

**BRSU Reading Curriculum**  
**Word Identification Skills and Strategies**

Grade Level	GE 3: Word Identification Skills and Strategies	GE 4 : Concepts of Print
<b>K</b>	<p><b>Applies word identification and decoding skills and strategies (leading to automat city) by...</b></p> <ul style="list-style-type: none"> <li>• Reading approximately 20 high-frequency words, including names, environmental print, sight words (as appropriate to the child’s personal and classroom experiences)</li> <li>• Recognizing and naming all upper and lowercase letters</li> <li>• Identifying the primary sounds represented by most letters (sound-symbol correspondence)</li> <li>• Demonstrating a basic understanding of how the letters of phonetically regular words, going from left to right, represent their sounds (e.g., cat – /c/ /a/ /t/ )</li> </ul>	<p><b>Applies context and self-correction strategies by...</b></p> <ul style="list-style-type: none"> <li>• Noticing when simple sentences (or words) fail to make sense (while listening to a read-aloud or reading a simple text)</li> <li>• Using pictures, syntax, or repetitive language patterns to help predict upcoming words</li> </ul>
<b>1</b>	<p><b>Applies word identification/decoding skills and strategies (leading to automaticity) by...</b></p> <ul style="list-style-type: none"> <li>• <u>Reading grade-appropriate, high-frequency words (including irregularly spelled words, contractions, etc.)</u></li> <li>• <u>Identifying sound-symbol correspondences: consonants, two-letter blends (e.g., <i>bl, gr</i>), basic consonant and vowel digraphs (e.g., <i>th, ee, ay</i>), short vowels and long vowels affected by silent <i>e</i>)</u></li> <li>• Reading regularly spelled one-syllable and two-syllable words (e.g., “lot,” “kitten,” “doghouse”) by using knowledge of sounds and letter patterns (including common endings <i>-s, -ed, -ly, -ing</i>)</li> </ul>	<p><b>Applies context and self-correction strategies by...</b></p> <ul style="list-style-type: none"> <li>• <u>Monitoring own reading and self-correcting when incorrectly identified or predicted words do not fit with cues provided by the print or the context (e.g., syntax/language structure, semantics/meaning, picture)</u></li> </ul>

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2	<p><b>Applies word identification and decoding skills and strategies by...</b></p> <ul style="list-style-type: none"> <li>• <u>Reading grade-level-appropriate words with automaticity</u></li> <li>• Reading grade-appropriate, high-frequency words (including irregularly spelled words)</li> <li>• Identifying regularly spelled multisyllabic words (e.g., “happiness,” “shower,” “sunshine”), by using knowledge of sounds, <u>syllable types</u>, or <u>word patterns</u> (including common spellings for consonants and vowel sounds, e.g., “<u>knot</u>,” “<u>catch</u>,” “<u>float</u>,” “<u>fight</u>”; or common suffixes)</li> </ul> <p>NOTE: Syllable types: closed, open, silent e, vowel combination, r-controlled, consonant-le</p> <p>EXAMPLES: Students might be asked to match words to pictures or to match words to words with similar sounds (e.g., “flower” and “shower”)</p>	<p><b>Applies context and self-correction strategies by...</b></p> <ul style="list-style-type: none"> <li>• <u>Predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues</u> (e.g., pictures)</li> </ul>
3	<p><b>Applies word identification/decoding strategies by...</b></p> <ul style="list-style-type: none"> <li>• Reading grade-level-appropriate words with automaticity</li> <li>• Identifying <u>multisyllabic words</u> (e.g., “pretending,” “discussion”), by using knowledge of sounds, syllable types, or word patterns (including <u>prefixes, suffixes</u>, or <u>variant spellings for consonants or vowels</u>, e.g., “<u>bought</u>”)</li> </ul> <p>EXAMPLES: Students might be asked to match words to words with similar sounds, e.g., “Which word rhymes with the word in the box?” or “Which word has the same vowel sound as the word in the box?”</p>	<p><b>Applies context and self-correction strategies by...</b></p> <ul style="list-style-type: none"> <li>• Predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues</li> </ul>
4	<p><b>Applies word identification/decoding strategies by...</b></p> <ul style="list-style-type: none"> <li>• Identifying multisyllabic words by using knowledge of sounds, <u>six syllable types/syllable division</u>, or word patterns (including prefixes, and suffixes) NOTE: Syllable types: closed, open, silent e, vowel combination, r-controlled, consonant-le</li> </ul>	<p><b>Applies context and self-correction strategies by...</b></p> <ul style="list-style-type: none"> <li>• Predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues</li> </ul>

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5	<p><b>Applies word identification/decoding strategies by...</b></p> <ul style="list-style-type: none"> <li>Identifying multisyllabic words by using knowledge of sounds, six syllable types/syllable division, and word patterns (including prefixes and suffixes)</li> </ul> <p>NOTE: Syllable types: closed, open, silent e, vowel combination, r-controlled, consonant-le</p>	<p><b>Applies context and self-correction strategies by...</b></p> <ul style="list-style-type: none"> <li>Predicting upcoming text, monitoring, adjusting, and confirming through use of print, syntax/language structure, semantics/meaning, or other context cues</li> </ul>
6	<p><b>Applies word identification/decoding strategies by...</b></p> <ul style="list-style-type: none"> <li>Identifying multisyllabic words by using knowledge of sounds, six syllable types/syllable division, and word patterns (including prefixes and suffixes)</li> </ul> <p>NOTE: Syllable types: closed, open, silent e, vowel combination, r-controlled, consonant-le</p>	<p><b>Applies context and self-correction strategies by...</b></p> <ul style="list-style-type: none"> <li><u>Demonstrating the use of syntax/language structure, semantics/meaning, or other context cues to predict, adjust/self-correct as necessary, and confirm what is being read</u></li> </ul>
7	<p><b>Applies word identification/decoding strategies by...</b></p> <ul style="list-style-type: none"> <li>Identifying multisyllabic words by using knowledge of sounds, syllables, <u>and derivational roots (Greek, Latin, Anglo-Saxon)</u></li> </ul> <p>EXAMPLES of roots: “<u>dictatorial</u>,” “<u>perspective</u>”</p>	<p><b>Applies context and self-correction strategies by...</b></p> <ul style="list-style-type: none"> <li>Demonstrating the use of syntax/language structure, semantics/meaning, or other context cues to predict, adjust/self-correct as necessary, and confirm what is being read</li> </ul>
8	<p><b>Applies word identification/decoding strategies by...</b></p> <ul style="list-style-type: none"> <li>Identifying multisyllabic words by using knowledge of sounds, syllables, and derivational roots (Greek, Latin, Anglo-Saxon)</li> </ul> <p>EXAMPLES of roots: “<u>symphony</u>,” “<u>inscription</u>”</p>	<p><b>Applies context and self-correction strategies by...</b></p> <ul style="list-style-type: none"> <li>Demonstrating the use of syntax/language structure (<u>e.g., passive voice, pronoun referents</u>), semantics/meaning, or other context cues to predict, adjust/self-correct as necessary, and confirm what is being read</li> </ul>