

Slant System™ and The Common Core Alignment

Kindergarten:	Slant System™ Stage 1:
<p align="center">Print Concepts: CCSS.ELA-LITERACY.RF.K.1 Demonstrate understanding of the organization and basic features of print.</p>	
<ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page b. Recognize that spoken words are represented in written language by specific sequences of letters c. Understand that words are separated by spaces in print. d. Recognize and name all upper and lowercase letters of the alphabet 	<ul style="list-style-type: none"> a. Sentence reading, all units; Slant System™ Reading Passages, all units b. New Sound Introduction – Spelling Words, all units; Spelling Dictation, all units c. Sentence Dictation, all units; Sentence Reading, all units; Slant System™ Reading Passages, all units d. New Sound Introduction – Letter name, Write Letter, all units; Alphabet Activities, all units
<p align="center">Phonological Awareness: CCSS.ELA-LITERACY.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	
<ul style="list-style-type: none"> a. Recognize and produce rhyming words b. Count, pronounce, blend and segment syllables in spoken words c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<ul style="list-style-type: none"> a. N/A b. Phonemic Awareness, Elkonin Boxes, all units c. N/A d. Martian Words, Pound & Sound, Sound Spelling, all units e. Phonemic Awareness, Elkonin Boxes, units 5, 6, 7
<p align="center">Phonics and Word Recognition: CCSS.ELA-LITERACY.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sounds correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). 	<ul style="list-style-type: none"> a. Look & Say, all units b. Short sounds only: Look & Say, all units c. Gotta Know Words, all units
<p align="center">Fluency: CCSS.ELA-LITERACY.RF.K.4</p>	
<p>Read emergent-reader texts with purpose and understanding.</p>	<p>Decodable text only, all units</p>

*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Grade 1:	Slant System™ Stages 1, 2, 3:
Print Concepts: CCSS.ELA-LITERACY.RF.1.1 Demonstrate understanding of the organization and basic features of print.	
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	a. Sentence Reading, Sentence Dictation, Slant System™ Reading Passages , all units
Phonological Awareness: CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	a. Phonemic Awareness Stages 2 & 3; New Sound Introduction Stage 3, unit 1; Sentence Dictation Stage 3, all units b. Phonemic Awareness, Elkonin Boxes Stages 1 & 2 c. Martian Words, all units: Pound & Sound, all units; Phonemic Awareness, Sound Spelling all units d. New Sound Introduction (spelling words), Sound Spelling all units; Sentence Dictation, all units; Phonemic Awareness, all units
Phonics and Word Recognition: CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	a. I Say It-You Say It Stage 1, Look & Say Stage 1 b. New Sound Introduction Word Lists, all units; Sentence Reading, all units; Slant System™ Passage Reading, all units c. Open Syllable: New Sound Introduction, Look & Say, I Say It: Stage 3, units 1 & 2; Final –e: New Sound Introduction, Look & Say, I Say It: Stage 3, unit 3. d. Language Concepts: Stage 1, units 3, 7; Stage 2, unit 1, Stage 3, Unit 2 e. Language Concepts, New Sound Introduction, Sentence Reading, Slant System™ Passage Reading: Stage 1, units 3, 7; Stage 2, unit 1 & unit 5; Stage 3, unit 2 f. New Sound Introduction, Language Concepts, Sentence Reading, Slant System™ Passage Reading Stage 1, unit 7; Stage 2, unit 5; g. Gotta Know Words Stages 1, 2, & 3
Fluency: CCSS.ELA-LITERACY.RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	a. Slant System™ Reading Passages, all units b. Word Reading Fluency and Accuracy Charting, Stages 2 & 3; Oral Reading Fluency Progress Monitoring Stage 2 & 3 c. Slant System™ Reading Passages, all units

Grade 2:	Slant System™ Stages 3, 4, 5:
Phonics and Word Recognition: CCSS.ELA-LITERACY.RF.2.3	
Know and apply grade-level phonics and word analysis skills in decoding words.	
<ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> a. New Sound Introduction, Sentence Reading, Slant System™ Passage Reading: Stages 3, 4 & 5 b. New Sound Introduction (Spell Words) Look & Say, I Say It, Sound-Spelling Dictation: Stage 4 c. New Sound Introduction (Read Words), Sentence Reading, Slant System™ Passage Reading: Stages 3, 4, & 5 d. Language Concepts, New Sound Introduction, Sentence Reading, Slant System™ Passage Reading: Stages 3, 4, & 5 e. Spelling Rules, Sentence Reading, Sound-Spelling Sentence Dictation, Passage Reading: Stages 1-5, f. Gotta Know Words Stage 3, 4 & 5
Fluency: CCSS.ELA-LITERACY.RF.2.4	
Read with sufficient accuracy and fluency to support comprehension.	
<ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> a. Slant System™ Reading Passages, Comprehension Questions: all units b. Word Reading Fluency and Accuracy charting, Stages 3, 4, & 5; Oral Reading Fluency Progress Monitoring Stage 3, 4, & 5 c. Slant System™ Reading Passages, all units
Grade 3:	Slant System™ Stages 4, 5, & 6:
Phonics and Word Recognition: CCSS.ELA-LITERACY.RF.3.3	
Know and apply grade-level phonics and word analysis skills in decoding words.	
<ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words d. Read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> a. New Sound Introduction, Language Concepts, Look & Say, I Say It: Stages 4, 5, & 6 b. New Sound Introduction (word lists), Martian Words, Sentence Reading, Slant System™ Passage Reading: Stages 4, 5 & 6 c. Syllable Division Rules reviewed (Stages 2 & 3); New Sound Introduction (word lists), Sentence Reading, Slant System™ Passage Reading: Stages 4, 5, & 6 d. Gotta Know Words Stages 4, 5, & 6
Fluency: CCSS.ELA-LITERACY.RF.3.4	
Read with sufficient accuracy and fluency to support comprehension.	
<ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> a. Transition to Trade Books and Authentic Text as appropriate, continue with Slant System™ Reading Passages (decodable text), Comprehension Questions: Stages 4, 5, & 6 b. (Prose only) Oral Reading Fluency Progress Monitoring Stage 4, 5, & 6 c. Slant System™ Reading Passages Stages 4, 5, & 6; Optional Trade Books/Authentic Text

Grade 4:	Slant System™ Stages 5, 6, 7:
Phonics and Word Recognition: CCSS.ELA-LITERACY.RF.4.3	
Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>a. New Sound Introduction (word lists), Sentence Reading, Slant System™ Passage Reading: Stages 5, 6, & 7; Trade Materials/Authentic Text as appropriate</p>
Fluency: CCSS.ELA-LITERACY.RF.4.4	
Read with sufficient accuracy and fluency to support comprehension.	
<p>a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>a. Transition to Trade Books/Authentic Text as appropriate, continue with Slant System™ Reading Passages (decodable text), Comprehension Questions: Stages 5, 6, & 7 b. (Prose only) Oral Reading Fluency Progress Monitoring Stage 5, 6 & 7 c. Slant System™ Reading Passages Stages 5, 6, & 7; Optional Trade Books/Authentic Text</p>

Grade 5:	Slant System™ Stages 6 & 7:
Phonics and Word Recognition: CCSS.ELA-LITERACY.RF.5.3	
Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>a. New Sound Introduction (word lists), Sentence Reading, Slant System™ Passage Reading: Stages 6 & 7; Trade Materials/Authentic Text as appropriate</p>
Fluency: CCSS.ELA-LITERACY.RF.5.4	
Read with sufficient accuracy and fluency to support comprehension.	
<p>a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p>a. Transition to Trade Books/Authentic Text as appropriate, continue with Slant System™ Reading Passages (decodable text), Comprehension Questions: Stages 6, & 7 b. (Prose only) Optional Fluency Charting Stages 6 & 7 c. Slant System™ Reading Passages Stages 6 & 7; Optional Trade Books/Authentic Text</p>