

LANGUAGE ARTS

READING - Word Analysis, Fluency and Systematic Vocabulary Development

Grade K	Grade 1	Grade 2
<p>Students know about letters, words and sounds, and apply their knowledge in reading simple sentences.</p> <p>1. Concepts About Print</p> <p>k.1.1 identify the front cover, back cover and title page of a book</p> <p>k.1.2 follow words from left to right and top to bottom of a printed page</p> <p>k.1.3 explain that printed materials provide information</p> <p>k.1.4 recognize that sentences in print are made up of separate words</p> <p>k.1.5 distinguish letters from words</p> <p>k.1.6 recognize and name all upper and lower-case letters</p> <p>2. Phonemic Awareness</p> <p>k.2.1 identify the number, sameness/difference and order of two and three isolated phonemes [e.g., (f, s, th), (j, d, j)]</p> <p>k.2.2 identify changes in simple syllables and words with two and three sounds (vowel-consonant, consonant-vowel, or consonant-</p>	<p>Students understand the basic features of a reading, select and know how to translate letter patterns into spoken language using phonics, syllabication and word parts, and apply this knowledge for fluent oral and silent reading.</p> <p>1. Concepts About Print</p> <p>1.1.1 match oral words to printed words</p> <p>1.1.2 identify the title and author of a reading selection</p> <p>1.1.3 identify letters, words and sentences</p> <p>2. Phonemic Awareness</p> <p>1.2.1 distinguish initial, medial and final sounds in single syllable words</p> <p>1.2.2 distinguish long and short vowel sounds in orally stated single-syllable words (bit/bite)</p>	<p>Students understand the basic features of a reading, select and know how to translate letter patterns into spoken language using phonics, syllabication and word parts, and apply this knowledge for fluent oral and silent reading.</p>

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<p>vowel-consonant) as one sound is added, substituted, omitted, shifted or repeated</p> <p>k.2.3 blend vowel-consonant sounds orally to make words or syllables</p> <p>k.2.4 identify and produce rhyming words in response to spoken words</p> <p>k.2.5 distinguish orally stated one-syllable words into beginning or ending sounds</p> <p>k.2.6 track auditorily each word in a sentence and each syllable in a word</p> <p>k.2.7 count the number of syllables in a word and sounds in syllables</p> <p>3. Decoding and Word Recognition</p> <p>k.3.1 match all consonant and short vowel sounds to appropriate letters</p> <p>k.3.2 read simple one-syllable and high frequency (sight) words</p> <p>k.3.3 understand that as letters of words change, so do the sounds (alphabetic principle)</p>	<p>1.2.3 create and state a series of rhyming words, including consonant blends</p> <p>1.2.4 add, delete or change target sounds to change words (e.g., change cow to how; pan to an)</p> <p>1.2.5 blend one to four sound words stated orally into one, including consonant blends and digraphs (/c/a/t/ = cat; /f/l/a/t/ = flat)</p> <p>1.2.6 segment words of two to five sounds into their individual sounds, including consonant blends (e.g., cat = /c/a/t/; splat = /sp/l/a/t/)</p> <p>3. Decoding and Word Recognition</p> <p>1.3.1 combine sounds including consonant blends and long- and short-vowel patterns into recognizable words</p> <p>1.3.2 read common, irregular sight words (e.g., the, have, said, come, give, of)</p> <p>1.3.3 use knowledge of vowel digraphs and r-controlled letter-sound associations to read words</p> <p>1.3.4 read compound words and contractions</p> <p>1.3.5 read inflectional forms (e.g., -s, -ed,</p>	<p>3. Decoding and Word Recognition</p> <p>2.3.1 identify and use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading</p> <p>2.3.2 apply knowledge of basic syllabication rules when reading (e.g., v/cv = su/per, vc/cv = sup/per)</p> <p>2.3.3 decode multisyllable words</p> <p>2.3.4 recognize common abbreviations (e.g., Jan., St.)</p> <p>2.3.5 identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals</p>

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<p>4. Vocabulary and Concept Development</p> <p>k.4.1 identify and sort common words from basic categories (e.g., colors)</p> <p>k.4.2 describe common objects and events in both general and specific language</p>	<p>-ing) and root words (e.g., look, looked, looking)</p> <p>1.3.6 read common word families (e.g., -ite, -ill, -ate)</p> <p>1.3.7 read aloud with fluency in a manner that sounds like natural speech</p> <p>4. Vocabulary and Concept Development</p> <p>1.4.1 classify grade-appropriate categories of words (e.g., concrete collections like animals and foods)</p>	<p>(e.g., fly/flies, wife/wives)</p> <p>2.3.6 read aloud with fluency and accuracy, and appropriate intonation and expression</p> <p>4. Vocabulary and Concept Development</p> <p>2.4.1 understand and explain common antonyms and synonyms</p> <p>2.4.2 use knowledge of individual words in unknown compound words to predict their meaning</p> <p>2.4.3 know the meaning of simple prefixes and suffixes (e.g., re-, un-, -ed)</p>

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