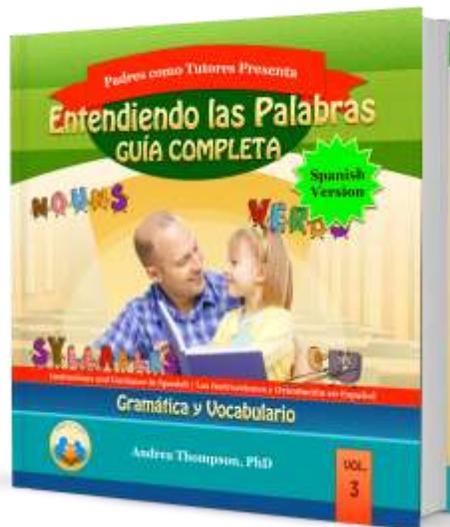
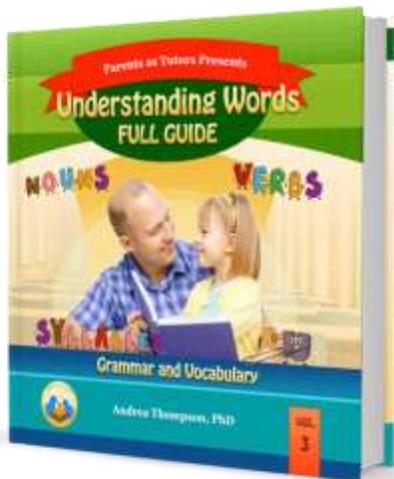


# Understanding Words

## Grammar and Vocabulary



- RF.1.1A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.3D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
- RF.1.3E. Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3F. Read words with inflectional endings
- RF. 2.3.C. Decode regularly spelled two-syllable words with long vowels
- RF.2.3.D. Decode words with common prefixes and suffixes.
- RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.
- RF. 3.3.B. Decode words with common Latin suffixes
- RF.3.3.C. Decode multi-syllable words
- RF.4.3.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.
- LK.4.B. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- LK.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.K.1.B. Use frequently occurring nouns and verbs.
- L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)
- L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L.K.1.F. Produce and expand complete sentences in shared language activities.
- L.K.2.A. Capitalize the first word in a sentence and the pronoun
- L.K.2.B. Recognize and name end punctuation.
- L.1.1.B. Use common, proper, and possessive nouns.
- L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1.D. Use personal, possessive, and indefinite pronouns
- L.1.1.E. Use verbs to convey a sense of past, present, and future.

- L.1.1.F. Use frequently occurring adjectives.
- L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- L.1.1.I. Use frequently occurring prepositions (e.g., during, beyond, toward).
- L.1.1.J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.2.1.A. Use collective nouns (e.g., group).
- L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).
- L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified. L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement.
- L.3.1.G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1.H. Use coordinating and subordinating conjunctions.
- L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- L.5.1.C. Use verb tense to convey various times, sequences, states, and conditions
- L.5.1.D. Recognize and correct inappropriate shifts in verb tense.
- L.5.1.E. Use correlative conjunctions (e.g., either/or, neither/nor).
- L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- L.6.1.B. Use intensive pronouns (e.g., myself, ourselves)
- L.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person