntax, etc.

Superordination refers to a superior order within a category; these are terms of a category that include the meaning of more specific words that would fall within the category. For example, 'animal' is the superordinate of 'cat' and 'dog.'

Subordination refers to words at lower levels within a category; these are words that are more specific in their reference. For example, 'daschund' is subordinate to 'dog,' which is subordinate to 'animal'

Reading Comprehension

Reading comprehension is the product of both decoding and understanding language, involves reading words and sentences fluently, and connecting to prior knowledge to make meaning.

GRADE 3

- counts, identifies, deletes, and/or modifies sounds within longer and multisyllabic words
- deletes one or more sounds of an initial and/or final blend to create a new word (e.g., If we remove /pr/ from spring, what is the new word?)
- identifies where and how a phoneme change has occurred within a word (e.g., How can we change clip to chip?)
- uses knowledge of all syllable types (closed syllables, open syllables, marker-e, vowel combinations, r-controlled vowels, diphthongs, consonant-le) to decode compound and multisyllabic words
- uses morphology-based strategies to decode novel words (multisyllabic words, less-common words, Tier Three vocabulary, etc.)
- analyze affixes and root/base words to aid meaning (student-'s, bitt-en, bigg-er, bigg-est, dis-organized, in-visible, care-ful, care-less, stick-y, slow-ly, etc.)

- reads affixes effortlessly and with voice variation (student-'s, bitt-en, bigg-er, bigg-est, dis-organized, in-visible, care-ful, care-less, stick-y, slow-ly, etc.)
- responds to internal and end punctuation when reading aloud with appropriate expression and pausing
- automatically reads a variety of words, including high-frequency words varying in spelling regularity
- reads familiar passages fluently with appropriate phrasing and expression to convey a sense of text to audience
- reads a variety of longer, simple sentences and compound sentences with accuracy and expression, at an appropriate pace and without hesitation

- organizes words into themes, categories, and subcategories according to their meanings
- uses Tier Two (all purpose) words and Tier Three (curriculum/content specific) words in expressive language (spoken words, signs, symbols, and/or print)
- identifies word relationships (e.g., synonyms, antonyms, etc.)
- uses figurative language to enhance and enrich meaning
- uses known root/base words to understand the meaning of a new word

- responds accurately to literal questions by locating specific details
- makes predictions and inferences, citing reasoning
- creates alternate story endings citing new events (The character made a different decision, and didn't need to apologize, etc.)
- summarizes key elements, citing events in proper sequence
- investigates prior understandings to build background knowledge
- self-monitors for understanding by re-reading, reading around unknown words, or slowing down
- describes reading comprehension processes, including:
 - linking to prior knowledge
 - meta-cognition
 - re-reading
 - reading around unknown words
 - context clues
- explains connections between text and text, text and world, and text and self, citing prior knowledge and understandings
- responds critically to a variety of text features and forms with questions, opinions, or reflections

GRADE 4

- uses morphology-based strategies to decode novel and/or complex words (multisyllabic words, less-common words, Tier Three vocabulary, etc.)
- uses morphology-based strategies to decode a variety of affixes and root words (non-, pre-, bi-, tri-, under-, mega-, over-, quad-, oct-, -ion, -ation, -ness-, ment-, -hood, -less-, -sion-, -tion, -ness-, -er/or, etc.)
- analyzes affixes and root/base words to aid meaning (non-stick, pre-school, bi-annual, tri-cycle, under-coat, mega-byte, over-react, quad-rilateral, oct-agon, frac-tion, apart-ment, neighbour-hood, fruit-less, firm-ness, report-er/investigat-or, etc.)

- reads affixes effortlessly and with voice variation (non-stick, pre-school, bi-annual, tri-cycle, under-coat, mega-byte, over-react, quad-rilateral, oct-agon, frac-tion, apart-ment, neighbour-hood, fruit-less, firm-ness, report-er/investigat-or, etc.)
- responds to internal and end punctuation when reading texts of increasing complexity aloud with appropriate expression and pausing
- automatically reads a variety of increasingly complex words, including high-frequency words varying in spelling regularity
- reads familiar and unfamiliar passages fluently with appropriate phrasing and expression to convey a sense of text and enhance meaning to audience
- reads simple, compound, and complex sentences with accuracy and expression, at an appropriate pace and without hesitation

- defines, organizes, and expands word themes, categories, and subcategories
- uses Tier Two (all-purpose) words and Tier Three (curriculum/content specific) words that have been learned from reading in expressive language (spoken words, signs, symbols, and/or print)
- explains word choice and relationships between words (e.g., synonyms, antonyms, super-/sub-ordinates, etc.)
- uses figurative language and new vocabulary to enhance and enrich meaning
- uses some word-learning strategies to understand the meaning of a new word

- responds accurately to most literal and inferential questions by citing details or big ideas
- makes predictions and inferences, citing prior understandings and reasonings
- creates alternate story endings to satisfy a specific outcome (How might the character want the story to end?)
- summarizes key elements, citing events and story elements (characters, setting, plot, etc.) in sequence
- researches prior understandings to build background knowledge and enhance meaning when reading
- self-monitors for understanding by re-reading, reading around unknown words, or slowing down
- describes reading comprehension processes, including:
 - linking to prior knowledge
 - meta-cognition
 - re-reading
 - reading around unknown words
 - morphology clues
 - context clues
- explains connections between text and text, text and world, and text and self, citing prior knowledge and understandings
- responds critically to a variety of text features and forms with questions, opinions, or reflections
- uses background knowledge to analyze information presented in print and visual texts
- identifies instances where language is being used for a specific purpose (for emphasis, to entertain, persuade, manipulate, or control)
- identifies examples of prejudice or stereotyping

GRADE 5

- uses morphology-based strategies to decode novel and/or complex words (e.g., multisyllabic words, Tier Three vocabulary, less-common and increasingly complex words, etc.)
- uses morphology-based strategies to decode a variety of affixes and root words (semi-, super-, multi, poly-, tele-, mis-, inter-, mid-, sub-, deca/dec-, kilo-, milli/mille-, centi-, -abla/ible, -ian/an-, -ship, -ist, -logy/ology, -ism, -ence/ance, -ess, etc.)
- analyzes affixes and root/base words to aid meaning (semi-transparent, super-sonic, multi-culturalism, poly-gon, tele-phone, mis-interpret, inter-play, mid-point, sub-tract, deca-hedron/decimetre, kilo-gram, milli/mille-litre, centi-metre, vi-able/vis-ible, Mart-ian/Spart-an, friend-ship, arbor-ist, Anthro-po-logy, skeptic-ism, depend-ence/remembr-ance, lion-ess, etc.)

- reads affixes effortlessly and with voice variation (semi-transparent, super-sonic, multi-culturalism, poly-gon, tele-phone, mis-interpret, inter-play, mid-point, sub-tract, deca/decimetre, kilo-gram, milli/mille-litre, centi-metre, vi-able/vis-ible, Mart-ian/Spart-an, friend-ship, arbor-ist, Anthro-po-logy, skeptic-ism, depend-ence/remembr-ance, lion-ess, etc.)
- responds to internal and end punctuation when reading texts with increasing complexity aloud with appropriate expression and pausing
- automatically reads a variety of increasingly complex words from increasingly complex text, including high-frequency words varying in spelling regularity
- reads increasingly complex familiar and unfamiliar passages fluently with appropriate phrasing and expression to enhance meaning, considering audience
- reads a variety of complex sentence structures with accuracy and expression, at an appropriate pace and without hesitation

- defines, expands on, and investigates, themes, categories, and subcategories
- researches and uses new and increasingly complex Tier Two (all-purpose) and Tier Three (curriculum/content specific) words that have been learned from reading in a variety of ways
- explains word choice and relationships (e.g., synonyms, antonyms, super-/sub-ordinates, etc.)
- uses figurative language and new vocabulary to explain or persuade, and to enhance meaning
- uses a combination of word-learning strategies to understand the meaning of a new word

- responds accurately to literal and inferential questions by selecting relevant details after skimming a large amount of text
- makes multiple plausible predictions and inferences, citing prior knowledge and contextual reasoning
- creates alternate plotlines, characters, and endings to satisfy a specific outcome (How might the story been written differently to have a suspenseful ending?)
- summarizes key elements, citing events and story elements (introduction, conclusion, overall theme, main idea, characters, setting, plot, etc.) in sequence
- researches prior understandings to build background knowledge, enhance meaning, and analyze new information
- self-monitors for understanding by re-reading, reading around unknown words, or slowing down
- describes reading comprehension processes, including:
 - linking to prior knowledge
 - re-reading
 - reading around unknown words
 - morphology clues
 - context clues
 - slowing down
 - researching unfamiliar vocabulary and themes
- explains how texts connect to personal perspectives and experiences, citing prior knowledge and understandings
- responds critically to a variety of text features and forms with questions, opinions, or reflections to formulate and deepen understandings
- uses background knowledge to analyze information presented in print and visual texts, using details from the text to differentiate between fact and opinion
- identifies instances where language is being used for a specific purpose and audience (for emphasis, to entertain, persuade, manipulate, or control)
- explains how all texts represent a purpose or point of view and suggest an alternate point of view
- identifies examples of prejudice or stereotyping, citing reasons