

**The SLANT System®  
and the  
Common Core State Standards**

**READING STANDARDS: FOUNDATIONAL SKILLS (K-5)**

<b>KINDERGARTEN STUDENTS:</b>	<b>SLANT System® Stage 1</b>
<b>Print Concepts</b>	
1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper and lowercase letters of the alphabet</li> </ol>	<ol style="list-style-type: none"> <li>Sentence Reading all units; SLANT® Reading Passages, all units</li> <li>New Sound Introduction – Spell Words, all units; Spelling Dictation, all units</li> <li>Sentence Dictation all units; Sentence Reading, all units; SLANT Reading Passages, all units</li> <li>New Sound Introduction – letter name, write letter, all units; Alphabet Activities, all units</li> </ol>
<b>Phonological Awareness</b>	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> <li>Recognize and produce rhyming words</li> <li>Count, pronounce, blend and segment syllables in spoken words</li> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>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>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>	<ol style="list-style-type: none"> <li>n/a</li> <li>Phonemic Awareness, all units</li> <li>n/a</li> <li>Martian Words, Pound &amp; Sound, all units</li> <li>Phonemic Awareness, units 5, 6, 7</li> </ol>
* 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.	
<b>Phonics and Word Recognition</b>	
3. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> <li>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>Associate the long and short sounds with common spellings (graphemes) for the five major vowels</li> <li>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> </ol>	<ol style="list-style-type: none"> <li>Look &amp; Say, all units</li> <li>Short sounds only: Look &amp; Say, all units</li> <li>Gotta Know Words, all units</li> </ol>
<b>Fluency</b>	
4. Read emergent-reader texts with purpose and understanding.	Decodable text only, all units

<b>GRADE 1 STUDENTS:</b>	<b>SLANT System® Stages 1, 2, &amp; 3</b>
<b>Print Concepts</b>	
1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>	<ul style="list-style-type: none"> <li>a. Sentence Reading, Sentence Dictation, <i>SLANT</i>® Reading Passages , all units</li> </ul>
<b>Phonological Awareness</b>	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</li> </ul>	<ul style="list-style-type: none"> <li>a. Phonemic Awareness Stages 2 &amp; 3; New Sound Introduction Stage 3, unit 1; Sentence Dictation Stage 3, all units</li> <li>b. Phonemic Awareness Stages 1 &amp; 2</li> <li>c. Martian Words, all units: Pound &amp; Sound, all units; Phonemic Awareness, all units</li> <li>d. New Sound Introduction (spell words), all units; Sentence Dictation, all units; Phonemic Awareness, all units</li> </ul>
* 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.	
<b>Phonics and Word Recognition</b>	
3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final -e and common vowel conventions for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	<ul style="list-style-type: none"> <li>a. I Say It-You Say It Stage 1, Look &amp; Say Stage 1</li> <li>b. New Sound Introduction Word Lists, all units; Sentence Reading, all units; <i>SLANT</i>® Passage Reading, all units</li> <li>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.</li> <li>d. Language Concepts Stage 1, Units 3, 7; Language Concepts Stage 2, Unit 1, Language Concepts Stage 3, Unit 2</li> <li>e. Language Concepts, New Sound Introduction, Sentence Reading, <i>SLANT</i>® Passage Reading: Stage 1, Units 3, 7; Stage 2, Unit 1 &amp; Unit 5; Stage 3, Unit 2</li> <li>f. New Sound Introduction, Language Concepts, Sentence Reading, <i>SLANT</i>® Passage Reading Stage 1, Unit 7; Stage 2, Unit 5;</li> <li>g. Gotta Know Words Stages 1, 2, &amp; 3</li> </ul>
<b>Fluency</b>	
4. 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>	Decodable Texts Only: <ul style="list-style-type: none"> <li>a. <i>SLANT</i>® Reading Passages, all units</li> <li>b. Optional Fluency Charting, Stages 2&amp;3</li> <li>c. <i>SLANT</i>® Reading Passages, all units</li> </ul>

<b>GRADE 2 STUDENTS:</b>	<b>SLANT System® Stage 3, 4, &amp; 5</b>
<b>Phonics and Word Recognition</b>	
3. 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, <i>SLANT</i>® Passage Reading: Stages 3, 4 &amp; 5</li> <li>b. New Sound Introduction (Spell Words) Look &amp; Say, I Say It, Spelling Dictation: Stage 4</li> <li>c. New Sound Introduction (Read Words), Sentence Reading, <i>SLANT</i>® Passage Reading: Stages 3, 4, &amp; 5</li> <li>d. Language Concepts, New Sound Introduction, Sentence Reading, <i>SLANT</i>® Passage Reading: Stages 3, 4, &amp; 5</li> <li>e. Spelling Rules, Sentence Reading, Sentence Dictation, Passage Reading: Stages 1-5,</li> <li>f. Gotta Know Words Stage 3, 4 &amp; 5</li> </ul>
<b>Fluency</b>	
4. 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>	Decodable Text Only: <ul style="list-style-type: none"> <li>a. <i>SLANT</i>® Reading Passages, Comprehension Questions: all units</li> <li>b. Optional Fluency Charting, Stages 3, 4, &amp; 5</li> <li>c. <i>SLANT</i>® Reading Passages, all units</li> </ul>

<b>GRADE 3 STUDENTS:</b>	<b>SLANT System® Stages 4, 5, &amp; 6</b>
<b>Phonics and Word Recognition</b>	
3. 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, <i>SLANT</i>® Passage Reading: Stages 5 &amp; 6</li> <li>c. Syllable Division Rules reviewed (Stages 2 &amp; 3); New Sound Introduction (Word Lists), Sentence Reading, <i>SLANT</i>® Passage Reading: Stages 4, 5, &amp; 6</li> <li>d. Gotta Know Words Stages 4, 5, &amp; 6</li> </ul>
<b>Fluency</b>	
4. 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 as appropriate, Continue with <i>SLANT</i> Reading Passages (decodable text), Comprehension Questions: Stages 4, 5, &amp; 6</li> <li>b. (Prose only) Optional Fluency Charting Stages 4, 5, &amp; 6</li> <li>c. <i>SLANT</i>® Reading Passages Stages 4, 5, &amp; 6; Optional Trade Books</li> </ul>

<b>GRADE 4 STUDENTS:</b>	<b>SLANT System® Stages 5, 6, &amp; 7</b>
<b>Phonics and Word Recognition</b>	
3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>a. New Sound Introduction (Word Lists), Sentence Reading, <i>SLANT</i>® Passage Reading: Stages 5, 6, &amp; 7; Trade Materials as appropriate</li> </ul>
<b>Fluency</b>	
4. 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 as appropriate, Continue with <i>SLANT</i>® Reading Passages (decodable text), Comprehension Questions: Stages 5, 6, &amp; 7</li> <li>b. (Prose only) Optional Fluency Charting Stages 5, 6, &amp; 7</li> <li>c. <i>SLANT</i>® Reading Passages Stages 5, 6, &amp; 7; Optional Trade Books</li> </ul>

<b>GRADE 5 STUDENTS:</b>	<b>SLANT System® Stages 6 &amp; 7</b>
<b>Phonics and Word Recognition</b>	
3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>a. New Sound Introduction (Word Lists), Sentence Reading, <i>SLANT</i>® Passage Reading: Stages 6 &amp; 7; Trade Materials as appropriate</li> </ul>
<b>Fluency</b>	
4. 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 as appropriate, Continue with <i>SLANT</i>® Reading Passages (decodable text), Comprehension Questions: Stages 6 &amp; 7</li> <li>b. (Prose only) Optional Fluency Charting Stages 6 &amp; 7</li> <li>c. <i>SLANT</i>® Reading Passages Stages 6 &amp; 7; Optional Trade Books</li> </ul>