

Knowledge and Strategies

Stage I Reading

STAGE I



These are some things that may need to be learned as an individual moves through Stage I Reading.

Grammatical Knowledge

Recognition of:

- Basic words and expressions about essential everyday experiences, including so-called survival words and signs (such as danger, washroom and exit) and high-frequency terms related to personal identity, weather, clothing, holidays, family activities, hobbies and interests
- Basic grammar structures (such as simple and continuous verb tenses, simple modals, comparatives and superlatives) to get a general understanding of texts
- Basic syntax (such as indications of a statement, a negative or a question; word order; prepositional phrases, and coordination and subordination)
- Basic conventions of mechanics and punctuation
- Simple yes/no and wh- questions
- Terms to describe people, objects, situations, daily routines and emergencies

Textual Knowledge

Beginning recognition of:

- Cohesion links between sentences (such as pronoun references)
- Connective words and phrases to show additions, examples, chronological sequences or illustrations by example (such as *and, also, such as*)
- Main ideas or text types (e.g., genres such as narrative or information)

Functional Knowledge

Beginning recognition of:

- Textual and contextual clues to interpret purposes of text (such as an invitation, a greeting card, a newsletter, an article or a schedule)
- Typical formats in sequencing and wording information for specific purposes (such as in a written request, complaint or invitation)
- Common written formats (such as dictionary entries, news articles, letters, stories or application forms)

Sociolinguistic Knowledge

Beginning recognition of:

- Common figures of speech, idioms and expressions specific to different situations
- Cultural references
- Politeness conventions in written correspondence and in different contexts
- How tone, mood, attitude and opinions are conveyed by specific words or phrases
- Formal and informal language

Strategic Competence

Beginning ability to use:

- Basic reading strategies (such as skimming to determine purposes of texts, scanning to locate specific information and guessing or inferring from contextual clues)
- Background knowledge for comprehension
- Resources (such as a bilingual dictionary, asking for help) to determine meanings of unfamiliar words
- Linguistic, textual, functional and socio-cultural knowledge to interpret intended meanings in written texts
- Search engines to access information online