

CALIFORNIA CONTENT STANDARDS - Word Analysis, Fluency and Systematic Vocabulary Development

1.0 Students understand the basic features of reading, select and know how to translate letter patterns into spoken language using phonics, syllabication and word parts, and apply this knowledge for fluent oral and silent reading.

KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
<p>Concepts about Print 1.1. Identify the front cover, back cover and title page of a book 1.2. Follow words from left to right and top to bottom on the printed page 1.3. Understand that printed materials provide information 1.4. Recognize that sentences in print are made up of separate words 1.5. Distinguish letters from words 1.6. Recognize and name all upper and lower-case letters of the alphabet</p> <p>Phonemic Awareness 1.7. Track (move sequentially from sound to sound) and represent the number, sameness/difference and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/) 1.8. Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted or repeated (vowel-consonant, consonant-vowel, or consonant-vowel-consonant) 1.9. Blend vowel-consonant sounds orally to make words or syllables 1.10. Identify and produce rhyming words in response to an oral prompt 1.11. Distinguish orally stated one-syllable words and separate into beginning or ending sounds 1.12. Track auditorily each word in a sentence and each syllable in a word 1.13. Count the number of sounds in syllables and syllables in words</p> <p>Decoding and Word Recognition 1.14. Match all consonant and short vowel sounds to appropriate letters 1.15. Read simple one-syllable and high frequency words (sight words) 1.16. Understand that as letters of words change, so do the sounds (alphabetic principle)</p> <p>Vocabulary and Concept Development: 1.17. Identify and sort common words in basic categories (e.g., colors, shapes, foods) 1.18. Describe common objects and events in both general and specific language</p>	<p>Concepts About Print: 1.1. Match oral words to printed words 1.2. Identify the title and author of a reading selection 1.3. Identify letters, words and sentences</p> <p>Phonemic Awareness: 1.4. Distinguish initial, medial and final sounds in single-syllable words 1.5. Distinguish long- and short- vowel sounds in orally stated single-syllable words (<i>bit/bite</i>) 1.6. Create and state a series of rhyming words, including consonant blends 1.7. Add, delete or change target sounds in order to change words (e.g., change <i>cow</i> to <i>how</i>; <i>pan</i> to <i>an</i>) 1.8. Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat) 1.9. Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich)</p> <p>Decoding and Word Recognition: 1.10. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), and blend those sounds into recognizable words 1.11. Read common, irregular sight words (e.g., the, have, said, come, give, of) 1.12. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words 1.13. Read compound words and contractions 1.14. Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking) 1.15. Read common word families (e.g., -ite, -ate) 1.16. Read aloud with fluency in a manner that sounds like natural speech</p> <p>Vocabulary and Concept Development: 1.17. Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys)</p>	<p>Decoding and Word Recognition: 1.1. Recognize and use knowledge of spelling patterns (diphthongs, special vowel spellings) when reading 1.2. Apply knowledge of basic syllabication rules when reading (e.g., v/cv = su/per; vc/cv = sup/per) 1.3. Decode two-syllable nonsense words and regular multisyllable words 1.4. Recognize common abbreviations (e.g., Jan., Sun., Mr., St.) 1.5. Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives) 1.6. Read aloud fluently and accurately and with appropriate intonation and expression</p> <p>Vocabulary and Concept Development: 1.7. Understand and explain common antonyms and synonyms 1.8. Use knowledge of individual words in unknown compound words to predict their meaning 1.9. Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly) 1.10. Identify simple multiple-meaning words</p>	<p>Decoding and Word Recognition: 1.1. Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words 1.2. Decode regular multisyllable words 1.3. Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression</p> <p>Vocabulary and Concept Development: 1.4. Use knowledge of antonyms, synonyms, homophones and homographs to determine the meaning of words 1.5. Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/ animal/living things) 1.6. Use sentence and word context to find the meaning of unknown words 1.7. Use the dictionary to learn the meaning and other features of unknown words 1.8. Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words</p> <p>GRADE 4</p> <p>Word Recognition: 1.1. Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression</p> <p>Vocabulary and Concept Development: 1.2. Apply knowledge of word origins, derivations, synonyms, antonyms and idioms to determine the meaning of words and phrases 1.3. Use knowledge of root words to determine the meaning of unknown words within a passage 1.4. Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international) 1.5. Use the thesaurus to determine related words and concepts 1.6. Distinguish and interpret words with multiple meanings</p>

CALIFORNIA CONTENT STANDARDS - Word Analysis and Systematic Vocabulary Development

1.0 Students use their knowledge of word origins and word relationships as well as historical and literary context clues to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

GRADE 5	GRADE 6	GRADE 7	GRADE 8
<p>Word Recognition 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression</p> <p>Vocabulary and Concept Development: 1.2. Use word origins to determine the meaning of unknown words 1.3. Understand and explain frequently used synonyms, antonyms and homographs 1.4. Know abstract derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial) 1.5. Understand and explain the figurative and metaphorical use of words in context</p>	<p>Word Recognition 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression</p> <p>Vocabulary and Concept Development: 1.2. Identify and interpret figurative language and words with multiple meanings 1.3. Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing 1.4. Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning 1.5. Understand and explain “shades of meaning” for related words (e.g., softly and quietly)</p>	<p>Vocabulary and Concept Development 1.1. Identify idioms, analogies, metaphors and similes in prose and poetry 1.2. Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content area vocabulary 1.3. Clarify word meaning through the use of definition, example, restatement or contrast 1.4. Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning 1.5. Understand and explain “shades of meaning” for related words (e.g., softly and quietly)</p>	<p>Vocabulary and Concept Development 1.1. Analyze idioms, analogies, metaphors and similes to infer the literal and figurative meanings of phrases 1.2. Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings 1.3. Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast</p>

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1.0 Students determine the meaning of, and use accurately, new words encountered in reading materials by applying their knowledge of word origins.

GRADE 9/10

Vocabulary and Concept Development

- 1.1. Identify and use the literal and figurative meanings of words and understand their word derivation
- 1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words
- 1.3. Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origins and meaning of new words (e.g., the word “narcissistic” drawn from the myth of Narcissus and Echo)

GRADE 11/12

Vocabulary and Concept Development

- 1.1. Trace the etymology of significant terms used in political science and history
- 1.2. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology
- 1.3. Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences