

Primary Concepts®

Guided Word Building Program

3918

Primary Concepts' **Guided Word Building Program** addresses the following Common Core State Standards. The program includes a guidebook and a set of *Tales and Tiles™ Phonics Readers*.

Common Core State Standards Kindergarten	Guided Word Building
Reading: Foundational Skills	
Phonological Awareness	
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<ul style="list-style-type: none"> ▪ 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/.) 	Section 1: Lessons 1-1 to 1-10 Section 3: Lessons 3-1 to 3-10
<ul style="list-style-type: none"> ▪ Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	Section 1: Lessons 1-1 to 1-10 Section 2: Lessons 2-1 to 2-10 Section 3: Lessons 3-1 to 3-10
Phonics and Word Recognition	
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.	
<ul style="list-style-type: none"> ▪ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. 	Section 1: Lessons 1-1 to 1-10 Section 2: Lessons 2-1 to 2-10 Section 3: Lessons 3-1 to 3-10
<ul style="list-style-type: none"> ▪ Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. 	Section 1: Lessons 1-1 to 1-10 Section 2: Lessons 2-1 to 2-10 Section 3: Lessons 3-1 to 3-10
<ul style="list-style-type: none"> ▪ Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	Section 1: Lessons 1-1 to 1-10 Section 2: Lessons 2-1 to 2-10 Section 3: Lessons 3-1 to 3-10
Fluency	
RF.K.4. Read emergent-reader texts with purpose and understanding.	Tales and Tiles: Short and Long Vowels

Common Core State Standards Grade 1	Guided Word Building
Reading: Foundational Skills	
Phonological Awareness	
RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<ul style="list-style-type: none"> ▪ Distinguish long from short vowel sounds in spoken single-syllable words. 	Section 3: Lessons 3-1 to 3-10 Section 6: Lessons 6-2, 6-4, 6-6, 6-8, 6-10
<ul style="list-style-type: none"> ▪ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 	Section 1: Lessons 1-1 to 1-10 Section 2: Lessons 2-1 to 2-10 Section 3: Lessons 3-1 to 3-10
<ul style="list-style-type: none"> ▪ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 	Section 1: Lessons 1-1 to 1-10 Section 2: Lessons 2-1 to 2-10 Section 3: Lessons 3-1 to 3-10
<ul style="list-style-type: none"> ▪ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	Sections 1 to 6
Phonics and Word Recognition	
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	
<ul style="list-style-type: none"> ▪ Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). 	Section 4: Lessons 4-1 to 4-10 Section 5: Lessons 5-1 to 5-10
<ul style="list-style-type: none"> ▪ Decode regularly spelled one-syllable words. 	Sections 1 to 8
<ul style="list-style-type: none"> ▪ Know final -e and common vowel team conventions for representing long vowel sounds. 	Section 3: Lessons 3-1 to 3-10 Section 6: Lessons 6-1 to 6-12
<ul style="list-style-type: none"> ▪ Decode two-syllable words following basic patterns by breaking the words into syllables. 	Tales and Tiles: Short and Long Vowels Beginning Blends Consonant Pairs Vowel Pairs
<ul style="list-style-type: none"> ▪ Read words with inflectional endings. 	Lessons 3-1, 3-3, 4-1, 4-5, 5-1, 5-3, 5-5, 5-7, 5-8, 6-5, 6-9, 7-1, 7-5, 7-10, , 8-1, 8-3, 8-7, 8-10

Fluency RF.1.4. Read with sufficient accuracy and fluency to support comprehension.	
<ul style="list-style-type: none"> Read on-level text with purpose and understanding. 	Tales and Tiles: Short and Long Vowels Beginning Blends Consonant Pairs Vowel Pairs

Common Core State Standards Grade 2	Guided Word Building
Reading: Foundational Skills	
Phonics and Word Recognition	
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.	
<ul style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. 	Section 3: Lessons 3-1 to 3-10 Section 6: Lessons 6-2, 6-4, 6-6, 6-8, 6-10
<ul style="list-style-type: none"> Know spelling-sound correspondences for additional common vowel teams. 	Section 7: Lessons 7-1 to 7-12 Section 8: Lessons 8-1 to 8-10
<ul style="list-style-type: none"> Decode regularly spelled two-syllable words with long vowels. 	Tales and Tiles: Short and Long Vowels Beginning Blends Consonant Pairs Vowel Pairs
<ul style="list-style-type: none"> Identify words with inconsistent but common spelling-sound correspondences. 	Section 7: Lessons 7-1 to 7-12 Section 8: Lessons 8-1 to 8-10
Fluency RF.2.4. Read with sufficient accuracy and fluency to support comprehension.	
<ul style="list-style-type: none"> Read on-level text with purpose and understanding. 	Tales and Tiles: Short and Long Vowels Beginning Blends Consonant Pairs Vowel Pairs