

## Slant System™ and The Common Core Alignment

Kindergarten:	Slant System™ Stage 1:
<p align="center"><b>Print Concepts: CCSS.ELA-LITERACY.RF.K.1</b> Demonstrate understanding of the organization and basic features of print.</p>	
<ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper and lowercase letters of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>a. Sentence reading, all units; Slant System™ Reading Passages, all units</li> <li>b. New Sound Introduction – Spelling Words, all units; Spelling Dictation, all units</li> <li>c. Sentence Dictation, all units; Sentence Reading, all units; Slant System™ Reading Passages, all units</li> <li>d. New Sound Introduction – Letter name, Write Letter, all units; Alphabet Activities, all units</li> </ul>
<p align="center"><b>Phonological Awareness: CCSS.ELA-LITERACY.RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	
<ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words</li> <li>b. Count, pronounce, blend and segment syllables in spoken words</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>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/.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<ul style="list-style-type: none"> <li>a. N/A</li> <li>b. Phonemic Awareness, Elkonin Boxes, all units</li> <li>c. N/A</li> <li>d. Martian Words, Pound &amp; Sound, Sound Spelling, all units</li> <li>e. Phonemic Awareness, Elkonin Boxes, units 5, 6, 7</li> </ul>
<p align="center"><b>Phonics and Word Recognition: CCSS.ELA-LITERACY.RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<ul style="list-style-type: none"> <li>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.</li> <li>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels</li> <li>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> </ul>	<ul style="list-style-type: none"> <li>a. Look &amp; Say, all units</li> <li>b. Short sounds only: Look &amp; Say, all units</li> <li>c. Gotta Know Words, all units</li> </ul>
<p align="center"><b>Fluency: CCSS.ELA-LITERACY.RF.K.4</b></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:
<p align="center"><b>Print Concepts: CCSS.ELA-LITERACY.RF.1.1</b>            Demonstrate understanding of the organization and basic features of print.</p>	
<p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>a. Sentence Reading, Sentence Dictation, Slant System™ Reading Passages , all units</p>
<p align="center"><b>Phonological Awareness: CCSS.ELA-LITERACY.RF.1.2</b>            Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	
<p>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).</p>	<p>a. Phonemic Awareness Stages 2 &amp; 3; New Sound Introduction Stage 3, unit 1; Sentence Dictation Stage 3, all units            b. Phonemic Awareness, Elkonin Boxes Stages 1 &amp; 2            c. Martian Words, all units: Pound &amp; 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</p>
<p align="center"><b>Phonics and Word Recognition: CCSS.ELA-LITERACY.RF.1.3</b>            Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>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.</p>	<p>a. I Say It-You Say It Stage 1, Look &amp; 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 &amp; Say, I Say It: Stage 3, units 1 &amp; 2; Final –e: New Sound Introduction, Look &amp; 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 &amp; 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, &amp; 3</p>
<p align="center"><b>Fluency: CCSS.ELA-LITERACY.RF.1.4</b>            Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>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.</p>	<p>a. Slant System™ Reading Passages, all units            b. Word Reading Fluency and Accuracy Charting, Stages 2 &amp; 3; Oral Reading Fluency Progress Monitoring Stage 2 &amp; 3            c. Slant System™ Reading Passages, all units</p>

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

<b>Grade 4:</b>	<b>Slant System™ Stages 5, 6, 7:</b>
<b>Phonics and Word Recognition: CCSS.ELA-LITERACY.RF.4.3</b>	
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, &amp; 7; Trade Materials/Authentic Text as appropriate</p>
<b>Fluency: CCSS.ELA-LITERACY.RF.4.4</b>	
Read with sufficient accuracy and fluency to support comprehension.	
<p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>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, &amp; 7</p> <p>b. (Prose only) Oral Reading Fluency Progress Monitoring Stage 5, 6 &amp; 7</p> <p>c. Slant System™ Reading Passages Stages 5, 6, &amp; 7; Optional Trade Books/Authentic Text</p>

<b>Grade 5:</b>	<b>Slant System™ Stages 6 &amp; 7:</b>
<b>Phonics and Word Recognition: CCSS.ELA-LITERACY.RF.5.3</b>	
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 &amp; 7; Trade Materials/Authentic Text as appropriate</p>
<b>Fluency: CCSS.ELA-LITERACY.RF.5.4</b>	
Read with sufficient accuracy and fluency to support comprehension.	
<p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>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, &amp; 7</p> <p>b. (Prose only) Optional Fluency Charting Stages 6 &amp; 7</p> <p>c. Slant System™ Reading Passages Stages 6 &amp; 7; Optional Trade Books/Authentic Text</p>