

Texas Essential Knowledge and Skills correlated with SPELL-Links to Reading & Writing

§110.2 – English Language Arts and Reading

Kindergarten

(K.1) **Listening/speaking/purposes:** The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:

(A) Determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities

(B) Respond appropriately and courteously to directions and questions (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(C) Participate in rhymes, songs, conversations, and discussions (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(D) Listen critically to interpret and evaluate (K-3)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities
- ✓ **SPELL-Links** Lessons 63-73
 - Vocabulary activities; Word parts and related words activities

(E) Listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3)

- ✓ **SPELL-Links** Lessons 20-43
 - Phonological awareness activities

(F) Identify the musical elements of literary language such as its rhymes or repeated sounds (K-1)

- ✓ **SPELL-Links** Lessons 20-43
 - Mental images of words activities

(K.3) **Listening/speaking/audiences/oral grammar:** The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

(B) Use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(C) Ask and answer relevant questions and make contributions in small or large group discussions (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(E) Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3)

- ✓ **SPELL-Links** Lessons 63-64
 - Word parts and related words activities

(K.4) **Listening/speaking/communication:** The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

(A) Learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(B) Use vocabulary to describe clearly ideas, feelings, and experiences (K-3)

- ✓ **SPELL-Links** Lessons 8, 14, 25-34, 47, 73
 - Vocabulary activities
- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities

(D) Retell a spoken message by summarizing or clarifying (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(K.5) **Reading/print awareness:** The student demonstrates knowledge of concepts of print. The student is expected to:

(A) Recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities
- ✓ **SPELL-Links** Lessons 1-61
 - Phonics activities

(B) Know that print moves left-to-right across the page and top-to-bottom (K-1)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities
- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities
 - Timed reading activities

(C) Understand that written words are separated by spaces (K-1)

- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities

(D) Know the difference between individual letters and printed words (K-1)

- ✓ **SPELL-Links** Lessons 1-61
 - Phonics activities
- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities

(G) Understand that spoken words are represented in written language by specific sequences of letters (K-1)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities
- ✓ **SPELL-Links** Lessons 1-61
 - Phonics activities

(K.6) **Reading/phonological awareness:** The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:

(B) Identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities

(C) Produce rhyming words & distinguish rhyming words from non-rhyming words (K-1)

- ✓ **SPELL-Links** Lessons 20-43
 - Mental images of words activities

(D) Identify and isolate the initial and final sound of a spoken word (K-1)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities

(E) Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities

(F) Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities

(K.7) **Reading/letter-sound relationships:** The student uses letter-sound knowledge to decode written language. The student is expected to:

(B) Understand that written words are composed of letters that represent sounds (K-1)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities
- ✓ **SPELL-Links** Lessons 1-61
 - Phonics activities

(C) Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1)

- ✓ **SPELL-Links** Lessons 1-43
 - Phonics activities
 - Timed reading activities

(K.8) **Reading/vocabulary development:** The student develops an extensive vocabulary. The student is expected to:

(A) Discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)

- ✓ **SPELL-Links** Lessons 8, 14, 25-34, 47, 73
 - Vocabulary activities

(B) Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3)

- ✓ **SPELL-Links** Lessons 8, 14, 25-34, 47, 73
 - Vocabulary activities
- ✓ **SPELL-Links** Lessons 59, 62-72
 - Word parts and related words activities
- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities

(C) Identify words that name persons, places, or things & words that name actions (K-1)

- ✓ **SPELL-Links** Lessons 63-64
 - Word parts and related words activities

(K.12) **Reading/inquiry/research:** The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources. The student is expected to:

(C) Draw conclusions from information gathered (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(K.14) **Writing/spelling/penmanship:** The student develops the foundations of writing. The student is expected to:

(A) Write his/her own name and other important words (K-1)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(C) Use phonological knowledge to map sounds to letters to write messages (K-1)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities
 - Connected writing activities

(D) Write messages that move left-to-right and top-to-bottom on the page (K-1)

- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities
 - Word study journal entries

(K.15) **Writing/composition:** The student composes original texts. The student is expected to:

(C) Write to record ideas and reflections (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Word study journal entries

(D) Generate ideas before writing on self-selected topics (K-1)

- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities

(E) Generate ideas before writing on assigned tasks (K-1)

- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities

(K.16) **Writing/inquiry/research:** The student uses writing as a tool for learning and research. The student is expected to:

(B) Record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Word study journal entries

§110.3 – English Language Arts and Reading

Grade 1

(1.1) **Listening/speaking/purposes:** The student listens attentively and engages actively in various oral language experiences. The student is expected to:

- (A) Determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3)
 - ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities
- (B) Respond appropriately and courteously to directions and questions (K-3)
 - ✓ **SPELL-Links** Lessons 1-73
 - All activities
- (C) Participate in rhymes, songs, conversations, and discussions (K-3)
 - ✓ **SPELL-Links** Lessons 1-73
 - All activities
- (D) Listen critically to interpret and evaluate (K-3)
 - ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities
 - ✓ **SPELL-Links** Lessons 63-73
 - Vocabulary activities; Word parts and related words activities
- (E) Listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3)
 - ✓ **SPELL-Links** Lessons 20-43
 - Phonological awareness activities
- (F) Identify the musical elements of literary language such as its rhymes or repeated sounds (K-1)
 - ✓ **SPELL-Links** Lessons 20-43
 - Mental images of words activities

(1.3) **Listening/speaking/audiences/oral grammar:** The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

(B) Use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(C) Ask and answer relevant questions and make contributions in small or large group discussions (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(E) Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3)

- ✓ **SPELL-Links** Lessons 63-64
 - Word parts and related words activities

(1.4) **Listening/speaking/communication:** The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

(A) Learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(B) Use vocabulary to describe clearly ideas, feelings, and experiences (K-3)

- ✓ **SPELL-Links** Lessons 8, 14, 25-34, 47, 73
 - Vocabulary activities
- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities

(C) Retell a spoken message by summarizing or clarifying (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(1.5) **Reading/print awareness:** The student demonstrates knowledge of concepts of print. The student is expected to:

(A) Recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities
- ✓ **SPELL-Links** Lessons 1-61
 - Phonics activities

(B) Know that print moves left-to-right across the page and top-to-bottom (K-1)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities
- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities
 - Timed reading activities

(C) Understand that written words are separated by spaces (K-1)

- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities

(D) Know the difference between individual letters and printed words (K-1)

- ✓ **SPELL-Links** Lessons 1-61
 - Phonics activities
- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities

(G) Understand that spoken words are represented in written language by specific sequences of letters (K-1)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities
- ✓ **SPELL-Links** Lessons 1-61
 - Phonics activities

(1.6) **Reading/phonological awareness:** The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:

(B) Identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities

(C) Produce rhyming words & distinguish rhyming words from non-rhyming words (K-1);

- ✓ **SPELL-Links** Lessons 20-43
 - Mental images of words activities

(D) Identify and isolate the initial and final sound of a spoken word (K-1)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities

(F) Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities

(1.7) **Reading/letter-sound relationships:** The student uses letter-sound knowledge to decode written language. The student is expected to:

(B) Understand that written words are composed of letters that represent sounds (K-1)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities
- ✓ **SPELL-Links** Lessons 1-61
 - Phonics activities

(C) Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1)

- ✓ **SPELL-Links** Lessons 1-43
 - Phonics activities
 - Timed reading activities

(D) Learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1)

- ✓ **SPELL-Links** Lessons 1-11, 12-17, 20-43, 48-58
 - Phonics activities
 - Timed reading activities

(E) Blend initial letter-sounds with common vowel spelling patterns to read words (1-3)

- ✓ **SPELL-Links** Lessons 1-61
 - Phonics activities
 - Timed reading activities

(F) Decode by using all letter-sound correspondences within a word (1-3)

- ✓ **SPELL-Links** Lessons 1-61
 - Phonics activities
 - Timed reading activities

(G) Identify multisyllabic words by using common syllable patterns (1-3)

- ✓ **SPELL-Links** Lessons 5, 11, 16-18, 20-43, 60-61
 - Phonics activities
 - Mental images of words activities
 - Timed reading activities

(1.8) **Reading/word identification:** The student uses a variety of word identification strategies. The student is expected to:

(A) Decode by using all letter-sound correspondences within a word (1-3)

- ✓ **SPELL-Links** Lessons 1-61
 - Phonics activities
 - Timed reading activities

(B) Use common spelling patterns to read words (1)

- ✓ **SPELL-Links** Lessons 1-61
 - Phonics activities
 - Timed reading activities

(C) Use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing (1-2)

- ✓ **SPELL-Links** Lessons 63-64
 - Word parts and related words activities
 - Timed reading activities

(D) Identify multisyllabic words by using common syllable patterns (1-3)

- ✓ **SPELL-Links** Lessons 5, 11, 16-18, 20-43, 60-61
 - Phonics activities
 - Mental images of words activities
 - Timed reading activities

(E) recognize high frequency irregular words such as said, was, where, and is (1-2)

- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities
- ✓ **SPELL-Links** Lessons 1-73
 - Timed reading activities

(G) Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities
- ✓ **SPELL-Links** Lessons 1-73
 - Timed reading activities

(F) Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities
- ✓ **SPELL-Links** Lessons 1-73
 - Timed reading activities

(1.9) **Reading/fluency:** The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:

(A) Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (1)

- ✓ **SPELL-Links** Lessons 1-73
 - Timed reading activities

(B) Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 wpm) (1)

- ✓ **SPELL-Links** Lessons 1-73
 - Timed reading activities

(C) Read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (1)

- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities
- ✓ **SPELL-Links** Lessons 1-73
 - Timed reading activities

(1.11) **Reading/vocabulary development:** The student develops an extensive vocabulary. The student is expected to:

(A) Discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)

- ✓ **SPELL-Links** Lessons 8, 14, 25-34, 47, 73
 - Vocabulary activities

(B) Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3)

- ✓ **SPELL-Links** Lessons 8, 14, 25-34, 47, 73
 - Vocabulary activities
- ✓ **SPELL-Links** Lessons 59, 62-72
 - Word parts and related words activities
- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities

(C) Identify words that name persons, places, or things & words that name actions (K-1)

- ✓ **SPELL-Links** Lessons 63-64
 - Word parts and related words activities

(1.15) **Reading/inquiry/research:** The student generates questions and conducts research using information from various sources. The student is expected to:

(C) Draw conclusions from information gathered (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(D) Use alphabetical order to locate information (1-3)

- ✓ **SPELL-Links** Lessons 11, 25-34, 44-46
 - Mental images of words activities
- ✓ **SPELL-Links** Lessons 66-68
 - Word parts and related words activities
- ✓ **SPELL-Links** Lessons 1-73
 - Review and practice activity

(1.17) **Writing/penmanship/capitalization/punctuation:** The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to:

(A) Write his/her own name and other important words (K-1)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(C) Use phonological knowledge to map sounds to letters to write messages (K-1)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities
 - Connected writing activities

(D) Write messages that move left-to-right and top-to-bottom on the page (K-1)

- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities
 - Word study journal entries

(F) Use word and letter spacing and margins to make messages readable (1-2)

- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities
 - Word study journal entries

(1.18) **Writing/purposes:** The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:

(A) Write to record ideas and reflections (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Word study journal entries

(1.19) **Writing/writing processes:** The student selects and uses writing processes to compose original text. The student is expected to:

(A) Generate ideas before writing on self-selected topics (K-1)

- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities

(B) Generate ideas before writing on assigned tasks (K-1)

- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities

(1.20) **Writing/spelling:** The student spells proficiently. The student is expected to:

(A) Write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)

- ✓ **SPELL-Links** Lessons 1-61
 - Phonological awareness activities
 - Phonics activities
 - Connected writing activities

(B) Write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2)

- ✓ **SPELL-Links** Lessons 63-64
 - Phonological awareness activities
 - Word parts and related words activities
 - Mental images of words activities
 - Connected writing activities

(C) Spell single syllable words that have r-controlled vowels such as in burn or star; that have the final consonants f, l, and s such as in miss or doll; and that have ck as the final consonants such as in buck (1)

- ✓ **SPELL-Links** Lessons 6, 16, 44, 60
 - Phonological awareness activities
 - Phonics activities
 - Mental images of words activities
 - Connected writing activities

(D) Use resources to find correct spellings, synonyms, or replacement words (1-3)

- ✓ **SPELL-Links** Lessons 11, 25-34, 44-46
 - Mental images of words activities
- ✓ **SPELL-Links** Lessons 66-68
 - Word parts and related words activities
- ✓ **SPELL-Links** Lessons 1-73
 - Review and practice activity

E) Use conventional spelling of familiar words in final drafts (1)

- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities
 - Review and practice activity

(1.22) **Writing/evaluation:** The student evaluates his/her own writing and the writing of others. The student is expected to:

(C) Determine how his/her own writing achieves its purposes (1-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Review and practice activity

(1.23) **Writing/inquiry/research:** The student uses writing as a tool for learning and research. The student is expected to:

(B) Record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Word study journal entries

§110.4 – English Language Arts and Reading

Grade 2

(2.1) **Listening/speaking/purposes:** The student listens attentively and engages actively in various oral language experiences. The student is expected to:

(A) Determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities

(B) Respond appropriately and courteously to directions and questions (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(C) Participate in rhymes, songs, conversations, and discussions (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(D) Listen critically to interpret and evaluate (K-3)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities
- ✓ **SPELL-Links** Lessons 63-73
 - Vocabulary activities; Word parts and related words activities

(E) Listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3)

- ✓ **SPELL-Links** Lessons 20-43
 - Phonological awareness activities

(F) Identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities

(2.3) **Listening/speaking/audiences/oral grammar:** The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

(B) Use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(C) Ask and answer relevant questions and make contributions in small or large group discussions (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(E) Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3)

- ✓ **SPELL-Links** Lessons 63-64
 - Word parts and related words activities

(2.4) **Listening/speaking/communication:** The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

(A) Learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(B) Use vocabulary to describe clearly ideas, feelings, and experiences (K-3)

- ✓ **SPELL-Links** Lessons 8, 14, 25-34, 47, 73
 - Vocabulary activities
- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities

(C) Retell a spoken message by summarizing or clarifying (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(2.5) **Reading/word identification:** The student uses a variety of word identification strategies. The student is expected to:

(A) Decode by using all letter-sound correspondences within a word (1-3)

- ✓ **SPELL-Links** Lessons 1-61
 - Phonics activities
 - Timed reading activities

(B) Use common spelling patterns to read words (1)

- ✓ **SPELL-Links** Lessons 1-61
 - Phonics activities
 - Timed reading activities

(C) Use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing (1-2)

- ✓ **SPELL-Links** Lessons 63-64
 - Word parts and related words activities
 - Timed reading activities

(D) Identify multisyllabic words by using common syllable patterns (1-3)

- ✓ **SPELL-Links** Lessons 5, 11, 16-18, 20-43, 60-61
 - Phonics activities
 - Mental images of words activities
 - Timed reading activities

(E) Recognize high frequency irregular words such as said, was, where, is (1-2)

- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities
- ✓ **SPELL-Links** Lessons 1-73
 - Timed reading activities

(G) Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities
- ✓ **SPELL-Links** Lessons 1-73
 - Timed reading activities

(F) Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities
- ✓ **SPELL-Links** Lessons 1-73
 - Timed reading activities

(2.6) **Reading/fluency**: The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:

(A) Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (1)

- ✓ **SPELL-Links** Lessons 1-73
 - Timed reading activities

(B) Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" second grader reads approximately 70 wpm) (2)

- ✓ **SPELL-Links** Lessons 1-73
 - Timed reading activities

(C) Read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2)

- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities
- ✓ **SPELL-Links** Lessons 1-73
 - Timed reading activities

(2.8) **Reading/vocabulary development**: The student develops an extensive vocabulary. The student is expected to:

(A) Discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2)

- ✓ **SPELL-Links** Lessons 8, 14, 25-34, 47, 73
 - Vocabulary activities

(B) Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3)

- ✓ **SPELL-Links** Lessons 8, 14, 25-34, 47, 73
 - Vocabulary activities
- ✓ **SPELL-Links** Lessons 59, 62-72
 - Word parts and related words activities
- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities

(C) Develop vocabulary through reading (2-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Timed reading activities
 - Cross-curriculum extension activities
 - Home-Link activities

(D) Use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3)

- ✓ **SPELL-Links** Lessons 11, 25-34, 44-46
 - Mental images of words activities
- ✓ **SPELL-Links** Lessons 65-68
 - Word parts and related words activities
- ✓ **SPELL-Links** Lessons 1-73
 - Review and practice activity

(2.12) **Reading/inquiry/research:** The student generates questions and conducts research using information from various sources. The student is expected to:

(B) Use alphabetical order to locate information (1-3)

- ✓ **SPELL-Links** Lessons 11, 25-34, 44-46
 - Mental images of words activities
- ✓ **SPELL-Links** Lessons 66-68
 - Word parts and related words activities
- ✓ **SPELL-Links** Lessons 1-73
 - Review and practice activity

(H) Draw conclusions from information gathered (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(2.14) **Writing/purposes:** The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:

(A) Write to record ideas and reflections (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Word study journal entries

(2.15) **Writing/penmanship/capitalization/punctuation:** The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to:

(D) Use more complex capitalization and punctuation with increasing accuracy such as proper nouns, abbreviations, commas, apostrophes, quotation marks (2)

- ✓ **SPELL-Links** Lessons 69-70
 - Word parts and related words activities
 - Connected writing activities

(2.16) **Writing/spelling:** The student spells proficiently. The student is expected to:

(A) Use resources to find correct spellings, synonyms, replacement words (1-3)

- ✓ **SPELL-Links** Lessons 11, 25-34, 44-46
 - Mental images of words activities
- ✓ **SPELL-Links** Lessons 66-68
 - Word parts and related words activities
- ✓ **SPELL-Links** Lessons 1-73
 - Review and practice activity

(B) Write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)

- ✓ **SPELL-Links** Lessons 1-61
 - Phonological awareness activities
 - Phonics activities
 - Connected writing activities

(C) Write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2)

- ✓ **SPELL-Links** Lessons 63-64
 - Phonological awareness activities
 - Word parts and related words activities
 - Mental images of words activities
 - Connected writing activities

(D) Write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2)

- ✓ **SPELL-Links** Lessons 1-64
 - Phonological awareness activities
 - Phonics activities
 - Vocabulary activities
 - Word parts & related words activities
 - Mental images of words activities
 - Connected writing activities

(2.17) **Writing/grammar/usage:** The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:

(A) Use singular and plural forms of regular nouns (2)

- ✓ **SPELL-Links** Lessons 63
 - Phonological awareness activities
 - Word parts and related words activities
 - Mental images of words activities
 - Connected writing activities

(D) Edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts (2-3)

- ✓ **SPELL-Links** Lessons 63-64
 - Phonological awareness activities
 - Word parts and related words activities
 - Mental images of words activities
 - Connected writing activities

(2.18) **Writing/writing processes:** The student selects and uses writing processes to compose original text. The student is expected to:

(A) Generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities

(B) Develop drafts (1-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities

(D) Edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities
 - Review and practice activity

(F) Demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3).

- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities
 - Review and practice activity

(2.19) **Writing/evaluation:** The student evaluates his/her own writing and the writing of others. The student is expected to:

(C) Determine how his/her own writing achieves its purposes (1-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Review and practice activity

(2.20) **Writing/inquiry/research:** The student uses writing as a tool for learning and research. The student is expected to:

(B) Record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Word study journal entries

§110.5 – English Language Arts and Reading

Grade 3

(3.1) **Listening/speaking/purposes:** The student listens attentively and engages actively in various oral language experiences. The student is expected to:

(A) Determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities

(B) Respond appropriately and courteously to directions and questions (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(C) Participate in rhymes, songs, conversations, and discussions (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(D) Listen critically to interpret and evaluate (K-3)

- ✓ **SPELL-Links** Lessons 1-58, 60-66, 69, 73
 - Phonological awareness activities
- ✓ **SPELL-Links** Lessons 63-73
 - Vocabulary activities; Word parts and related words activities

(E) Listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3)

- ✓ **SPELL-Links** Lessons 20-43
 - Phonological awareness activities

(F) Identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3)

- ✓ **SPELL-Links** Lessons 20-43
 - Mental images of words activities

(3.3) **Listening/speaking/audiences/oral grammar:** The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

(B) Use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(C) Ask and answer relevant questions and make contributions in small or large group discussions (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(E) Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3)

- ✓ **SPELL-Links** Lessons 63-64
 - Word parts and related words activities

(3.4) **Listening/speaking/communication:** The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

(A) Use vocabulary to describe clearly ideas, feelings, and experiences (K-3)

- ✓ **SPELL-Links** Lessons 8, 14, 25-34, 47, 73
 - Vocabulary activities
- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities

(C) Retell a spoken message by summarizing or clarifying (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - All activities

(3.5) **Reading/word identification:** The student uses a variety of word identification strategies. The student is expected to:

(A) Decode by using all letter-sound correspondences within a word (1-3)

- ✓ **SPELL-Links** Lessons 1-61
 - Phonics activities
 - Timed reading activities

(B) Blend initial letter-sounds with common vowel spelling patterns to read words (1-3)

- ✓ **SPELL-Links** Lessons 1-61
 - Phonics activities
 - Timed reading activities

(C) Identify multisyllabic words by using common syllable patterns (1-3)

- ✓ **SPELL-Links** Lessons 5, 11, 16-18, 20-43, 60-61
 - Phonics activities
 - Mental images of words activities
 - Timed reading activities

(D) Use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)

- ✓ **SPELL-Links** Lessons 63-68
 - Word parts and related words activities
 - Timed reading activities

(F) Read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)

- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities
- ✓ **SPELL-Links** Lessons 1-73
 - Timed reading activities

(3.6) **Reading/fluency:** The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:

(A) Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3)

- ✓ **SPELL-Links** Lessons 1-73
 - Timed reading activities

(B) Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the "typical" third grader reads 80 wpm) (3)

- ✓ **SPELL-Links** Lessons 1-73
 - Timed reading activities

(C) Read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3)

- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities
- ✓ **SPELL-Links** Lessons 1-73
 - Timed reading activities

(3.8) **Reading/vocabulary development**: The student develops an extensive vocabulary. The student is expected to:

(A) Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3)

- ✓ **SPELL-Links** Lessons 8, 14, 25-34, 47, 73
 - Vocabulary activities
- ✓ **SPELL-Links** Lessons 59, 62-72
 - Word parts and related words activities
- ✓ **SPELL-Links** Lessons 1-2, 4-5, 7-11, 14-47, 49-50, 52, 55, 57-64, 66, 73
 - Mental images of words activities

(B) Develop vocabulary through reading (2-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Timed reading activities
 - Cross-curriculum extension activities
 - Home-Link activities

(C) Use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3)

- ✓ **SPELL-Links** Lessons 11, 25-34, 44-46
 - Mental images of words activities
- ✓ **SPELL-Links** Lessons 65-68
 - Word parts and related words activities
- ✓ **SPELL-Links** Lessons 1-73
 - Review and practice activity

(3.12) **Reading/inquiry/research**: The student generates questions and conducts research using information from various sources. The student is expected to:

(B) Use alphabetical order to locate information (1-3)

- ✓ **SPELL-Links** Lessons 11, 25-34, 44-46
 - Mental images of words activities
- ✓ **SPELL-Links** Lessons 66-68
 - Word parts and related words activities
- ✓ **SPELL-Links** Lessons 1-73
 - Review and practice activity

(G) Organize information in systematic ways, including notes, charts, and labels (3)

- ✓ **SPELL-Links** Lessons 1-73
 - Word study journal entries

(3.14) **Writing/purposes:** The student writes for a variety of audiences and purposes and in various forms. The student is expected to:

(A) Write to record ideas and reflections (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Word study journal entries

(3.15) **Writing/penmanship/capitalization/punctuation:** The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to:

(B) Use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)

- ✓ **SPELL-Links** Lessons 69-70
 - Word parts and related words activities
 - Connected writing activities

(3.16) **Writing/spelling:** The student spells proficiently. The student is expected to:

(A) Write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)

- ✓ **SPELL-Links** Lessons 1-61
 - Phonological awareness activities
 - Phonics activities
 - Connected writing activities

(B) Spell multisyllabic words using regularly spelled phonogram patterns (3)

- ✓ **SPELL-Links** Lessons 20-43
 - Phonological awareness activities
 - Phonics activities
 - Mental images of words activities
 - Connected writing activities

(C) write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3)

- ✓ **SPELL-Links** Lessons 63-64, 66
 - Phonological awareness activities
 - Word parts and related words activities
 - Mental images of words activities
 - Connected writing activities

(D) Write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3)

- ✓ **SPELL-Links** Lessons 1-66
 - Phonological awareness activities
 - Phonics activities
 - Mental images of words activities
 - Word parts and related words
 - Connected writing activities

(E) Write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3);

- ✓ **SPELL-Links** Lessons 25-34, 69-70
 - Phonological awareness activities
 - Phonics
 - Vocabulary activities
 - Mental images of words activities
 - Word parts and related words activities
 - Connected writing activities

(F) Write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)

- ✓ **SPELL-Links** Lessons 5, 11, 16-18, 20-43, 60-61
 - Phonological awareness activities
 - Phonics activities
 - Mental images of words activities
 - Connected writing activities

(G) Spell words ending in -tion and -sion such as station and procession (3)

- ✓ **SPELL-Links** Lesson 66
 - Phonological awareness activities
 - Word parts and related words activities
 - Mental images of words activities
 - Connected writing activities

(H) Use resources to find correct spellings, synonyms, or replacement words (1-3)

- ✓ **SPELL-Links** Lessons 11, 25-34, 44-46
 - Mental images of words activities
- ✓ **SPELL-Links** Lessons 66-68
 - Word parts and related words activities
- ✓ **SPELL-Links** Lessons 1-73
 - Review and practice activity

(3.17) **Writing/grammar/usage:** The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:

(A) Use correct irregular plurals such as sheep (3)

- ✓ **SPELL-Links** Lesson 71
 - Phonological awareness activities
 - Word parts and related words activities
 - Mental images of words activities
 - Connected writing activities

(B) Use singular and plural forms of regular nouns and adjust verbs for agreement (3)

- ✓ **SPELL-Links** Lessons 63-64
 - Phonological awareness activities
 - Word parts and related words activities
 - Mental images of words activities
 - Connected writing activities

(E) Edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts (2-3)

- ✓ **SPELL-Links** Lessons 63-64
 - Phonological awareness activities
 - Word parts and related words activities
 - Mental images of words activities
 - Connected writing activities

(3.18) **Writing/writing processes:** The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

(A) Generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities

(B) Develop drafts (1-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities

(D) Edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities
 - Review and practice activity

(F) Demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3).

- ✓ **SPELL-Links** Lessons 1-73
 - Connected writing activities
 - Review and practice activity

(3.19) **Writing/evaluation:** The student evaluates his/her own writing and the writing of others. The student is expected to:

(C) Determine how his/her own writing achieves its purposes (1-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Review and practice activity

(3.20) **Writing/inquiry/research:** The student uses writing as a tool for learning and research. The student is expected to:

(B) Record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas (K-3)

- ✓ **SPELL-Links** Lessons 1-73
 - Word study journal entries