

Level One Priority Words

Words with Frequencies in Writing 1-15

A minimum proficiency for accurate spelling in all everyday writing.

My Priority Words are the words marked.

a

and

are

for

he

in

is

it

of

on

that

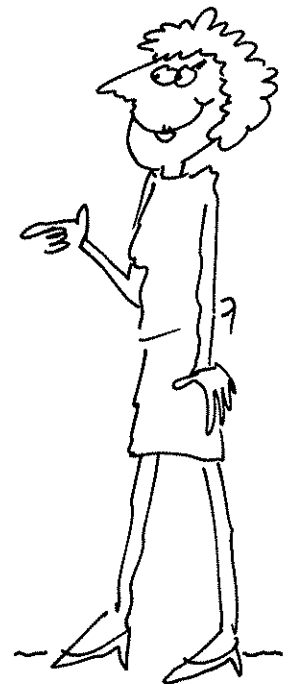
the

to

was

you

THESE ARE THE
"NO EXCUSES"
WORDS!
WE USE THEM
TO PRACTICE
PROOFREADING
IN WRITING.



Level One Core Words

Words with Frequencies in Writing 1-35

a
all
and
are
as
at
be
but
by
for
from
had
have
he
his
I
in
is

it
not
of
on
one
or
that
the
they
this
to
was
were
what
when
with
you

AS WE LEARN
TO SPELL
THESE WORDS,
WE USE THEM
TO BUILD SKILLS
AND TO MAKE
MORE WORDS.



Phonics, Spelling, and Word Study

- **Selecting Goals:** *Behaviors and Understandings to Notice, Teach, and Support*

EARLY LITERACY CONCEPTS

- Notice and talk about photographs, pictures, drawings, and familiar written words (names, *Mom*)
- Note print in the environment and look for its meaning
- Understand that print conveys meaning
- Distinguish between print and pictures
- Notice the print in signs
- Use print in a variety of ways—labels, signs, stories, books
- Follow the print during shared reading (as cued by the pointer)
- Read a known text in unison with others
- Hold and handle books correctly (turning pages front to back, etc.)
- Understand the variety of purposes of print in reading
- Understand that a book has a title, author, and illustrator
- Understand that books are sources of information
- Recognize one's name
- Use letters in one's name to represent it or communicate other messages
- Understand the concept of *word, letter*
- Use left-to-right directionality and return to the left in shared reading of print and in group writing
- Understand the concept of *first and last* in written language
- Understand the concept of writing top to bottom

PHONOLOGICAL AWARENESS

WORDS

- Hear word boundaries
- Understand that words are made up of sounds

RHYMING WORDS

- Hear and say rhyming words
- Hear and connect rhyming words

SYLLABLES

- Clap the syllables of words with teacher help

ONSETS AND RIMES

- Say the onsets and rimes of words with teacher help

PHONEMES (A)

- Say words slowly
- Be aware that words have sounds in them
- Play with the sounds of language
- Enjoy stories and poems that illustrate play with the sounds of language
- Recognize words that stand for sounds (*bang, pop*)

LETTER KNOWLEDGE

IDENTIFYING LETTERS

- Notice that letters have different shapes
- Understand the concept of a letter
- Match letters that are alike by looking at their shapes
- Connect particular letters to their lives (names, names of family, environmental print)
- Distinguish letter forms by noticing particular parts (sticks, tails, dots, slants, circles, curves, tunnels, crosses)
- Categorize and connect letters by features (sticks, tails, dots, slants, circles, curves, tunnels, crosses)
- Produce some letter names
- Understand that letter orientation is important

RECOGNIZING LETTERS IN WORDS AND SENTENCES

- Understand that words are made up of letters
- Locate some known letters in print

FORMING LETTERS

- Use writing tools
- Use drawings to represent meaning
- Produce approximated writing
- Use approximated writing functionally (labels, lists, signs, names)
- Begin to use efficient and consistent motions to form letters
- Control direction in forming letters

Phonics, Spelling, and Word Study

□ **Selecting Goals:** *Behaviors and Understandings to Notice, Teach, and Support*

EARLY LITERACY CONCEPTS

- Distinguish between print and pictures
- Understand the purpose of print in reading and writing
- Locate the first and last letters of words in continuous text
- Recognize one's name
- Understand that one says one word for one group of letters when you read
- Understand the concept of sentence (as a group of words with ending punctuation)
- Understand the concepts of letter and word (as a single character or group of characters)
- Understand the concepts of first and last in written language
- Use left-to-right directionality of print and return to left in reading and writing
- Use one's name to learn about words and make connections to words
- Use spaces between words when writing
- Match one spoken to one written word while reading and pointing

PHONOLOGICAL AWARENESS

- Segment sentences into words
- Blend two or three phonemes in words (*d-o-g, dog*)
- Segment words into phonemes (*b-o-t*)
- Manipulate phonemes (*mat-at, and-hand*)
- Connect words by the sounds (*sat, sun*)
- Hear and recognize word boundaries
- Hear and say beginning phonemes (sounds) in words (*run/race, mom/make*) and ending (*win/fun, get/sit*)
- Hear and say syllables (*to-ma-to, can-dy, um-brel-la*)
- Hear, say, connect, and generate rhyming words (*fly, high, buy, sky*)

LETTER KNOWLEDGE

- Categorize letters by features—by slant lines (*y, w, x*) and straight lines (*p, l, b, d*); by circles (*o, b, g, p*) and no circles (*k, x, w, r*); by tunnels (*n, h*); by tails (*y, p, g*); by no tails (*r, s*); by dots/no dots; by tall/short; by consonants/vowels
- Distinguish letter forms
- Make connections between words by recognizing letters (*bat, big, ball*), letter clusters (feat, meat, heat), and letter sequences
- Recognize and produce the names of most upper- and lowercase letters
- Identify a word that begins with the sound of each letter
- Recognize consonants and vowels
- Recognize letters that are embedded in words and in continuous text
- Recognize uppercase and lowercase letters
- Understand alphabetical order
- Understand special uses of letters (capital letters, initials)
- Use efficient and consistent motions to form letters when writing

LETTER/SOUND RELATIONSHIPS

- Recognize and use beginning consonant sounds and the letters that represent them to read and write words
- Understand that there is a relationship between sounds and letters
- Recognize simple CVC words (*cat, sun*)
- Attempt to write words by writing one letter for each sound heard

SPELLING PATTERNS

- Recognize and use a few simple phonograms with a VC pattern (easiest): (*-ad, -ag, -an, -am, -at, -ed, -en, -et, -ig, -in, -it, -og, -op, -ot, -ut*)
- Recognize that words have letter patterns that are connected to sounds (phonograms and other letter patterns)
- Recognize and use the consonant-vowel-consonant (CVC) pattern (*cab, fad, map*)

HIGH-FREQUENCY WORDS

- Write a core of twenty to twenty-five high-frequency words (*a, am, an, and, at, can, come, do, go, he, I, in, is, it, like, me, my, no, see, so, the, to, up, we, you*)
- Read a core of twenty to twenty-five high-frequency words (*a, am, an, and, at, can, come, do, go, he, I, in, is, it, like, me, my, no, see, so, the, to, up, we, you*)

WORD MEANING

CONCEPT WORDS

- Recognize and use concept words (color names, number words, days of the week, months of the year)
- Recognize the parts of compound words and discuss their meaning when obvious
- Recognize and use simple compound words (*into, myself, itself, cannot, inside, maybe, nobody*)

Phonics, Spelling, and Word Study

□ Selecting Goals: Behaviors and Understandings to Notice, Teach, and Support

EARLY LITERACY CONCEPTS

- Locate the first and last letters of words in continuous text
- Recognize one's name in isolation and in continuous text
- Understand that you say one word for one group of letters when you read
- Understand the concept of *sentence* (as a group of words with ending punctuation)
- Understand the concepts of *letter* and *word* (as a single character or a group of letters)
- Understand the concepts of *first* and *last* in written language
- Use left-to-right directionality of print and return to left in reading and writing
- Use one's name to learn about words and make connections to words
- Use spaces between words when writing
- Match one spoken to one written word while reading and writing

PHONOLOGICAL AWARENESS

- Segment sentences into words
- Hear and recognize word boundaries
- Hear, say, connect, and generate rhyming words (*fly, high, buy, sky*)
- Blend two to four phonemes in words (*d-o-g, dog, t-e-n-t*)
- Segment words into phonemes (*b-a-t, t-e-n-t*)
- Connect words by the sounds (*Mom, my*)
- Manipulate phonemes (*cat-at, and, sand*)
- Hear and say beginning phonemes (sounds) in words (*run/race, mom/make*) and ending (*win/fun, get/sit*)
- Hear and say syllables (*to-ma-to, can-dy, um-bre-l-a*)

LETTER KNOWLEDGE

- Categorize letters by features—by slant lines (*v, w, x*) and straight lines (*p, l, b, d*); by circles (*o, b, g, p*) and no circles (*k, x, w, r*); by tunnels (*n, h*); by tails (*y, p, g*); by no tails (*r, s*); by dots/no dots; by tall/short; by consonants/vowels
- Distinguish letter forms
- Make connections between words by recognizing letters (*bat, big, ball*), letter clusters (*feat, meat, heat*), and letter sequences
- Recognize and produce the names of most of the upper- and lowercase letters
- Identify a word that begins with the sound of each letter
- Recognize consonants and vowels
- Recognize letters that are embedded in words and in continuous text
- Recognize uppercase and lowercase letters
- Understand alphabetical order
- Understand special uses of letters (capital letters, initials)
- Use efficient and consistent motions to form letters when writing

LETTER/SOUND RELATIONSHIPS

- Recognize and use beginning consonant sounds and the letters that represent them to read and write words
- Recognize that letter clusters (blends and digraphs: *st, pl sh, ch, th*) represent consonant sounds
- Hear and identify long (*make, pain, day*) and short (*can, egg, up*) vowel sounds in words and the letters that represent them

- Recognize and use other vowel sounds (*oo* as in *moon, look*; *oi* as in *oil*; *oy* as in *boy*; *ou* as in *house*; *ow* as in *cow*; *ow* as in *paw*)

SPELLING PATTERNS

- Recognize and use a large number of phonograms (VC, CVC, CVCe, VCC)
- Recognize that words have letter patterns that are connected to sounds (phonograms and other letter patterns)
- Recognize and use the consonant-vowel-consonant (CVC) pattern (*cab, fad, map*)

HIGH-FREQUENCY WORDS

- Write a core of at least fifty high-frequency words (*a, all, am, an, and, are, at, be, but, came, come, can, do, for, from, get, got, had, have, he, her, him, his, I, if, in, is, it, like, me, my, no, of, on, one, out, said, saw, see, she, so, that, the, their, then, there, they, this, to, up, was, we, went, were, with, you, your*)
- Read a core of at least fifty high-frequency words (*a, all, am, an, and, are, at, be, but, came, come, can, do, for, from, get, got, had, have, he, her, him, his, I, if, in, is, it, like, me, my, no, of, on, one, out, said, saw, see, she, so, that, the, their, then, there, they, this, to, up, was, we, went, were, with, you, your*)

WORD MEANING

CONCEPT WORDS

- Recognize and use concept words (color names, number words, days of the week, months of the year)

COMPOUND WORDS

- Recognize and use simple compound words (*into, myself, itself, cannot, inside, maybe, nobody*)

SYNONYMS AND ANTONYMS

- Recognize and use synonyms (words that mean about the same: *begin/start, close/shut, fix/mend, earth/world, happy/glad, high/tall, jump/leap*)
- Recognize and use antonyms (words that mean the opposite: *hot/cold, all/none, break/fix, little/big, long/short, sad/glad, stop/start*)

HOMOGRAPHS AND HOMOPHONES

- Recognize and use simple homophones (sound the same, different spelling and meaning: *to/too/two, here/hear, blue/blew, there/their/they're*)

WORD STRUCTURE

SYLLABLES

- Understand the concept of syllables and demonstrate by clapping (*horse, a-way, farm-er, morn-ing, bi-cy-cle, to-geth-er, ev-er-y*)
- Understand how vowels appear in syllables (every syllable has a vowel)

Phonics, Spelling, and Word Study

□ **Selecting Goals:** *Behaviors and Understandings to Notice, Teach, and Support*

LETTER/SOUND RELATIONSHIPS

- Recognize and use the full range of consonant letters and letter clusters (*st, ch*) in beginning, middle, and ending position in words
- Recognize and use long and short vowel sounds in words
- Recognize and use letter combinations that represent long vowel sounds (*ai, ay, ee, ea, oa, ow*)
- Recognize and use vowel sounds in open syllables (CV: *ho- tel*)
- Recognize and use vowel sounds in closed syllables (CVC: *lem- on*)
- Recognize and use vowel sounds with *r* (*car, first, hurt, her, corn, floor, world, near*)
- Recognize and use letters that represent no sound in words (*lamb, light*)

SPELLING PATTERNS

- Recognize and use a large number of phonogram patterns (VC, CVC, VCe, VCC, WC, WCC, VCe, VCCC, WCCC)

HIGH-FREQUENCY WORDS

- Write and read 150 to 200 high-frequency words automatically
- Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (working toward automatic knowledge of the five hundred most frequent)

WORD MEANING

COMPOUND WORDS

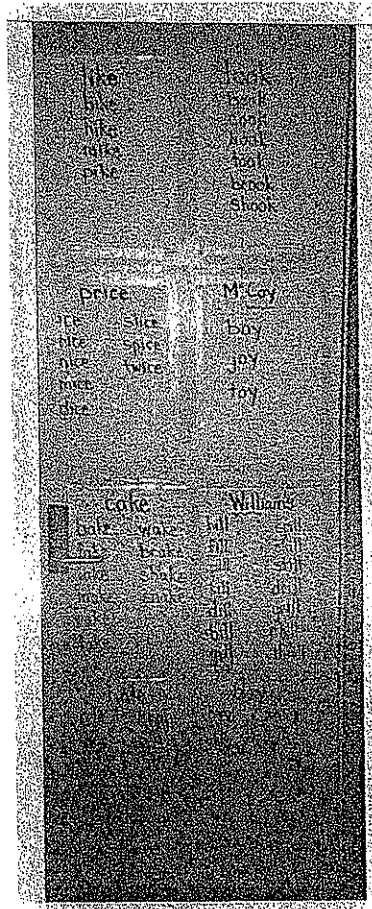
- Recognize and use a variety of compound words (*into, myself, itself, cannot, inside, maybe, nobody, outside, sunshine, today, together, upset, yourself, without, sometimes, something*)

SYNONYMS AND ANTONYMS

- Recognize and use synonyms (words that mean about the same: *begin/start, close/shut, fix/mend, earth/world, happy/glad, high/tall, jump/leap*)
- Recognize and use antonyms (words that mean the opposite: *hot/cold, all/none, break/fix, little/big, long/short, sad/glad, stop/start*)

HOMOGRAPHS AND HOMOPHONES

- Recognize and use homophones (sound the same, different spelling and meaning: *to/too/two, here/hear, blue/blew, there/their/they're*)
- Recognize and use homographs (same spelling and different meaning: *bat/bat, well/well, wind/wind*)
- Recognize and use words with multiple meanings (*play/play*)



Phonics, Spelling, and Word Study

- **Selecting Goals:** *Behaviors and Understandings to Notice, Teach, and Support*

LETTER/SOUND RELATIONSHIPS

- Recognize and use letters that represent no sound in words (*lamb, light*)
- Understand and use all sounds related to the various consonants and consonant clusters
- Understand that some consonant letters represent several different sounds or can be silent (*ch*: *cheese, school, machine, choir, yacht*)
- Understand that some consonant sounds can be represented by several different letters or letter clusters (final *k* by *c, k, ck*)
- Recognize and use vowel sounds in open syllables (CV: *ho-ter*)
- Recognize and use vowel sounds in closed syllables (CVC: *lem-on*)
- Recognize and use vowel sounds with *r* (*car, first, hurt, her, corn, floor, world, near*)
- Recognize and use letters that represent the wide variety of vowel sounds (long, short)

SPELLING PATTERNS

- Recognize and use a large number of phonograms (VC, CVC, CVCe, VCC, WC, WCC, WCe, VCCC, and WCCC; vowels plus *r*; and *-oy* and *-ow*)
- Notice and use frequently appearing short vowel patterns that appear in multisyllable words (*-a, -ab, -ad, -ag, -age, -ang, -am, -an, -ant, -ap, -ent, -el(l), -ep, -es, -ev, -id, -ig, -il(l), -ob, -oc(k), -od, -ol, -om, -on, -op, -ot, -ub, -uc(k), -ud, -uf, -ug, -up, -um, -us, -ut, -uz*)

HIGH-FREQUENCY WORDS

- Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (intentionally work toward automatic knowledge of the five hundred most frequent)

WORD MEANING

COMPOUND WORDS

- Recognize and use a variety of complex compound words (*airplane, airport, another, anyone, anybody, anything, everyone, homesick, indoor, jellyfish, skyscraper, toothbrush, underground, whenever*)

SYNONYMS AND ANTONYMS

- Recognize and use synonyms (words that mean about the same: *begin/start, close/shut, fix/mend, earth/world, happy/glad, high/tall, jump/leap*)
- Recognize and use antonyms (words that mean the opposite: *hot/cold, all/none, break/fix, little/big, long/short, sad/glad, stop/start*)

HOMOGRAPHS AND HOMOPHONES

- Recognize and use homographs (same spelling and different meaning: *bat/bat, well/well, wind/wind*)
- Recognize and use homophones (sound the same and are spelled differently: *to/too/two, here/hear, blue/blew, there/their/they/re*)
- Recognize and use words with multiple meanings (*beat, run, play*)

NOUNS

- Recognize and use words that represent a person, place, or thing

VERBS

- Recognize and use action words



Phonics, Spelling, and Word Study

- **Selecting Goals:** *Behaviors and Understandings to Notice, Teach, and Support*

LETTER/SOUND RELATIONSHIPS

- Recognize and use letters that represent no sound in words (*lamb, light*)
- Understand that some consonant letters represent several different sounds (*ch*: *cheese, school, machine, choir, yacht*)
- Understand that some consonant sounds can be represented by several different letters or letter clusters (final *k* by *c, que, ke, k, ck*; final *f* by *ff, gh*)
- Recognize and use vowel sounds in open syllables (CV: *ho-ter*)
- Recognize and use vowel sounds in closed syllables (CVC: *cab-in*)
- Recognize and use vowel sounds with *r* (*car, first, hurt, her, corn, floor, world, near*)
- Recognize and use letters that represent the wide variety of vowel sounds (long, short)

SPELLING PATTERNS

- Recognize and use a large number of phonograms (VC, CVC, CVCe, VCC, WC, WCC, WCe, VCCC, and WCCC; vowels plus *r*; and *-ow*)
- Notice and use frequently appearing short vowel patterns that appear in multisyllable words (other than most frequent) (*-a, -ab, -ad, -ag, -age, -ang, -am, -an, -ant, -ap, -ent, -el(l), -ep, -es, -ev, -id, -ig, -il(l), -ob, -oc(k), -od, -ol, -om, -on, -op, -ot, -ub, -uc(k), -ud, -uf, -ug, -up, -um, -us, -ut, -uz*)
- Notice and use frequently appearing syllable patterns in multisyllable words (*-en, -ago, -ar, -at, -it, -in, -is, -un, -be, -re, -or, -a, -y, -ey, -ble, -l, -ur, -um, -ic(k), -et, -im*)
- Understand that some words have double consonants in the pattern (*coffee, address, success, accident, mattress, occasion*)

HIGH-FREQUENCY WORDS

- Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (working toward automatic knowledge of the five hundred most frequent)

WORD MEANING

COMPOUND WORDS

- Recognize and use a variety of complex compound words and hyphenated compound words (*airplane, airport, another, anyone, anybody, anything, everyone, homesick, indoor, jellyfish, skyscraper, tootnbrish, underground, whenever, empty-handed, well-being, re-elect, father-in-law*)

SYNONYMS AND ANTONYMS

- Recognize and use synonyms (words that mean about the same: *begin/start, close/shut, fix/mend, earth/world, happy/glad, high/tall, jump/leap*) and antonyms (words that mean the opposite: *hot/cold, all/none, break/fix, little/big, long/short, sad/glad, stop/start*)

HOMOGRAPHS AND HOMOPHONES

- Recognize and use homographs (same spelling and different meaning: *bat/bat, well/well, wind/wind*), homophones (sound the same and are spelling differently: *to/too/two, here/hear, blue/blew, there/their/they're*), and words with multiple meanings (*beat, run, play*)

NOUNS

- Recognize and use words that represent a person, place, or thing

VERBS

- Recognize and use action words

ADJECTIVES

- Recognize and use words that describe

FIGURATIVE LANGUAGE

- Recognize and use words as metaphors and similes to make comparisons

PORTMANTEAU WORDS

- Recognize and use words that are blended together (*brunch*)

IDIOMS

- Recognize and use metaphors that have become traditional sayings and in which the comparisons are not evident (*raining cats and dogs*)

Phonics, Spelling, and Word Study

□ Selecting Goals: Behaviors and Understandings to Notice, Teach, and Support

SPELLING PATTERNS

- Notice and use frequently appearing long vowel patterns that appear in multisyllable words (-e, *beginning*; -ee, *agree*; -ea, *reason*; -ide, *decide*; -ire, *entirely*; ise, *revise*; -ive, *survive*; -ize, *realize*; -ode, *lemonade*; -aid, *braided*; -oil, *railroad*; -ale, *female*; -ain, *painter*; -ate, *crater*; -ope, *antelope*; -one, *telephone*; -oke, *spoken*; -u, *tutor*; -ture, *furniture*)
- Notice and use other vowel patterns that appear in multisyllable words (-al, *always*; -au, *author*; -aw, *awfully*; -ea, *weather*; -i, *sillier*; i-e, *police*; -tion, *attention*; -sion, *tension*; -y, *reply*; -oi, *noisy*; -oy, *enjoy*; -ou, *about*; -ow, *power*; -oo, *booster*; -ove, *remove*; -u, *tuna*; -ook, *looking*; -oot, *football*; -ood, *woodpile*; -ul(l), *grateful*)
- Understand that some words have double consonants in the pattern (*coffee, address, success, accident, mattress, occasion*)

HIGH-FREQUENCY WORDS

- Read and write the 500 words that occur with highest frequency in English rapidly and automatically

WORD MEANING

COMPOUND WORDS

- Recognize and use a variety of complex compound words and hyphenated compound words (*airplane, airport, another, anyone, anybody, anything, everyone, homesick, indoor, jellyfish, skyscraper, toothbrush, underground, whenever, empty-handed, well-being, re-elect, father-in-law*)

FIGURATIVE LANGUAGE

- Recognize and use words as metaphors and similes to make comparisons

IDIOMS

- Recognize and use metaphors that have become traditional sayings and in which the comparisons are not evident (*raining cats and dogs*)

ACRONYMS

- Recognize and use words that are made by combining initials (*NATO, UNICEF*)

WORD ORIGINS

- Understand English words come from many different sources (other languages, technology, place names)

WORD STRUCTURE

SYLLABLES

- Recognize and use syllables: open syllable (*ho-tel*), closed syllable (*lem-on*), syllables with a vowel and silent e (*hope-ful*), syllables with vowel combinations (*poi-son, cray-on*), syllables with a vowel and r (*corn-er, cir-cus*), syllables in words with VV pattern (*ri-ot*), syllables with double consonants (*lad-der*), syllables with consonant and le (*ta-ble*)

PLURALS

- Understand the concept of plurals and plural forms: adding -s (*dogs, cats, apples, cans, desks, faces, trees, monkeys*); adding -es (when words end in x, ch, sh, s, ss, tch, zz); changing -y to -i and adding -es; changing spelling (*foot/feet, goose/geese, man/men, mouse/mice, woman/women*); adding an unusual suffix (*ox/oxen, child/students*), keep the same spelling in singular and plural form (*deer, lamb, sheep, mouse*), add either -s or -es in words that end in a vowel and o or a consonant and o (*radios, rodeos, kangaroos, zeroes, heroes, potatoes, volcanoes*)

VERB ENDINGS

- Recognize and form various tenses by adding endings (-es, -e, -ing, -d, -ful) to verbs

ENDINGS FOR ADJECTIVES

- Recognize and use endings for adjectives that add meaning or change the adjective to an adverb (-ly, -ally)
- Recognize and use endings for adjectives that add meaning or change the adjective to a noun (-tion, -ible for partial words; -able for whole words) and some exceptions

NOUNS

- Recognize and use nouns that are formed by adding -ic, -al, -ian, -ial, -cial; add -er or -or to a verb; -ment

ADVERBS

- Recognize and use adverbs that end in e (keep or drop the e: *truly, merely*), that end in -ic (*tragically, frantically*)

SUFFIXES

- Recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs (-er, -es, -r, -ing, -ily, -able, -ible, -ar, -less, -ness, -ous, -cious, -tious)

Phonics, Spelling, and Word Study

□ Selecting Goals: Behaviors and Understandings to Notice, Teach, and Support

WORD MEANING

FIGURATIVE LANGUAGE

- Recognize and use words as metaphors and similes to make comparisons

IDIOMS

- Recognize and use metaphors that have become traditional sayings and in which the comparisons are not evident (*raining cats and dogs*)

WORD ORIGINS

- Understand many English words are derived from new inventions, technology, or current events

WORDS WITH LATIN ROOTS

- Understand many English words have Latin roots—*ab, and, bene, cap, ce, cide, cor, cred, dic, duce, equa, fac, fer, form, grac, grad, hab, ject, lit, loc, man, mem, miss, mob, mimr, ped, pens, port, pos, prim, uer, scub, sep, sist, spec, train, tract, val, ven, vens, vid, voc*

WORDS WITH GREEK ROOTS

- Understand many English words have Greek roots—*aer, arch, aster, bio, centr, chron, eye, dem, derm, geo, gram, graph, hydr, ology, meter, micro, phon, photo, phys, pol, scope, sphere, tel*

WORD STRUCTURE

SYLLABLES

- Recognize and use syllables: open syllable (*ho-tel*), closed syllable (*lem-on*), syllables with a vowel and silent *e* (*hope-ful*), syllables with vowel combinations (*poi-son, cray-on*), syllables with a vowel and *r* (*corn-er, cir-cus*), syllables in words with V-V pattern (*ri-ot*), syllables with double consonants (*lad-der*), syllables with consonant and *le* (*ta-ble*)

PLURALS

- Understand the concept of plurals and plural forms: adding *-s* (*dogs, cats, apples, cans, desks, faces, trees, monkeys*); adding *-es* (when words end in *x, ch, sh, s, ss, tch, zz*); changing *-y* to *-i* and adding *-es*; changing spelling (*foot/feet, goose/geese, man/men, mouse/mice, woman/women*); adding an unusual suffix (*ox/oxen, child/students*), keep the same spelling in singular and plural form (*deer, lamb, sheep, mouse*), add either *-s* or *-es* in words that end in a vowel and *o* or a consonant and *o* (*radios, rodeos, kangaroos, zeroes, heroes, potatoes, volcanoes*)

VERB ENDINGS

- Recognize and form various tenses by adding endings (*-es, -e, -ing, -d, -ful*) to verbs

ENDINGS FOR ADJECTIVES

- Recognize and use endings for adjectives that add meaning or change the adjective to an adverb (*-ly, -ally*)
- Recognize and use endings for adjectives that add meaning or change the adjective to a noun (*-tion, -ible* for partial words; *-able* for whole words) and some exceptions

NOUNS

- Recognize and use nouns that are formed by adding *-ic, -al, -ian, -ial, -cial*; add *-er* or *-ar* to a verb; *-ment*
- Recognize and use nouns that are formed by adding *-tion, -ion, -sion, -ment, -ant, -ity, -ence, -ance, -ure, -ture*, including words that end in silent *e* or *y*

ADVERBS

- Recognize and use adverbs that end in *e* (keep or drop the *e*: *truly, merely*), that end in *-ic* (*tragically, frantically*)

Phonics, Spelling, and Word Study

□ **Selecting Goals:** *Behaviors and Understandings to Notice, Teach, and Support*

WORD MEANING

FIGURATIVE LANGUAGE

- Recognize and use words as metaphors and similes to make comparisons

IDIOMS

- Recognize and use metaphors that have become traditional sayings and in which the comparisons are not evident (*raining cats and dogs*)

WORD ORIGINS

- Understand many English words are derived from new inventions, technology, or current events

WORDS WITH LATIN ROOTS

- Understand many English words have Latin roots—*ab, and, bene, cap, ce, cide, cor, cred, dic, duce, equa, fac, fer, form, grac, grad, hab, ject, lit, loc, man, mem, miss, mob, mimi, ped, pens, port, pos, prim, ver, scub, sep, sist, spec, train, tract, val, ven, vens, vid, voc*

WORDS WITH GREEK ROOTS

- Understand many English words have Greek roots—*aer, arch, aster, bio, centr, chron, eye, dem, dermat, geo, gram, graph, hydr, ology, meter, micro, phon, photo, phys, pol, scope, sphere, tel*

WORD STRUCTURE

SYLLABLES

- Recognize and use syllables: open syllable (*ho-tel*), closed syllable (*lem-on*), syllables with a vowel and silent e (*hope-ful*), syllables with vowel combinations (*poi-son, cray-on*), syllables with a vowel and r (*corn-er, cir-cus*), syllables in words with V-V pattern (*ri-ot*), syllables with double consonants (*lad-der*), syllables with consonant and le (*ta-ble*)

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ADVERBS

- Recognize and use adverbs that end in e (keep or drop the e: *truly, merely*), that end in *-ic* (*tragically, frantically*)

SUFFIXES

- Recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs (*-er, -es, -r, -ing, -ily, -able, -ible, -ar, -less, -ness, -ous, -cious, -tious*)