

How *Puzzle Piece Phonics* Aligns With the Common Core State Standards (CCSS)

READING: FOUNDATIONAL SKILLS

PHONOLOGICAL AWARENESS

CCSS.ELA-LITERACY.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCSS.ELA-LITERACY.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
CCSS.ELA-LITERACY.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CCSS.ELA-LITERACY.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CCSS.ELA-LITERACY.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

PHONICS AND WORD RECOGNITION

CCSS.ELA-LITERACY.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCSS.ELA-LITERACY.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs.
CCSS.ELA-LITERACY.RF.1.3.B	Decode regularly spelled one-syllable words.
CCSS.ELA-LITERACY.RF.1.3.C	Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.
CCSS.ELA-LITERACY.RF.1.3.D	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
CCSS.ELA-LITERACY.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables.
CCSS.ELA-LITERACY.RF.1.3.F	Read words with inflectional endings.
CCSS.ELA-LITERACY.RF.1.3.G	Recognize and read grade-appropriate irregularly spelled words.

FLUENCY

CCSS.ELA-LITERACY.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CCSS.ELA-LITERACY.RF.1.4.A	Read grade-level text with purpose and understanding.
CCSS.ELA-LITERACY.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-LITERACY.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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LANGUAGE

CONVENTIONS OF STANDARD ENGLISH

CCSS.ELA-LITERACY.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.1.1.A	Print all upper- and lowercase letters.
CCSS.ELA-LITERACY.L.1.1.B	Use common, proper, and possessive nouns.
CCSS.ELA-LITERACY.L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).
CCSS.ELA-LITERACY.L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).
CCSS.ELA-LITERACY.L.1.1.E	Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).
CCSS.ELA-LITERACY.L.1.1.F	
CCSS.ELA-LITERACY.L.1.1.G	Use frequently occurring adjectives.
CCSS.ELA-LITERACY.L.1.1.H	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).
CCSS.ELA-LITERACY.L.1.1.I	Use determiners (e.g., articles, demonstratives).
CCSS.ELA-LITERACY.L.1.1.J	Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).
CCSS.ELA-LITERACY.L.1.2	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CCSS.ELA-LITERACY.L.1.2.A	
CCSS.ELA-LITERACY.L.1.2.B	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.1.2.C	Capitalize dates and names of people.
CCSS.ELA-LITERACY.L.1.2.D	Use end punctuation for sentences.
CCSS.ELA-LITERACY.L.1.2.E	Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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VOCABULARY ACQUISITION AND USE

CCSS.ELA-LITERACY.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
CCSS.ELA-LITERACY.L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-LITERACY.L.1.4.B	Use frequently occurring affixes as a clue to the meaning of a word.
CCSS.ELA-LITERACY.L.1.4.C	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).
CCSS.ELA-LITERACY.L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CCSS.ELA-LITERACY.L.1.5.A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
CCSS.ELA-LITERACY.L.1.5.B	Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).
CCSS.ELA-LITERACY.L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).
CCSS.ELA-LITERACY.L.1.5.D	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.
CCSS.ELA-LITERACY.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
