What is the [AppMap](#) chart?

The AppMap chart lists the skills needed to become a proficient reader, categorizes apps in the Learning Referral Network (LRN) according to the skills that app addresses and maps the languages covered by the apps in the LRN. The number of skills and languages covered by the apps in the current collection are summarized in the first sheet of the document.

List of skills

The AppMap chart (Tab: Skills) is a list of skills and areas of content knowledge every child needs to master on the path to becoming a proficient reader and matches those skills to the apps in the Learning Referral Network (LRN). The AppMap chart lists the skills required for each learner to master a level of achievement. The skills are divided into four levels of achievement: pre-reader, emerging reader, early reader and consolidating reader. A pre-reader has mastered the vocabulary, grammar and sounds of their mother tongue or home language. Ideally, some exposure to written language in the form of being read to or learning letter names or sounds has occurred, but a pre-reader, as the name suggests, cannot read words. An emerging reader has shown mastery of letter names and sounds and is beginning to use this information to decode some short simple words. This is the stage likely to vary most widely according to the characteristics of the writing system the child is learning. An early reader uses the information they have learned about letters and applies it in strategic ways to decode words. Consolidating readers are able to actively engage with text at their reading level and can strategically derive meaning from text. Consolidating readers build fluency through exposure to growing quantities of text. Each of these groups requires the acquisition of several areas of oral and written language knowledge to become a reader that can effortlessly read at approximately 60-80 words per minute with few to no errors and can comprehend that text.

Matched to Apps

The AppMapp chart also matches the learning objectives and content areas in a particular app to the skills described above. The chart indicates the areas that are covered by each app. For example, Feed the Monster teaches letter knowledge and the sounds associated with letters and letter patterns. The Global Digital Library (GDL) is associated with exposure to oral language knowledge and providing exposure to text to gain fluency and higher order comprehension knowledge. The AppMap chart (Tab: Languages and Countries & Regions) also provides information for all the languages in which an app has been adapted or localized. Feed the Monster has been localized to 48 languages and covers 3 skills important for emerging readers in all of those languages. A summary sheet provides brief information on how many skills are covered by the current collection of apps and in how many languages those apps are offered.

Glossary of terms and skill areas

Oral Language: refers to language spoken and heard by a child

> **Vocabulary:** the words and meanings known, recognized, and used by the child in communication
>
> **Sentence Structure:** knowledge of the way words are arranged in phrases and sentences in a language
>
> **Background Knowledge:** what you know about a topic, the knowledge that is gathered about the world through interaction with the world and others.

Print Exposure: the interaction with print or text in the years before a child learns to read typically in the form of being read to by an adult

Phonological Awareness: the subconscious understanding of the sound segments that make up words and utterances in a language

> **Rhyme:** correspondence of sound between words or the endings of words (cap and tap)
>
> **Alliteration:** correspondence of sound between words at the beginning of words (bat and balloon)
>
> **Segmentation:** the ability to break words into individual sounds

Letter-Sound Knowledge: the ability to link the sounds of a language to the graphemes or symbols that represent those sounds in the written form. To master this skill readers must learn:

> **Basic vowel/ consonant patterns:** the base system in a written language for representing the vowel and consonant sounds in written form
>
> **Letter Combinations:** groups or combinations of letters that represent a sound independent of the individual letter sounds or represents a blending of the sounds (English: ch, br, tion)
>
> **Letter Pattern Knowledge:** Using systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of an unknown printed string or to spell words

Decoding Skills: knowledge required to phonologically recode the written form of the word. The ability to generate the sounds of the word from the written form. To master this skill readers must learn the following skills depending on the language they are learning to read:

> **Blending words:** mixing the individual sounds of a word together into a recognizable word

Identifying Rhyme Patterns: the ability to identify the string of letters that follow the onset or beginning of the word, usually a vowel and final consonant (e.g. "at" in cat)

Advanced Letter Pattern Knowledge: In some languages (English for example), reading proficiency requires learning patterns or morphemes prefixes, suffixes, and roots, and how to use them to "chunk" word parts within a larger word to gain access to meaning

Identifying syllables: A syllable is a single, unbroken sound of a spoken (or written) word. Syllables usually contain a vowel and accompanying consonants. Sometimes syllables are referred to as the 'beats' of spoken language.

Sight words: As children become proficient readers, they rely less on decoding and more on recognizing a word from memory. In English, can also refer to common words that contain word patterns that make them more difficult to decode and children are encouraged to memorize.

Fluency: the speed at which a person reads a text. The term can also refer to the degree that the oral reading of a text sounds like oral language.

Comprehension: understanding the meaning and message of a text. As readers engage with text they create a mental representation of the situation and information communicated by the author.

Advanced Oral Language Knowledge: the ability to comprehend complex sentence types, words with multiple prefixes and suffixes and less commonly used vocabulary

Understanding Action/ Text Facts: the ability to derive the basic facts of a text from the sentences. Understanding what is plainly stated in a text

Identifying characters: the ability to understand who are the actors in a text, typically fiction. This skill involves understanding perspective in fiction and perceiving the events of a story.

Identifying Sentence Components: the perception of the phrases or constituent of a phrase and understanding the role of the words in a sentence or phrase, i.e. understanding 'bat' as a noun or verb depending on the context

Identifying Plot: the ability to derive the sequences of events and their relationship in a story

Local Text Inference: Readers look for logical relationships between words and/or events and seek to make a connection between events by filling in missing information. Local inference requires the reader to comprehend implied information from within relatively small sections of text (Example: Bob took the bottle out of the refrigerator. He loves orange juice. The readers infers that the bottle is filled with orange juice)

Global Text Inference: Global inference questions require the reader to comprehend implied information from across relatively larger sections of text and/ or from background knowledge. (The family went swimming. The waves were high and the children got

sand in their eyes.- The reader infers that the family visited a beach at the sea based on their knowledge of beaches and seas.