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

READING: FOUNDATIONAL SKILLS

PHONICS AND WORD RECOGNITION

CCSS.ELA-LITERACY.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCSS.ELA-LITERACY.RF.2.3.A	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CCSS.ELA-LITERACY.RF.2.3.B	Know spelling-sound correspondences for additional common vowel teams.
CCSS.ELA-LITERACY.RF.2.3.C	Decode regularly spelled two-syllable words with long vowels.
CCSS.ELA-LITERACY.RF.2.3.D	Decode words with common prefixes and suffixes.
CCSS.ELA-LITERACY.RF.2.3.E	Identify words with inconsistent but common spelling-sound correspondences.
CCSS.ELA-LITERACY.RF.2.3.F	Recognize and read grade-appropriate irregularly spelled words.

FLUENCY

CCSS.ELA-LITERACY.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
CCSS.ELA-LITERACY.RF.2.4.A	Read grade-level text with purpose and understanding.
CCSS.ELA-LITERACY.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-LITERACY.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LANGUAGE

CONVENTIONS OF STANDARD ENGLISH

CCSS.ELA-LITERACY.L.2.I	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.2.I.B	Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
CCSS.ELA-LITERACY.L.2.I.C	Use reflexive pronouns (e.g., *myself, ourselves*).
CCSS.ELA-LITERACY.L.2.I.D	Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
CCSS.ELA-LITERACY.L.2.I.E	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CCSS.ELA-LITERACY.L.2.I.F	Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
CCSS.ELA-LITERACY.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.2.2.C	Use an apostrophe to form contractions and frequently occurring possessives.
CCSS.ELA-LITERACY.L.2.2.D	Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).
CCSS.ELA-LITERACY.L.2.2.E	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

VOCABULARY ACQUISITION AND USE

CCSS.ELA-LITERACY.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
CCSS.ELA-LITERACY.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-LITERACY.L.2.4.B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
CCSS.ELA-LITERACY.L.2.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
CCSS.ELA-LITERACY.L.2.4.D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
CCSS.ELA-LITERACY.L.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
CCSS.ELA-LITERACY.L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCSS.ELA-LITERACY.L.2.5.A	Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
CCSS.ELA-LITERACY.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).