

Alignment of the Common Core State Standards and the Interactive Strategies Approach (ISA)
English Language Arts Standards » Reading: Foundational Skills

The table below maps the CCSS for foundational skills in reading onto the Instructional Goals of the Interactive Strategies Approach (ISA). Note that while we have retained the CCSS grade designations for ease of reference, the ISA is a **responsive** approach to instruction. As such, instruction is differentiated and is determined by what the students in the group know and are ready to learn next. For the most part, the CCSS Grade 2 Phonics and Word Recognition standards would be at least initially addressed in Grade 1 and some of them are addressed in Kindergarten for children who are ready for them.

“These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. **Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.**” (bold type added)

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Washington, DC: Authors. <http://www.corestandards.org/ELA-Literacy/RF/introduction/>

Standards in this Strand	Instructional Goals of the ISA*										
	MOT	PCOP	PA	LN	LS	AP	LOU	SWL	HFW	VOL	CGK
Print Concepts											
CCSS.ELA-LITERACY.RF.K.1, 1.1 Demonstrate understanding of the organization and basic features of print.	●	●									
K.1.A Follow words from left to right, top to bottom, and page by page.	●	●									
K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.	●	●									
K.1.C Understand that words are separated by spaces in print.	●	●									
K.1.D Recognize and name all upper- and lowercase letters of the alphabet.	●			●							
1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	●	●									

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Standards in this Strand	Instructional Goals of the ISA										
	MOT	PCOP	PA	LN	LS	AP	LOU	SWL	HFW	VOL	CGK
Phonological Awareness											
CCSS.ELA-LITERACY.RF.K.2, 1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	●		●								
K.2.A Recognize and produce rhyming words.	●		●								
K.2.B Count, pronounce, blend, and segment syllables in spoken words.	●		●								
K.2.C Blend and segment onsets and rimes of single-syllable spoken words.	●		●								
K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	●		●								
● K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	●				●	●					
1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.	●		●								
1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	●		●								
1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	●		●								
1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	●		●								

● In the ISA, this standard would be addressed within the context of building, reading, and spelling words.

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Standards in this Strand	Instructional Goals of the ISA										
Phonics and Word Recognition	MOT	PCOP	PA	LN	LS	AP	LOU	SWL	HFW	VOL	CGK
CCSS.ELA-LITERACY.RF.K.3, 1.3, 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	•				•	•	•				
K.3.A 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.	•				•						
K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	•					•					
K.3.C Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	•								•		
K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	•				•	•					
1.3.A Know the spelling-sound correspondences for common consonant digraphs.	•					•					
1.3.B Decode regularly spelled one-syllable words.	•					•		•			
1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.	•					•					
1.3.D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	•						•				
1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables.	•						•	•			
1.3.F Read words with inflectional endings.	•						•	•			
1.3.G Recognize and read grade-appropriate irregularly spelled words.	•							•	•		
2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.	•					•		•			
2.3.B Know spelling-sound correspondences for additional common vowel teams.	•					•		•			
2.3.C Decode regularly spelled two-syllable words with long vowels.	•						•	•			
2.3.D Decode words with common prefixes and suffixes.	•						•	•			
2.3.E Identify words with inconsistent but common spelling-sound correspondences.	•					•		•	•		
2.3.F Recognize and read grade-appropriate irregularly spelled words.	•							•	•		

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Standards in this Strand	Instructional Goals of the ISA										
Fluency	MOT	PCOP	PA	LN	LS	AP	LOU	SWL	HFW	VOL	CGK
CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.	•							•	•	•	•
CCSS.ELA-LITERACY.RF.1.4, 2.4 Read with sufficient accuracy and fluency to support comprehension.	•							•	•	•	•
1.4.A, 2.4.A Read grade-level text with purpose and understanding.	•							•	•	•	•
1.4.B, 2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	•							•	•		
1.4.C, 2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	•							•			•

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