ARKANSAS
ENGLISH LANGUAGE ARTS STANDARDS
SUPPORT DOCUMENT

Grades K-2

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KINDERGARTEN ENGLISH LANGUAGE ARTS STANDARDS

Foundational Reading

Concepts of Print

Concepts of print is the awareness of how print works, that print carries meaning, and that books contain letters and words.

K.FR.1.CP: Follow words from left to right, top to bottom, and page-by-page.

K.FR.2.CP: Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning (e.g., the spoken word "dog" is represented in print by d-o-g).

K.FR.3.CP: Point to words, using one-to-one correspondence to demonstrate that words are separated by spaces.

Teacher Note:

- One-to-one correspondence is the ability to match written word to spoken word while reading.

K.FR.4.CP: Name all upper and lowercase letters of the alphabet in print.

Phonemic Awareness

Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.

K.FR.5.PA: Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.

Resource:

- See Appendix A: Phoneme Articulation

K.FR.6.PA: Blend two to four individual sounds to create one-syllable words (e.g., /a/ /t/ to at; /s/ /i/ /p/ to sip; /c/ /a/ /t/ /s/ to cats).

Teacher Note:

- Blending is the ability to hear the individual sounds in a word, combine the sounds, and say the word as a unit or whole.
- The slanted lines in the examples refer to the sounds and not the letters.

K.FR.7.PA: Segment one-syllable words into individual sounds.

Teacher Note:

- Segmenting is hearing a word and being able to break that word into its individual sounds.
- The slanted lines in the examples refer to the sounds and not the letters.

Example:

- cat= /c/ /a/ /t/
- ship= /sh/ /i/ /p/

K.FR.8.PA: Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/).

Example:

- Examples of airflow differences include:
  - /sh/ (continuant) vs. /ch/ (stop)
- Examples of differences in place of articulation include:
  - /f/ (teeth on bottom lip) vs. /th/ (tongue between teeth)
  - /m/ (front) vs. /n/ (behind teeth) vs. /ng/ (back of the throat)

Resource:

- See Appendix A: Phoneme Articulation

Phonics Decoding (Word Reading)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

K.FR.9.PD: Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).

Teacher Note:

- These are closed syllables.
- Not all programs will name these as closed syllables.

K.FR.10.PD: Decode one-syllable words with consonant digraphs (sh, ch, th) and all short vowels (e.g., wish, chap, that).

Teacher Note:

- A consonant digraph is two letters that come together to make one consonant sound.
- These are closed syllable words with digraphs.

K.FR.11.PD: Decode one-syllable words with single consonants and final long vowels (e.g., we, go).

Teacher Note:

- These are open syllables.
- Not all programs will name these as open syllables.

K.FR.12.PD: Read high-frequency words.

Teacher Note:

- High-frequency words are the words that most often occur in children's text. They are essential words because they are needed to make up even the most simple sentences. High-frequency words are often function words; they do not hold much meaning alone but work to hold a sentence together (e.g., of, the, a).
- There is not a specific number of high-frequency words required at each grade level. Reference phonics program and teach the high-frequency words included in the scope and sequence. The standard says "read" rather than "decode" because not all high-frequency words are fully decodable. The focus for teaching is to decode the regular parts (S and D in said) and memorize the irregularity (AI in said).

Example:

- Phonetically Regular:

    - that, she, did, can
- Temporarily Irregular[1]:
    - though, know, eight
- Permanently Irregular:
    - said, of, one

Resource:

- See Appendix B: Irregular Spelling Explanations

K.FR.13.PD: Decode words with suffix -s (e.g., sits, maps, runs).

Teacher Note:

- A suffix is a morpheme added after the base.
- Adding suffix -s can mean more than one or can be a singular verb form for subject/verb agreement.

Example:

- A dog runs (runs => run + s).
- I like maps (maps => map + s).

Phonics Encoding (Word Writing)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

K.FR.14.PE: Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).

Teacher Note:

- These are closed syllables.

K.FR.15.PE: Encode one-syllable words with single consonants and final long vowel sounds (e.g., a, me, go).

Teacher Note:

- These are open syllables.

K.FR.16.PE: Encode words phonetically, drawing on knowledge of sound-letter relationships.

K.FR.17.PE: Encode words with final suffix -s (e.g., cats, runs).

Handwriting

Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.

K.FR.18.H: Demonstrate proper pencil grip.

[1] When students have not learned the phoneme-grapheme correspondences yet.

K.FR.19.H: Form upper and lowercase letters and numerals correctly, using a common path of movement.

Teacher Note:

- Use path of movement from High Quality Instructional Material.

Fluency

Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.

K.FR.20.F: Name all upper and lowercase letters in non-sequential order with accuracy and automaticity.

K.FR.21.F: Produce the most common sound for each letter of the alphabet with accuracy and automaticity.

Teacher Note:

- The most common sound for the vowels is the short sound.

K.FR.22.F: Orally read texts consisting of previously taught grapheme-phoneme correspondences, self-correcting as necessary.

Reading Comprehension

Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

K.RC.1.RF: Ask questions about key details in a text.

K.RC.2.RF: Answer questions about key details in a text.

K.RC.3.RF: Orally retell a text after listening to it read aloud; include the main topic and key details.

K.RC.4.RF: Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.

Teacher Note:

- Students will build vocabulary and background knowledge based on the use of high-quality instructional materials (HQIM) consistent with grade level expectations in all content areas.
- Teacher chooses words that would be seen and used frequently in school and work settings. Background knowledge might be constructed using a read aloud text and/or high-quality instructional videos.

K.RC.5.RF: Explain the roles of both the author and the illustrator.

K.RC.6.RF: Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text.

K.RC.7.RF: Demonstrate comprehension of age and grade-appropriate texts by speaking or writing.

Teacher Note:
This could be listening comprehension or reading comprehension.

Reading Literature

Reading Literature includes skills that are specific to literature.

K.RC.8.RL: Identify the major characters in a text.

K.RC.9.RL: Identify settings and events in a text.

K.RC.10.RL: Compare and contrast the characters in texts.

K.RC.11.RL: Explain how visual images support understanding of a text.

K.RC.12.RL: Recognize literary texts, using text elements (e.g., title, illustrations, story elements, literary introductions such as “Once upon a time”).

Reading Information

Reading Information includes skills that are specific to non-fiction texts.

K.RC.13.RI: Identify the main points an author uses in a text.

K.RC.14.RI: Compare and contrast two texts on the same topic.

K.RC.15.RI: Recognize informational texts, using text elements (e.g., title, photographs, diagrams, descriptions).

K.RC.16.RI: Identify text features (e.g., title, author, illustrator, table of contents, bold font, italics).

K.RC.17.RI: Explain how visual images (e.g., charts, graphs, illustrations) support understanding of a text.

Vocabulary

Vocabulary includes understanding and using words to communicate effectively.

K.V.1: Determine or clarify the meaning of words and phrases in a text read aloud.

K.V.2: Use sentence-level clues to identify the meaning of a word or phrase during read-aloud instruction.

K.V.3: Sort and categorize objects and images by concepts.

K.V.4: Distinguish shades of meaning among verbs (e.g., march, run, jog, strut, prance).

K.V.5: Use most common prefixes (e.g., un-, re-) and suffixes (e.g., -ed, -s) as clues to meaning.

Teacher Note:

- A student uses the understanding of the meaning of the prefix or suffix to help understand the meaning of the word.

Example:

- -s means more than one, so dogs means more than one dog
- -ed means it happened in the past so played means it already happened

Writing

Style

Writing style includes different types of writing for different purposes.

K.W.1.S: Write an opinion piece about a topic or text, including a reason.

Resource:

- See Appendix C: Kindergarten Writing Rubric

K.W.2.S: Write an informative piece with facts.

Resource:

- See Appendix C: Kindergarten Writing Rubric

K.W.3.S: Write a narrative with the events in chronological order.

Resource:

- See Appendix C: Kindergarten Writing Rubric

Production

Writing production includes volume and clarity of writing, the writing process, and research.

K.W.4.P: Produce writing, using precise language and grade-appropriate conventions.

K.W.5.P: Revise word choice in writing.

K.W.6.P: Edit writing to include grade-appropriate conventions for publishing (e.g., capitalize the first word in the sentence, capitalize the pronoun "I," use end punctuation marks).

K.W.7.P: Participate in teacher-led research projects and produce simple findings.

Collaborative Communication

Oral Language

Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.

K.CC.1.OL: Participate in collaborative conversations.

K.CC.2.OL: Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding.

Presentation

Presentation includes an individual or group verbally addressing an audience on a particular topic.

K.CC.3.P: Use specific details to orally describe people, places, things, and events.

K.CC.4.P: Use visual displays to provide additional detail.

K.CC.5.P: Speak audibly in collaborative communication and presentations.

Language

Structures

Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

K.L.1.S: Use common nouns.

Teacher Note:

- A common noun names a general word for a person, place or thing and begins with a lowercase letter (cat, city).

K.L.2.S: Use singular nouns.

Teacher Note:

- A singular noun is just one (dog, cat, ball).

K.L.3.S: Use plural nouns.

Teacher Note:

- A plural noun means more than one (dogs, cats, balls).

K.L.4.S: Use pronoun “I.”

K.L.5.S: Use regular action verbs.

Teacher Note:

- A regular action verb is the word in the sentence that shows action.
- In the sentence, “He jumps,” jumps is the action verb.

K.L.6.S: Use singular nouns with verbs that agree in basic sentences (e.g., He hops.).

K.L.7.S: Produce simple sentences independently.

Teacher Note:

- A simple sentence contains one independent clause.
- An independent clause must contain a subject, verb, and express a complete thought or idea.

Conventions

Conventions involve the correct use of mechanics in writing.

K.L.8.C: Capitalize the first word in a sentence.

K.L.9.C: Capitalize the pronoun “I.”

K.L.10.C: Use all end punctuation marks.

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GRADE 1 ENGLISH LANGUAGE ARTS STANDARDS

Foundational Reading

Phonemic Awareness

Phonemic awareness is the ability to identify and manipulate individual sounds in spoken words.

1.FR.1.PA: Blend three to five individual sounds to form one-syllable words (e.g., /s/ /i/ /p/ to sip; /s/ /l/ /i/ /p/ to slip; /s/ /i/ /f/ /t/ to sift; /b/ /l/ /a/ /s/ /t/ to blast).

Teacher Note:

- Blending is the ability to hear the individual sounds in a word, combine the sounds, and say the word as a unit or whole. The slanted lines in the examples refer to the sounds, not the letters.

1.FR.2.PA: Segment the sounds in one-syllable words (e.g., sip to /s/ /i/ /p/; slip to /s/ /l/ /i/ /p/; sift to /s/ /i/ /f/ /t/; blast to /b/ /l/ /a/ /s/ /t/).

Teacher Note:

- Segmenting is hearing a word and being able to break that word into its individual sounds.
- The slanted lines in the examples refer to the sounds and not the letters.

1.FR.3.PA: Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g., /p/ vs. /b/; /ch/ vs. /j/).

Example:

- Examples of airflow differences include:
  - /sh/ (continuant) vs. /ch/ (stop)
- Examples of differences in place of articulation include:
  - /f/ (teeth on bottom lip) vs. /th/ (tongue between teeth)
  - /m/ (front) vs. /n/ (behind teeth) vs. /ng/ (back of the throat)

Resource:

- See Appendix A: Phoneme Articulation

Phonics Decoding (Word Reading)

Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

1.FR.4.PD: Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve).

Teacher Note:

- Predictable patterns are commonly expected spellings occurring in English.
- This standard includes predictable spellings within closed syllables, open syllables, vowel consonant silent E syllables, and vowel R syllables with consonant clusters.

1.FR.5.PD: Decode one-syllable words with consonant digraphs (sh, th, ch, wh, ng, ck) and trigraphs (tch, dge) with predictable vowel patterns (e.g., shy, chart, shave, thick, white, bring, catch, fudge).

Teacher Note:

- Predictable patterns are commonly expected spellings occurring in English. This standard includes predictable vowel patterns with digraphs including open, vowel consonant silent E syllables, vowel R, and closed syllable patterns, and closed syllables with trigraphs.

1.FR.6.PD: Decode one-syllable words with common vowel teams (e.g., rain, play; seed, beach; high, pie; boat, snow, toe; book; new, moon).

Teacher Note:

- A vowel team is when two or more adjacent vowels come together to make a vowel sound. Common vowel teams are listed as examples.

1.FR.7.PD: Decode one-syllable words with diphthongs (oi, oy, ou, ow).

Teacher Note:

- Diphthongs are vowels that feel as though they have two mouth movements within the same syllable (e.g. the vowel sound in boy and boil.)

1.FR.8.PD: Decode one-syllable words containing multiple sounds of s (e.g., sock, is).

Teacher Note:

- High-frequency words are the words that most often occur in English childrens' text. They are essential words because they are needed to make up even the most simple sentences. High-frequency words are often function words - they do not hold much meaning alone, but work to hold a sentence together (e.g.: of, the, a).
- There is not a specific number of high-frequency words required at each grade level. Reference your phonics program and teach the high-frequency words included in the scope and sequence. The standard says "read" rather than "decode" because not all high-frequency words are fully decodable. Our focus for teaching is to decode the regular parts (S and D in said) and memorize the irregularity (AI in said).

Example:

- Phonetically Regular:
  - see, her, too, make
- Temporarily Irregular[2]:
  - though, know, eight
- Permanently Irregular:
  - said, of, one

Resource:

- See Appendix B: Irregular Spelling Explanations

1.FR.9.PD: Decode two-syllable base words with grade level letter-sound correspondences (e.g., napkin, cupcake, poodle, super).

[2] Students have not learned the phoneme-grapheme correspondences yet.

Teacher Note:

1.FR.10.PD: Read high-frequency words.

Teacher Note:

Resource:

1.FR.11.PD: Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).

Teacher Note:

- Suffix -er can be inflectional or derivational. The inflectional use of suffix -er creates another adjective with the same basic meaning, but of greater degree.

Examples:

- warm + er => warmer; thick + er => thicker

Suffix -ed can represent 3 different sounds.

- If the word has a final unvoiced sound in the base word, -ed represents /t/ (e.g.: stopped).
- If the word has a final voiced sound in the base word, -ed represents /d/ (ex: played).
- If the base word ends in /t/ or /d/, -ed represents /id/ (planted, added).

Phonics Encoding (Word Writing)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

1.FR.12.PE: Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap).

Teacher Note:

- These are closed syllables.

1.FR.13.PE: Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft, song).

Teacher Note:

- These are closed syllables.

1.FR.14.PE: Encode one-syllable words with double-letter endings (e.g., fill, pass, buzz).

Teacher Note:

- Floss rule: If a one syllable word with a short vowel ends in /f/, /l/, /s/, or /z/, the final letter is doubled.

1.FR.15.PE: Encode one-syllable words with multiple spellings for /z/ and /k/ (e.g., is, nose, zip; kite, cat, luck).

Teacher Note:

- /z/ can be spelled with s or z.
- /k/ can be spelled with k, c, or ck.
- Spell /k/ with a c when the consonant sound is immediately followed by the vowel sounds /a/, /o/, and /u/. Use k when followed by /e/ and /i/.

1.FR.16.PE: Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve).

Teacher Note:

- English words don't end in v. If a word ends in /v/, it is spelled -ve.

1.FR.17.PE: Encode one-syllable words with initial or medial VCe patterns (e.g., use, lake, slime, choke, these).

1.FR.18.PE: Encode one-syllable words with predictable vowel-r patterns (e.g., shark, fork, her).

Teacher Note:

- AR and OR are predictable vowel-R patterns. ER is predictable and the most common way to spell /er/ in a word.

1.FR.19.PE: Encode one-syllable words with the most common spellings for final long vowel sounds (e.g., say, play, cry, why, tree, snow).

Teacher Note:

- The example words show the most common way to spell final long A, I, E and O.

1.FR.20.PE: Encode words phonetically, drawing on knowledge of sound-letter relationships.

Teacher Note:

1.FR.21.PE: Encode words with inflectional suffixes that do not require a spelling change (e.g., jumps, jumped, jumping).

Teacher Note:

- Adding a consonant suffix does not require a spelling change in a word. If a word ends with more than one consonant, adding a vowel suffix does not require a spelling change.

Handwriting

Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.

1.FR.22.H: Form upper and lowercase manuscript letters and numerals correctly with proportion, line awareness, and spacing (between words and letters).

1.FR.23.H: Produce manuscript writing with accuracy and automaticity.

Fluency

Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.

1.RF.24.F: Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.

Reading Comprehension

Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

1.RC.1.RF: Ask questions about key details in a text.

1.RC.2.RF: Answer questions about key details in a text.

1.RC.3.RF: Retell (orally or in writing) a text read aloud, including main idea and key details to demonstrate understanding of the central message or topic.

1.RC.4.RF: Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.

Teacher Note:

- Students will build vocabulary and background knowledge based on the use of high quality instructional materials consistent with grade level expectations in all content areas.
- Teacher chooses words that would be seen and used frequently in school and work settings. Background knowledge might be constructed using a read aloud text and/or high quality instructional videos.

1.RC.5.RF: Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text.

1.RC.6.RF: Demonstrate comprehension of age and grade-appropriate texts by speaking or writing.

Teacher Note:

- This could be listening comprehension or reading comprehension.

Reading Literature

Reading Literature includes skills that are specific to literature.

1.RC.7.RL: Describe the major characters in a text.

1.RC.8.RL: Describe the settings, including when and where, and events in a text.

1.RC.9.RL: Compare and contrast the adventures and experiences of characters in texts.

1.RC.10.RL: Explain how visual images support a text by clarifying story elements (settings, characters, and events).

1.RC.11.RL: Identify the narrator at various points in a text.

1.RC.12.RL: Identify major differences between types of text and text features (e.g., title, author, illustrator, bold font, italics).

Reading Information

Reading Information includes skills that are specific to non-fiction texts.

1.RC.13.RI: Identify reasons an author provides to support the main points in a text.

1.RC.14.RI: Compare and contrast two texts on the same topic.

1.RC.15.RI: Identify text elements (e.g., title, captions, photographs, diagrams, descriptions) in an informational text.

1.RC.16.RI: Use text features (e.g., title, author, illustrator, table of contents, bold font, italics) to locate key facts and information.

1.RC.17.RI: Explain how visual images (e.g., charts, graphs, illustrations) support a text by clarifying or providing key details.

1.RC.18.RI: Identify the author's purpose of a text.

Teacher Note:

- Authors write informational texts to inform or persuade. Authors also write to entertain, but this purpose is not generally associated with informational texts.

Vocabulary

Vocabulary includes understanding and using words to communicate effectively.

1.V.1: Determine or clarify the meaning of words and phrases in a text read aloud.

1.V.2: Use sentence-level clues to identify the meaning of words or phrases.

1.V.3: Sort and categorize words by concepts.

1.V.4: Distinguish shades of meaning among adjectives differing in intensity/degree (e.g., scared, afraid, terrified, horrified).

1.V.5: Use base words and their inflectional forms (e.g., look, looks, looking) and common prefixes and suffixes (e.g., re-, pre-, -ful, -less) as clues to meaning.

Teacher Note:

- A base word is a word that can have a prefix or suffix added to it. A prefix is a letter or letters added to the beginning of a base word to form a new word. A suffix is a letter or letters added to the end of a base word that changes or adds to the meaning of the base word. Inflectional forms are created by adding a suffix to the end of a base word that changes the tense or number, but not the part of speech.

Writing

Style

Writing style includes different types of writing for different purposes.

1.W.1.S: Write an opinion piece about a topic or text, including at least one supporting reason.

Resource:

- See Appendix D: Grade 2 Writing Rubric

1.W.2.S: Write an informative or explanatory piece about a topic, using facts from a source.

Resource:

- See Appendix D: Grade 2 Writing Rubric

1.W.3.S: Write a narrative, using a logical sequence of events.

Resource:

- See Appendix D: Grade 2 Writing Rubric

Production

Writing production includes volume and clarity of writing, the writing process, and research.

1.W.4.P: Produce clear and coherent writing, using precise language, relevant details, and grade-appropriate conventions.

1.W.5.P: Organize writing to include a sense of closure.

1.W.6.P: Use transitional words to connect ideas.

Resource:

1.W.7.P: Revise writing to expand simple sentences by adding details as appropriate.

1.W.8.P: Edit writing to include K-1 language conventions for publishing.

1.W.9.P: Participate in teacher-led research projects and gather information from experiences and/or provided sources to produce a response.

Collaborative Communication

Oral Language

Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.

1.CC.1.OL: Participate in collaborative conversations, following class created discussion guidelines.

1.CC.2.OL: Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding.

Presentation

Presentation includes an individual or group verbally addressing an audience on a particular topic.

1.CC.3.P: Use relevant details to express ideas and feelings when orally describing people, places, things, and events.

1.CC.4.P: Use visual displays to clarify ideas, thoughts, and feelings.

1.CC.5.P: Speak audibly in collaborative communication and presentations.

Language

Structures

Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

1.L.1.S: Use concrete nouns.

1.L.2.S: Use proper nouns.

1.L.3.S: Use irregular plural nouns (e.g., children, mice).

Teacher Note:

- Irregular plural nouns are nouns that do not become plural by adding -s or -es.

1.L.4.S: Use singular possessive common and proper nouns.

Teacher Note:

- A possessive noun shows ownership. Singular possessive nouns are formed by adding an apostrophe -s to a singular noun (ship's hull; Sandy's bike).

1.L.5.S: Use personal pronouns.

Teacher Note:

- A personal pronoun is a short word we use as a simple substitute for the proper name of a person such as I, he, she, you, we, they, etc.

1.L.6.S: Use pronoun/antecedent agreement.

Teacher Note:

- Pronoun/antecedent agreement is choosing a pronoun that matches the noun that the pronoun refers to. Example: A singular noun requires a singular pronoun. *Bob* wears *his* favorite shirt every week.

1.L.7.S: Use common adjectives.

Teacher Note:

- An adjective describes a noun or pronoun. In the sentence, "The tall boy rode his blue bike," the words tall and blue are adjectives.

1.L.8.S: Use article adjectives (a, an, the).

1.L.9.S: Use regular past, present, and future tense verbs.

Teacher Note:

- A regular verb is an action word that forms its past tense by adding -ed or -d to the base. Example: jump, play. A past tense verb shows that the action happened in the past (played). A present tense verb shows that the action is happening right now (play or playing). A future tense verb shows the action has not happened yet (will play).

1.L.10.S: Use singular and plural nouns with verbs that agree in basic sentences (e.g., He hops. We hop.).

1.L.11.S: Use conjunctions (and, but, or).

Teacher Note:

- Use a conjunction to combine two independent clauses to form a compound sentence, join two subjects to form a compound subject, or join two verbs to join a compound predicate.

1.L.12.S: Produce and expand simple sentences independently, using simple and compound subjects and predicates.

Teacher Note:

- A simple sentence is a sentence with one independent clause and no dependent clauses. A simple subject refers to a person, place, or thing who is performing an action (my dog). A compound subject contains two or more subjects (my dog and his friends) who are performing the action. A simple predicate refers to the action being performed by the subjects. A compound predicate would be two actions performed by the subject(s) (e.g., My dog ran and jumped in the yard.).

Conventions

Conventions involve the correct use of mechanics in writing.

1.L.13.C: Capitalize the first word in a sentence.

1.L.14.C: Capitalize the pronoun "I."

1.L.15.C: Capitalize dates.

1.L.16.C: Capitalize names of people.

1.L.17.C: Use all end punctuation marks.

1.L.18.C: Use commas in dates.

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GRADE 2 ENGLISH LANGUAGE ARTS STANDARDS

Foundational Reading

Phonics Decoding (Word Reading)

Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

2.FR.1.PD: Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key, bread).

2.FR.2.PD: Decode one-syllable words containing multiple sounds of c and g (e.g., clamp, cent, cinch; goat, gland, germ, gem).

Teacher Note:

- When the letter c is immediately followed by e, i, or y it is pronounced /s/ (e.g., cent, cite, cyst), and g is pronounced /j/ when it is immediately followed by e, i, or y (e.g., gel, gist, gym).

2.FR.3.PD: Decode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).

2.FR.4.PD: Decode two-syllable base words with grade level letter-sound correspondences (e.g., dollar, wrestle, kidney).

Teacher Note:

- A base word holds the primary meaning of the word and can have a prefix or suffix added to it. This can include compound words or two syllable words that are not affixed.

2.FR.5.PD: Decode words with common prefixes and suffixes (e.g., un-, re-, -ly, -able).

Phonics Encoding (Word Writing)

Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

2.FR.6.PE: Encode one-syllable words with consonant trigraphs and short vowel patterns (e.g., catch, judge).

Teacher Note:

- If a word has the /j/ sound immediately after a short vowel, it is spelled -dge. Otherwise, the /j/ is spelled -ge.
- If a word has the /ch/ sound immediately after a short vowel, it is spelled -tch; otherwise, the /ch/ is spelled -ch. Four common exceptions include rich, which, such and much.

2.FR.7.PE: Encode two-syllable words with short vowels (e.g., candid, combat).

2.FR.8.PE: Encode final /s/ spelled as ss, ce, and se (e.g., dress, face, moose).

Teacher Note:

- ss- consonant team for unvoiced /s/ at the end of a syllable after a short vowel like in dress

- ce- the silent E is used to create the soft c /s/ sound like in the word face.
- se- the silent E is used after the letter s to show that the word is not plural and the s is not used as a suffix such as lapse vs laps.

2.FR.9.PE: Encode two-syllable words with medial VCe patterns (e.g., compete, mistake, console).

2.FR.10.PE: Encode one-syllable words with less predictable vowel-r patterns (e.g., girl, burn, world).

2.FR.11.PE: Encode two-syllable words with open syllables (e.g., robot, music, jumbo).

2.FR.12.PE: Encode long vowel patterns (e.g., wild, told, kind, most, colt).

Teacher Note:

- Some common words ending in ld, st, nd, and lt have a single vowel with a long vowel sound

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2.FR.13.PE: Encode one-syllable words with common vowel teams (e.g., rain, pay; beach; high, pie; boat, snow, toe; book; new, moon).

2.FR.14.PE: Encode one-syllable words with diphthongs (oi, oy, ou, ow).

Teacher Note:

- /oi/ spelled oi is typically used in the beginning or medial position of a syllable; whereas, the oy spelling will traditionally be used at the end of a syllable.
- /ou/ spelled ou is typically used in the beginning or medial position of a syllable; whereas, the ow spelling will traditionally be used at the end of a syllable.

2.FR.15.PE: Encode two-syllable words with consonant-le (Cle) (e.g., candle, noble, steeple, startle, giggle, sparkle).

2.FR.16.PE: Encode one and two-syllable words with common prefixes and suffixes, applying spelling changes [e.g., -e drop (game to gaming); doubling (run to running); change y to i (cry to cries)] to the base word when necessary.

Teacher Note:

- e-drop rule- When a syllable ends in a silent e and a vowel suffix is added, drop the e before adding the vowel suffix.
- doubling rule - When a syllable ends in a single vowel followed by a single consonant, the consonant will be doubled when adding a vowel suffix.
- change y to i rule - When a syllable spelled ends in a consonant followed by the letter y, change the y to i before adding a vowel suffix unless the vowel suffix begins with an i.

Handwriting

Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.

2.FR.17.H: Form upper and lowercase cursive letters correctly, using a common path of movement.

Fluency

Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.

2.FR.18.F: Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.

Reading Comprehension

Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

2.RC.1.RF: Ask questions about key details in a text.

2.RC.2.RF: Answer questions about key details in a text.

2.RC.3.RF: Retell (orally or in writing) a text read aloud including main idea and key details to demonstrate understanding of the central message or topic.

Resource:

Reading Rockets. (2023). *Classroom Strategies: Summarizing.* Retrieved from Reading Rockets: Launching Young Readers: https://www.readingrockets.org/classroom/classroom-strategies/summarizing

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2.RC.4.RF: Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.

Teacher Note:

- Teacher chooses words that would be seen and used frequently in school and work settings. Background knowledge might be constructed using a read aloud text and/or high quality instructional videos (e.g., explain, examine, discuss).

2.RC.5.RF: Use background knowledge and details, including illustrations, charts, and graphs, to make predictions and inferences about what happens in a text.

2.RC.6.RF: Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

Reading Literature

Reading Literary includes skills that are specific to literature.

2.RC.7.RL: Describe a character's traits.

2.RC.8.RL: Identify the main story elements (characters, settings, events, problem, and solution) in a text.

2.RC.9.RL: Compare and contrast two versions of the same story (e.g., *Three Little Pigs* vs. *The True Story of the Three Little Pigs*).

2.RC.10.RL: Explain how specific visual images contribute to and clarify story elements (setting, characters, and events).

2.RC.11.RL: Identify differences in the perspectives of characters.

Teacher Note:

- Perspective refers to how perceptions, values, and opinions affect a story.

2.RC.12.RL: Describe the overall structure of a story and the purpose of the parts (e.g., paragraphs, sections, chapters, stanzas, lines).

Reading Information

Reading Information includes skills that are specific to non-fiction texts.

2.RC.13.RI: Explain how an author uses reasons/evidence to support main points in a text.

2.RC.14.RI: Compare and contrast two texts on the same topic.

2.RC.15.RI: Determine the purpose of a section of a text (e.g., paragraphs, sections).

2.RC.16.RI: Use text features (e.g., headings, table of contents, glossaries, bold font, italics) to locate key facts and information.

2.RC.17.RI: Explain how specific visual images (e.g., charts, graphs, illustrations) contribute to and clarify a text.

2.RC.18.RI: Identify the author's purpose of a text.

Vocabulary

Vocabulary includes understanding and using words to communicate effectively.

2.V.1: Determine or clarify the meaning of words and phrases in a text read aloud or independently.

2.V.2: Use sentence-level clues to identify the meaning of words or phrases.

2.V.3: Sort and categorize words by multiple attributes (e.g., synonyms, antonyms, size, color, type).

2.V.4: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

2.V.5: Distinguish the literal and nonliteral meanings of words and phrases in context.

Teacher Note:

- Literal meaning represents the exact words of the text (e.g., The cat ran.).
- Nonliteral meaning is when phrases or words mean something other than the exact words (e.g., It's raining cats and dogs).

2.V.6: Use knowledge of base words (including compound words) and common prefixes and suffixes (e.g., un-, re-, pre-, dis-, -ly, -able) as clues to meaning (e.g., add, addition, additional).

Teacher Note:

- Students should be able to determine if the letter combination is functioning as an affix or is simply part of the base word. For example, is the "un" a prefix or part of the base word in uncle (base) or untie(prefix) or is the "er" a suffix or part of the base word in finger (base) or teacher (suffix).

Writing

Style

Writing style includes different types of writing for different purposes.

2.W.1.S: Write an opinion piece about a topic or text with details to support the opinion.

Resource:

- **See Appendix E :**Writing Rubric

2.W.2.S: Write an informative or explanatory piece about a topic, using facts from a source.

Resource:

- **See Appendix E:** Writing Rubric

2.W.3.S: Write a narrative, using a logical sequence of events.

Resource:

- **See Appendix E:** Writing Rubric

Production

Writing production includes volume and clarity of writing, the writing process, and research.

2.W.4.P: Produce clear and coherent writing, using precise language, relevant details and descriptions, and grade-appropriate conventions.

2.W.5.P: Organize writing logically, constructing an introduction, body, and a sense of closure.

2.W.6.P: Use transitional words to connect ideas.

2.W.7.P: Revise writing to expand and combine simple sentences to create compound sentences.

2.W.8.P: Edit writing to include K-2 language conventions for publishing.

2.W.9.P: Participate in shared research projects to gather information from experiences and/or provided sources to produce writing.

Collaborative Communication

Oral Language

Oral language is the system through which one uses spoken words to express knowledge, ideas, and feelings.

2.CC.1.OL: Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.

2.CC.2.OL: Ask and answer questions about what a speaker says to gather additional information and clarify understanding.

Presentation

Presentation includes an individual or group verbally addressing an audience on a particular topic.

2.CC.3.P: Use relevant, descriptive details to orally share a story or experience that includes appropriate facts.

2.CC.4.P: Use visual displays to clarify ideas, thoughts, and feelings.

2.CC.5.P: Speak audibly in collaborative communication and presentations.

Language

Structures

Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

2.L.1.S: Use abstract nouns (e.g., love, peace, joy).

2.L.2.S: Use regular and irregular plural nouns (e.g., branches, elves; geese, sheep).

2.L.3.S: Use singular possessive common and proper nouns.

2.L.4.S: Use subject pronouns (e.g., I, he, she).

2.L.5.S: Use possessive pronouns (e.g., mine, his, hers)

2.L.6.S: Use pronoun/antecedent agreement.

Teacher Note:

- Model sentence writing where a pronoun and its antecedent are not in the same sentence or are far removed from each other.

2.L.7.S: Use common adjectives.

2.L.8.S: Recognize words adjectives modify.

2.L.9.S: Use irregular verbs (e.g., sang, came).

2.L.10.S: Use subject/verb agreement for singular and plural nouns.

2.L.11.S: Use adverbs.

2.L.12.S: Use conjunctions (and, but, or) in compound sentences.

2.L.13.S: Expand and combine simple sentences to create compound sentences, using two independent clauses.

Teacher Note:

- An independent clause contains a subject, a verb and a complete thought. A compound sentence is formed by combining two independent clauses (e.g., simple sentences) using a conjunction to form one sentence.

Example:

- Ex: John went to the store. He purchased some butter.
- John went to the store, and he purchased some butter.

Resource:

Hochman, J. C., & Wexler, N. (2017). *The Writing Revolution.* New York City: Jossey-Bass: A Wiley Brand.

Conventions

Conventions involve the correct use of mechanics in writing.

2.L.14.C: Capitalize holidays.

2.L.15.C: Capitalize product names.

2.L.16.C: Use all end punctuation marks.

2.L.17.C: Use commas with words and items in a series.

2.L.18.C: Use commas in greetings.

2.L.19.C: Use commas in the closing of letters.

2.L.20.C: Use commas before a coordinating conjunction in a compound sentence.

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APPENDIX A

Consonant Phoneme Articulation

In English, there are approximately 44 phonemes divided into two categories of phonemes (consonants and vowels). There are 25 consonant sounds in English. All consonants are blocked, or partially blocked, and may be voiced or unvoiced. There are 8 sets of consonant cognates. Cognates are phonemes produced in the same place of the mouth and in the same manner, but vary in the voicing. When analyzing cognates, use a mirror to notice the part(s) of the mouth used to produce the sound.

Students will place their hand in front of their mouth while producing the sound to determine whether the sound is a stop or a continuant (determined by the air that is produced). A puff of air will be felt for a stop, but stream of air will be felt for a continuant. Students will also place the back of their hand against the throat to feel for the vibration of the vocal cords to determine if the sound is voiced or unvoiced.

Consonant Cognates: Stops

/p/ - lips start closed and then open; stop; unvoiced
/b/ - lips start closed and then open; stop; voiced

/t/- tongue taps the roof of mouth behind teeth; stop; unvoiced
/d/ - tongue taps the roof of mouth behind teeth; stop; voiced

/k/ - tongue kicks up at the back of the mouth; stop; unvoiced
/g/ - tongue kicks up at the back of the mouth; stop; voiced

/ch/- teeth are together, lips are fat (pushed out); stop; unvoiced
/j/ - teeth are together, lips are fat (pushed out); stop; voiced

All of those sounds were stops. If the sound is pronounced as a continuant, a schwa is added and this will cause difficulty when blending. Stops need to be clipped to avoid blending difficulties. Ex: /chi/uh/ /i/ /p/. If /ch/ has a schwa added when articulating and blending in a word, the word chip could become chuhip. Clip it to avoid the schwa.

Example Script:

The first consonant sound we will be analyzing is /p/.
What part of the mouth are you using to make the sound? lips start closed and then open
Is it a puff or a stream? stop
Is it voiced or unvoiced? unvoiced
Now, what sound is made the exact same way as /p/, but voiced? /b/

Consonant Cognates: Continuants

/fl -top teeth on bottom lip; continuant; unvoiced
/v/ -top teeth on bottom lip; continuant; voiced

/th/ -tongue between teeth; continuant; unvoiced
/th/ -tongue between teeth; continuant; voiced

/s/ -teeth together, lips are thin (pulled back); continuant; unvoiced
/z/ -teeth together, lips are thin (pulled back); continuant; voiced

/sh/ -teeth together, lips are fat (pushed out); continuant; unvoiced
/zh/ -teeth together, lips are fat (pushed out); continuant; voiced

Other Sounds:

Example Script:
What part of the mouth are you using to make the sound? top teeth on bottom lip
Is it a puff or a stream? continuant
Is it voiced or unvoiced? unvoiced
Now, what sound is made the exact same way as If/, but voiced? /v/

Sound Families:
The next few sounds are not cognates but are families of sounds. The place of articulation, manner of articulation, and the voicing of the sounds will still need to be discussed (How do you make the sound? Is it a puff or a stream? Is it voiced or unvoiced?).

Nasals:
/m/ -lips are together, sounds produced through the nose; continuant; voiced
/n/ -tongue touches the roof of mouth behind teeth, sound produced through the nose; voiced
/ng/ -tongue lifts up at the back of the mouth, sound produced through the nose; continuant; voiced
*Hint - Option 1: To discover that this sound is a nasal, pinch nose while trying to make the sound. Nasal sounds will stop when the nose is pinched because the sound is produced through the nose. Option 2: Hold a mirror under the nose and make the sound. Notice the air from the nose makes the mirror fog because the air travels through the nose.

Airs (Air Sounds):
/w/ -lips are rounded; continuant; voiced
/hw/ -lips are rounded; cheeks are puffed with air; continuant; unvoiced
/h/ -mouth is open, but sound is restricted in the throat; stop; unvoiced
/y/ -teeth start together, sound rolls of the tongue; continuant; voiced

Liquids (Tongue Movement):
/l/ -tongue lifts behind teeth; continuant, voiced
/r/ -there are many ways to produce this sound, for many the tongue curls on the side;
continuant; voiced

Consonant Phonemes

Phonemes created when the flow of air is obstructed by the teeth, lips, tongue, or throat.

Cognates: Phonemes that are articulated in a similar way.

Stops: The sound cannot be continued; a puff of air.	**Unvoiced:** No vibrations in vocal cords	/p/	/t/	/k/	/ch/
	Voiced: Vibrations in vocal cords	/b/	/d/	/g/	/j/
Continuants: The sound can be continued; a continuous stream of air.	**Unvoiced:** No vibrations in vocal cords	/f/	/th/	/s/	/sh/
	Voiced: Vibrations in vocal cords	/v/	/th/	/z/	/zh/

Nasals	Glides/Airs	Liquids
/m/	/w/	/l/
/n/	/hw/	/r/
/ng/	/h/	
	/y/	

Vowel Phoneme Articulation

In English, there are approximately 44 phonemes. 19 of the phonemes are vowels. All vowels are opened and voiced. Vowels can be classified according to the place of articulation: tongue position (front to back, high to low) and lip position (wide and smiling, rounded and open). The similarities in the place of articulation for the vowels cause the most difficulty when decoding and spelling. Pronunciation of vowel sounds vary by region and dialect.

Anchor the Vowels:

To help students develop an ear and feel for the vowel sounds, discuss different categories of vowel sounds based on the way they are articulated. The vowels will be arranged according to their proximity to one another in articulation. (Moats 2000, 2005). Start with the anchor vowels: /ē/, /ŏ/, and /ū/. Look in the mirror and say /ē/ (the long e sound). What is the shape of your mouth when saying the sound? You are smiling. When articulating /ē/, feel the location of the tongue. The smile and the tongue are near the top. This is the biggest smile one can make when articulating /ē/. Now say /ŏ/. Look in the mirror. Notice how your mouth is shaped. The mouth is open. This group of vowels are the vowels that make the mouth open. Now look in the mirror and say /ū/. Notice how the mouth is shaped. The mouth is round. This group of sounds are the vowels that make the mouth round. The anchor vowels are /ē/ for smiling vowels, /ŏ/ for open vowels, and /ū/ for round vowels.

Smiling Vowels:

As we place the sounds on the arc, notice the smile and position of the tongue and jaw as we add the sounds.
Say /ē/. Look in the mirror. Notice how your mouth is shaped. Smiling the biggest smile.
Say /ĭ/. Look in the mirror. Notice how your mouth is shaped. Smiling, but lower than /ē/.
Say /ā/. Look in the mirror. Notice how your mouth is shaped. Smiling, but lower than /ĭ/.
Say /ĕ/. Look in the mirror. Notice how your mouth is shaped. Smiling, but lower than /ā/.
Say /ă/. Look in the mirror. Notice how your mouth is shaped. Smiling, but lower than /ĕ/.
Say /ī/. Look in the mirror. Notice how your mouth is shaped. Smiling, but lower than /ă/ and starting to open like /ŏ/.

Ask students to put their hands on their face and feel the smile and jaw drop as the sounds of the smiling vowels are articulated.

Helpful HINT:
Make sure sounds like ff/ and /a/, /a/ and lei, lei and /a/ are separated in the scope and sequence in order to give students time to develop an ear and feel for the sounds.

Open Vowels:

Say /ŏ/. Look in the mirror. Notice how your mouth is shaped. Your mouth is open.
Say /ŭ/. Look in the mirror. Notice how your mouth is shaped. Your mouth is opened.
Say /aw/. Look in the mirror. Notice how your mouth is shaped. Your mouth is as opened as it can be, and rounded.

Ask students to put their hands on their face and say the smiling vowel sounds through the open sounds in sequence. Feel the change in the placement of where the sounds are articulated.

Consideration:
How would this knowledge help a student with spelling? What benefit would this knowledge have for English Learners?

Round Vowels:

Say /ō/. Look in the mirror. Notice how your mouth is shaped. Your mouth is round.
Say /oŏ/. Look in the mirror. Notice how your mouth is shaped. Your mouth is round.
Say /oō/. Look in the mirror. Notice how your mouth is shaped. Your mouth is round and the lips are round and tight. /oō/ and /ū/ are the same with the exception of the /y/.

Ask students to put their hands on their face and say the open sounds through the round sounds in sequence. Feel the change in the placement of where the sounds are articulated

R-Controlled Vowels:

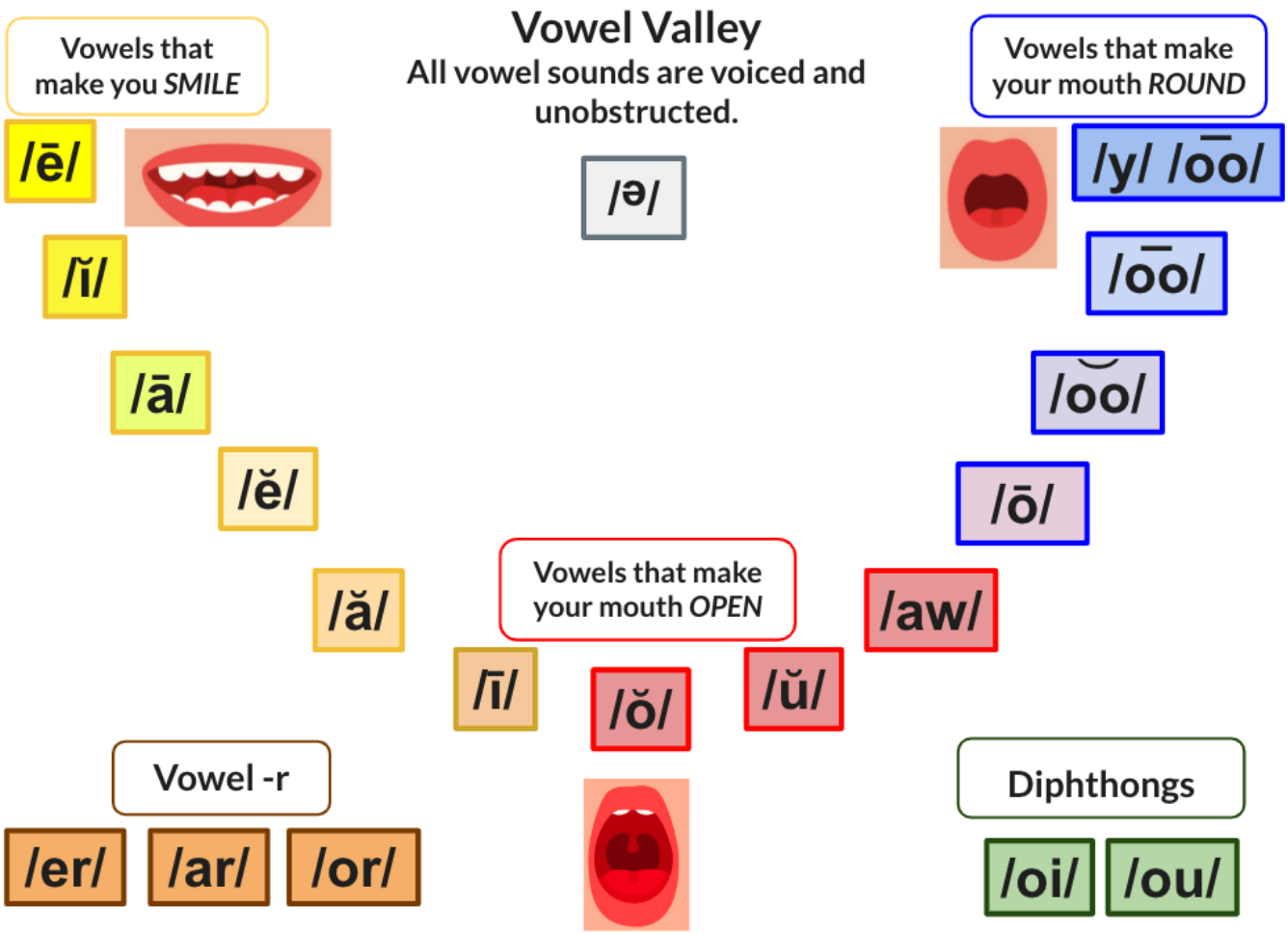
In r-controlled vowels, the r causes the vowel to make an unexpected sound.
Say /er/. Look in the mirror. Notice how your mouth moves from a smiling sound to an /r/.
Say /ar/. Look in the mirror. Notice how your mouth moves from an open sound to an /r/.
Say /or/. Look in the mirror. Notice how your mouth moves from a round sound to an /r/.

Diphthongs:

Diphthongs are two vowels blended smoothly together in the same syllable.
Say /oi/. Look in the mirror. Notice how your mouth shifts from round vowel /ō/ to a smiling vowel /ē/.
Say /ou/. Look in the mirror. Notice how your mouth moves from a smiling sound /ă/ to a round air /w/.

Schwa:

A schwa is the same as /ŭ/. The vowel in the unstressed syllable usually weakens to /u/ or schwa.


Vowel Valley
All vowel sounds are voiced and unobstructed.
/ə/
Vowels that make you SMILE
/ē/
/ĭ/
/ā/
/ĕ/
/ă/
Vowels that make your mouth ROUND
/y/ /o͞o/
/o͞o/
/o͡o/
/ō/
/aw/
/ŭ/
/ŏ/
/ī/
Vowels that make your mouth OPEN
Vowel -r
/er/
/ar/
/or/
Diphthongs
/oi/
/ou/

APPENDIX B

Irregular Spelling Explanations

Irregular Spelling	Explanation
a	It is literally the letter "A" and just changes pronunciation to it's unstressed schwa sound when it is not accenting a particular noun for emphasis.
away	The first syllable, "a", makes a schwa sound because it is not the stressed syllable in the word.
said	Said is the past tense of say. "AI" is the long vowel spelling in the middle of a syllable. The spelling is not irregular, but the pronunciation is.
here	Has the same rime (ere) as where and there, even though it does not rhyme; all have to do with location. (etymology: ere=location)
one	Originally pronounced like it is in "only, atone, alone", which is decodable; modern English shifted the pronunciation.
two	Comes from the Old English "twa" and PIE variant of root "dwo", related to words like twin, twice, and twenty. (etymology: tw=two)
are	Many two or three letter words have a silent final E to make them bigger (pg.69 Uncovering the Logic of English). Function Words have 1 to 3 letters. Content words have at least three letters except ox and ax.
from	The "o" makes an /u/ sound, as lots of vowel sounds shift historically.
all	The "l" controls the sound of the vowel and shifts it to /ŏ/.
four	From the Old English "feower", pronounced in two syllables as fow + er, so the "u" is in it to mark the original pronunciation, even though we have dropped that sound.
have	Words don't end in V in English. If a word ends in /v/, it will be spelled ve.
live	Words don't end in V in English. If a word ends in /v/, it will be spelled ve.
once	In the "one" family of words, related by meaning with the concept of singularity
was	W used to be two u's, so it was spelled with an a, to keep from having three u's in a row. S says /z/ when there is only one s, and it is followed by a voiced sound (swum and swung are the only ones where u follows a w).
were	Came from Old English wert and kept the sound of /er/, but added the silent e.
what	Most of the question words start with "wh" because Old English scribes wanted them to match the other digraph spelling patterns. "a" says /uh/ and makes it's schwa sound. (A after w often makes the short o sound.)
want	A after w often makes the short o sound.
again	The spelling is historically accurate, but the pronunciation changed.
any, many	The "a" makes a short /e/ sound but is spelled with an "a" because of the Old English origins.

of	English words don't end in "v".
old	Closed exception: -ild, -ind, -old, -olt, -ost
put	Goes back to Old English "putian" and is related to push. "U" says /oo/ in this word.
walk	When "l" is found towards the end of a word before the letters "f", "v", "k", and "m" and after the vowel "a", it is usually silent. (behalf, calve, walk, almond) the silent l lengthens the previous vowel sound, which gives the impression that you still hear it. "A" after "w" often makes the short /o/ sound.
been	Suffix -en is added to form past participle verbs(eaten, beaten, proven, given)
goes	Go changes to goes and the "e" was added to mark pronunciation. Goes is the third person singular present tense form of go created by adding the suffix -es.
does	Do changes to does to preserve the spelling pattern related to goes. Does is the third person singular present tense form of do created by adding the suffix -es.
would, could, should	The silent "l" in these words marks the relationship to will and shall; the "l" was added to could to match the verb form of the like words.
wash	"A" after "w" often makes the short /o/ sound.
about	The "a" makes the schwa sound in the first unstressed syllable, and "ou" is a diphthong.
eight	"EIGH" says /ā/ in this word and also in neigh, weigh,freight, and related words.
eye	The spelling is historically accurate, but the pronunciation changed.
laugh	"Gh" can say /f/ in words like cough, tough, enough, and laugh in words of greek origin. The English pronunciation of "au" is /aw/, but Americans use the short a sound here.
warm	"A" after "w" often makes the short /o/ sound
done	Scribes changed the "u" to a more rounded "o" to make words easier to read. The silent "e" was added to show that the medial vowel was altered in some way.
door	The "r" affects the sound of the "oo", but not the spelling.
father	English kept the "a" to mark origin from the old word, but is pronounced with an /o/ like it's original form.
mother	English kept the "o" to mark origin from the old word, but is pronounced with an /u/ like the word does in other languages.
to	Spelling was preserved even though the pronunciation changed.
do	Spelling was preserved even though the pronunciation changed.

APPENDIX C[3]

Kindergarten Writing Rubric

Kindergarten	4	3	2	1		
Purpose	Maintains one clear central idea	Writing makes sense, but some information may be missing or irrelevant	Letters and words can be picked out as clues to the topic	Writing conveys little to no meaning		4 = 22-28 3= 15-21 2= 8-14 1= 1-7
Organization	Sentences connect to one another in a logical order	One sentence is included about the topic.	Sentences are not connected to each other or the topic.	Writing has no sense of organization		
Evidence, Elaboration, and Word Choice	Precise language used to elaborate or give evidence with details	General words and/or phrases used to give details	Uses simple or high-frequency words that may be repetitive and lack detail.	Uses no descriptive words		
Conventions (Capitalization, Punctuation, Grammar)	No errors in grade level conventions	Minor errors in grade-level conventions	Inconsistent use of grade-level conventions	Lack of command in grade-level conventions		
Spelling	No errors in grade level spelling	Minor errors in grade-level spelling	Inconsistent use of grade-level spelling	Lack of command in grade-level spelling		
Sentence Type	Correct use of simple sentences	Inconsistent use of simple sentences	Incomplete sentence(s)	Letters, labels and individual words only		
Presentation	Handwriting is legible, spaces are clear between words	Handwriting is legible	Some Handwriting is legible	Handwriting is unreadable		
Kindergarten writing should progress from drawings with labels to writing some letters to represent sounds, to writing words, phrases and sentences to convey a message.						
1st Nine Week Expectation	Labels drawings with letter-like representations, letters, or words but may lack accuracy.					
2nd Nine Week Expectation	Writes words phonetically beginning with the first sound, moving to final sound, and then medial sound.					
3rd Nine Week Expectation	Writes several words phonetically to form a phrase to convey a message.					
4th Nine Week Expectation	Writes one to two sentences with phonetic spelling to convey a message.					

[3] This writing rubric was developed by the RISE State Literacy Team and was adapted from the Grade 3 ATLAS Rubric to help guide teachers. ATLAS Writing Rubrics can be found here.

APPENDIX D[4]

Grade 1 Writing Rubric

First Grade	4	3	2	1		
Purpose	Maintains one clear central idea	More than one idea is present in the writing	Writing makes sense, but some information may be missing or irrelevant	Writing conveys little to no meaning		4 = 22-28 3= 15-21 2= 8-14 1= 1-7
Organization	Logical progression with transitions and a sense of closure	Writing has no sense of closure	Sentences are not connected to each other or the topic.	Writing has no sense of organization		
Evidence, Elaboration, and Word Choice	Precise language used to elaborate or give evidence with details	General words and/or phrases used to give details	Uses simple or high-frequency words that may be repetitive and lack detail.	Uses no descriptive words		
Conventions (Capitalization, Punctuation, Grammar)	No errors in grade level conventions	Minor errors in grade-level conventions	Inconsistent use of grade-level conventions	Lack of command in grade-level conventions		
Spelling	No errors in grade level spelling	Minor errors in grade-level spelling	Inconsistent use of grade-level spelling	Lack of command in grade-level spelling		
Sentence Type	Variation in sentences.	Correct use of simple sentences	Short, phrase-like wording as sentences	No complete sentences		
Presentation	Manuscript handwriting is legible and upper and lowercase letters are used correctly	Manuscript handwriting is legible, but upper and lowercase letters are used incorrectly	Some Handwriting is legible	Handwriting is unreadable		
1st Nine Week Expectation	Writes one sentence to convey a message.					
2nd Nine Week Expectation	Writes two sentences to convey a message.					
3rd Nine Week Expectation	Writes two connecting sentences to convey a message.					
4th Nine Week Expectation	Writes three to four connecting sentences to convey a message.					

[4] This writing rubric was developed by the RISE State Literacy Team and was adapted from the Grade 3 ATLAS Rubric to help guide teachers. ATLAS Writing Rubrics can be found here.

APPENDIX E[5]

Grade 2 Writing Rubric

Second Grade	4	3	2	1		
Purpose	Maintains one clear central idea	More than one idea is present in the writing	Writing makes sense, but some information may be missing or irrelevant	Writing conveys little to no meaning		4 = 22-28 3= 15-21 2= 8-14 1= 1-7
Organization	Logical progression including an introduction, transitions to connect ideas within the body, and a sense of closure	Writing has a beginning, middle, and end, but the progression may not be clear	Writing has a beginning sense of organizational structure, but it may be out of order or incomplete	Writing has no sense of organization		
Evidence, Elaboration and Word Choice	Precise language used to elaborate or give evidence with details	General words and/or phrases used to give details	Uses simple or high-frequency words that may be repetitive and lack detail.	Uses no descriptive words		
Conventions (Capitalization, Punctuation, Grammar)	No errors in grade level conventions	Minor errors in grade-level conventions	Inconsistent use of grade-level conventions	Lack of command in grade-level conventions		
Spelling	No errors in grade level spelling	Minor errors in grade-level spelling	Inconsistent use of grade-level spelling	Lack of command in grade-level spelling		
Sentence Type	Correct use of simple and compound sentences	Correct use of simple sentences	Inconsistent use of simple sentences	No complete sentences		
Presentation	Manuscript handwriting is legible and upper and lowercase letters are used correctly	Manuscript handwriting is legible, but upper and lowercase letters are used incorrectly	Handwriting is legible	Handwriting is unreadable		
1st Nine Week Expectation	Writes two connecting sentences to convey a message.					
2nd Nine Week Expectation	Writes three connecting sentences to convey a message.					
3rd Nine Week Expectation	Writes a paragraph with at least four connecting sentences to convey a message.					

[5] This writing rubric was developed by the RISE State Literacy Team and was adapted from the Grade 3 ATLAS Rubric to help guide teachers. ATLAS Writing Rubrics can be found here.

4th Nine Week Expectation	Writes a paragraph with at least five connecting sentences to convey a message.		

APPENDIX F

Useful Suffixes

Suffix	Meaning	Example
-s	more than one	books
-es	more than one	boxes
-ing	verb form/present participle	running
-ed	past tense verbs	hopped
-er	more than, one who, that which	higher, painter, marker
-ly	characteristic of	quickly
-y	characterized by	sunny
-ness	state of, condition of	kindness
-less	without	fearless
-est	comparative	biggest
-or	one who	actor
-ful	full of	careful
-en	made of	wooden
-ion	act, process	occasion
-tion	act, process	temptation
-ment	action or process	enjoyment
-able	can be done	comfortable
-ible	can be done	responsible
-al	having characteristics of	personal
-ial	having characteristics of	partial
-ic	Having characteristics of	linguistic
-ity	state of	infinity

-ty	state of	anxiety
-ous	possessing the qualities of	joyous
-ious	possessing the qualities of	religious