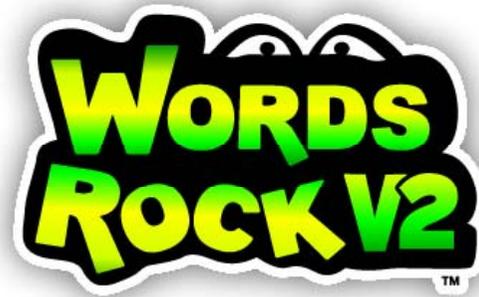


**Words Rock V2 Curriculum Correlation**  
**and the**  
**Standards for the English Language Arts**  
**The University of the State of New York**



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## ***Words Rock V2 Content Overview***

### **Correlation Overview**

Words Rock V2 was designed to develop specific skills in a range of language learning areas, including spelling, punctuation, grammar and vocabulary, and includes more than 3000 hands-on word skill activities to bring the English language to life.

Words Rock V2 was specifically created to be a single or multiplayer game where children learn while they play and have fun. The extensive research behind Words Rock V2 encompasses a wide range of materials, and provides a multitude of activities that strongly correlate with the English Language Arts Core Curriculum by the Univeristy of the State of New York.

The language skills and strategies developed by Words Rock give a solid foundation of learning experiences that will help students aged 5-14 achieve the literacy competencies as described in the English Language Arts Core Curriculum. The information below is a correlation between the English Language Arts Core Curriculum and the educational content addressed by Words Rock V2.

## Overview of Literacy Competencies Addressed

**S** – Where a significant number of the literacy competencies of the curriculum are covered by Words Rock! V2.  
**C** – Where a considerable portion of the literacy competencies of the curriculum are addressed by Words Rock! V2.

		Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading Literacy Competencies	Print Awareness	S	S	C	C						
	Word Recognition	C	C	C	C	C	C	S	S	S	S
	Alphabet Recognition and Phonics	S	S	C	C	C	C	C	C	C	C
	Phonological and Phonemic Awareness	S	S	S	C	C	C	C	C	C	C
	Decoding Including Phonics and Structural Analysis			S	S	S	S				
	Background Knowledge and Vocabulary Development	S	S	S	S	S	S	S	S	S	S
	Comprehension Strategies	S	S	S	S	S	S	S	S	C	C
	Comprehension/Response	C	C	C	C	C	C	C	C	S	S
	Fluency	S	S	S	S	S	S	C	C	C	C
Writing Literacy Competencies	Print Awareness	S	S	C	C	C	C	C	C	C	C
	Written Language Conventions	C	C	C	C	C	C	C	C	S	C
	Composition	S	S	C	S	S	S	S	S	S	C
	Spelling	S	S	S	S	S	S	S	S	S	S
	Grammar	S	S	S	S	S	S	S	S	S	S
	Punctuation	S	S	S	S	S	S	S	S	S	S



## ***Standards for the English Language Arts – Literacy Competencies by Grade***

### **Pre-Kindergarten**

#### ***Reading Literacy Competencies***

##### **Phonological and Phonemic Awareness**

- Identify spoken language sounds in the environment
- Identify and produce spoken words that rhyme (e.g., rhymes, poems, songs, word games) including word families (e.g., c-at, b-at, s-at)
- Show awareness of syllables as discrete units
- Show awareness of words as a discrete units

##### **Print Awareness**

- Understand that the purpose of print is to communicate
- Follow left-to-right and top-to-bottom direction when reading English
- Distinguish between letters and words
- Distinguish between print and pictures

##### **Alphabet Recognition and Phonics**

- Recognize and identify letters of the alphabet

##### **Fluency**

- Recognize and identify environmental print including signs and labels

##### **Background Knowledge and Vocabulary Development**

- Learn new words
- Use new vocabulary

##### **Comprehension Strategies**

- Answer questions about the content of texts

**Writing Literacy Competencies****Print Awareness**

- Use left-to-right and top-to-bottom direction when writing English
- Use spacing between letters and words

**Spelling**

- Attempts to spell independently

**Composition**

- Label drawings with letters or words

**Kindergarten****Reading Literacy Competencies****Phonological and Phonemic Awareness**

- Identify spoken words that rhyme
- Blend beginning sound (onset) with ending sound (rime) to form known words in rhyming word families (k-it, s-it, b-it)
- Count the number of syllables in words
- Isolate individual sounds within spoken words (“What is the first sound in can?”)—Phoneme Isolation
- Identify the same sounds in different spoken words (“What sound is the same in sit, sip, and sun?”)—Phoneme Identity
- Make a new word by adding a phoneme to an existing word (“What word do you have if you add /s/ to mile?”—Phoneme Addition)
- Substitute one phoneme for another to make a new word (“The word is rug. Change /g/ to /n/. What is the new word?”)—Phoneme Substitution

**Print Awareness**

- Understand the purpose of print is to communicate
- Follow left-to-right and top-to-bottom direction when reading English
- Distinguish between letters and words
- Distinguish between print and pictures
- Track print by pointing to written words when texts are read aloud by self or others

### **Alphabet Recognition and Phonics**

- Recognize and name uppercase and lowercase manuscript letters
- Recognize that individual letters have associated sounds
- Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words

### **Fluency**

- Recognize and identify some sight words
- Read automatically a small set of high-frequency sight words (e.g., a, the, I, my, use, is, are)

### **Background Knowledge and Vocabulary Development**

- Learn the meaning of new words

### **Comprehension Strategies**

- Notice when sentences do not make sense

### **Writing Literacy Competencies**

#### **Print Awareness**

- Use left-to-right and top-to-bottom direction when writing English
- Use spacing between letters and words when writing on a line

#### **Spelling**

- Use developing knowledge of letter-sound correspondences to spell
- Use conventional spelling to spell some common or familiar words

#### **Composition**

- Label drawings with letters or words

## **Grade 1**

### **Reading Literacy Competencies**

#### **Phonemic Awareness**

- Count the number of syllables in a word
- Manipulating letters to represent each sound of most one-syllable words

### **Decoding Including Phonics and Structural Analysis**

- Identify letter-sound correspondences, including consonants and short and long vowels
- Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, words
- Read common word families by blending the onset (/s/) and the rime (/it/, /at/) in words (s-it, s-at)
- Decode words using knowledge of root words, prefixes, suffixes, verb endings and plurals

### **Fluency**

- Sight-read automatically common, high-frequency words
- Sight-read automatically irregularly spelled words
- Use punctuation clues to read texts

### **Background Knowledge and Vocabulary Development**

- Study categories of words (e.g., animals, place names) to learn new vocabulary
- Study root words, prefixes, suffixes, verb endings, and plural nouns to learn new vocabulary
- Learn new words indirectly from reading texts

### **Comprehension Strategies**

- Read texts for different purposes
- Use comprehension strategies to clarify meaning of text
- Follow simple written instructions

### **Writing Literacy Competencies**

#### **Spelling**

- Use developing knowledge of letter-sound correspondence to spell decodable words, including words in word families
- Use conventional spelling to spell common irregularly spelled content and high-frequency words
- Spell correctly three- and four-letter short vowel words

**Grade 2****Reading Literacy Competencies****Decoding Including Phonics and Structural Analysis**

- Identify and produce all letter-sound correspondences, including consonant blends/digraphs and vowel digraphs/diphthongs
- Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, multisyllabic words
- Decode by analogy using knowledge of known words in word families to read unfamiliar words (e.g., given the known word boat, read coat, moat, goat)
- Decode words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings and plurals)

**Fluency**

- Sight-read common, high-frequency words

**Background Knowledge and Vocabulary Development**

- Study antonyms, synonyms, and homonyms to learn new vocabulary
- Study categories of words (e.g., transportation, sports) to learn new vocabulary
- Study root words, prefixes, suffixes, verb endings and plural nouns to learn new vocabulary
- Learn new words indirectly from reading texts

**Comprehension Strategies**

- Read texts with comprehension and for different purposes

**Writing Literacy Competencies****Spelling**

- Spell correctly previously studied words in writing
- Use spelling patterns (e.g., word families) in writing
- Represent all the sounds in a word when spelling independently

**Composition**

- Use capitalization, punctuation, and spelling rules

## Grade 3

### Reading Literacy Competencies

#### **Decoding Including Phonics and Structural Analysis**

- Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar, but decodable, words
- Decode by analogy using knowledge of syllable patterns (e.g., CVC, CVCC, CVVC) to read unfamiliar words, including multisyllabic words that are part of word families
- Decode words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds)

#### **Fluency**

- Sight-read automatically high-frequency words and irregularly spelled content words

#### **Background Knowledge and Vocabulary Development**

- Study categories of words to learn vocabulary
- Analyze word structure (e.g., roots, prefixes, suffixes) to learn word meaning
- Learn new vocabulary and concepts indirectly by texts

#### **Comprehension Strategies**

- Read texts with comprehension and for different purposes
- Use comprehension strategies to monitor own reading to clarify meaning of text
- Read texts and answer a range of questions

### Writing Literacy Competencies

#### **Spelling**

- Spell correctly previously studied decodable and irregularly spelled words and spelling patterns in own writing

#### **Composition**

- Use grade-level vocabulary in writing

- Review work for spelling and conventional capitalization and punctuation
- Begin to identify and use literary elements in creative writing

## Grade 4

### Reading Literacy Competencies

#### **Decoding Including Phonics and Structural Analysis**

- Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words
- Use decoding strategies (e.g., knowledge of syllable patterns, decoding by analogy and word structure) to read unfamiliar words
- Identify unfamiliar words using syntactic (grammar) cues
- Identify unfamiliar words using semantic (meaning) cues
- Integrate sources of information when word reading to decode and cross-check

#### **Fluency**

- Sight-read automatically high-frequency words and irregularly spelled content words

#### **Background Knowledge and Vocabulary Development**

- Learn vocabulary through a variety of means
- Use word structure such as roots, prefixes, and suffixes to determine meaning
- Use prior knowledge and experience in order to understand ideas and vocabulary found in texts
- Acquire new vocabulary by reading texts

#### **Comprehension Strategies**

- Read with understanding
- Recognize differences among a variety of texts
- Read texts and a range of questions

### Writing Literacy Competencies

#### **Spelling**

- Correctly spell words that have been frequently used

- Correctly spell words that follow the spelling patterns of words previously studied

### **Composition**

- Review writing independently in order to edit for the correct use of spelling, punctuation, capitalization, and verb tense
- Begin to use literary devices such as simile and figurative language

## **Grade 5**

### **Reading Literacy Competencies**

#### **Word Recognition**

- Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words
- Decode unfamiliar words and cross-check and self-correct when appropriate
- Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words
- Recognize at sight a large body of high-frequency words and irregularly spelled content vocabulary

#### **Background Knowledge and Vocabulary Development**

- Learn vocabulary through both direct and indirect means
- Use word structure knowledge, such as roots, prefixes, and suffixes, to determine meaning
- Use prior knowledge and experience in order to understand ideas and vocabulary found in texts
- Acquire new vocabulary by reading a variety of texts
- Determine the meaning of unfamiliar words by using context clues, definitions and other resources

#### **Comprehension Strategies**

- Read with understanding
- Use self-monitoring strategies to construct meaning of text
- Use knowledge of text structures to support understanding
- Use prior knowledge in concert with text information to support comprehension
- Read texts and answer a range of questions

**Writing Literacy Competencies****Spelling**

- Correctly spell words within own writing that have been previously studied and/or frequently used
- Correctly spell words within own writing that follow the spelling patterns of words that have been previously studied
- Spell a large body of words accurately and quickly
- Use a variety of spelling resources to support correct spelling

**Composition**

- Understand and use writing for a variety of purposes
- Use electronic media when writing
- Review writing for correct spelling, grammar, capitalization and punctuation
- Understand and write for a variety of audiences

**Grade 6****Reading Literacy Competencies****Word Recognition**

- Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words
- Use word recognition skills and strategies quickly, accurately, and automatically when decoding unfamiliar words
- Recognize at sight a large body of high-frequency words and specialized content vocabulary

**Background Knowledge and Vocabulary Development**

- Extend knowledge of word meaning through direct and indirect means
- Use word structure knowledge, such as roots, prefixes, and suffixes, to determine word meaning
- Use prior knowledge and experience in order to understand vocabulary found in a variety of texts
- Acquire new vocabulary by engaging with texts
- Determine the meaning of unfamiliar words by using context, definitions, and other resources

**Comprehension Strategies**

- Read texts for a variety of purposes
- Use a variety of strategies to support understanding of texts
- Read texts and a range of questions
- Use prior knowledge, along with multiple sources of information, to support comprehension, from forming predictions to making inferences and drawing conclusions
- Demonstrate comprehension of texts through a range of responses

### Writing Literacy Competencies

#### **Spelling**

- Correctly spell words that have been previously studied or that follow previously studied spelling patterns

#### **Composition**

- Write using electronic media
- Review writing independently to address editing concerns

## **Grade 7**

### Reading Literacy Competencies

#### **Word Recognition**

- Recognize at sight a large body of words and specialized-content vocabulary
- Use a variety of word recognition strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words quickly and accurately
- Use multiple sources of information, including context, to self-monitor and self-correct for word-reading accuracy

#### **Background Knowledge and Vocabulary**

- Develop vocabulary through reading a variety of texts
- Use knowledge of word roots and word parts to determine word meaning
- Determine the meaning of unfamiliar vocabulary and idioms by using prior knowledge and context clues

#### **Comprehension/Response**

- Comprehend and respond to a variety of texts
- Use a variety of comprehension strategies to support understanding and response to reading
- Demonstrate comprehension and respond to reading

### Writing Literacy Competencies

#### **Written Language Conventions**

- Correctly spell a large body of words
- Use a variety of spelling strategies (e.g., spelling patterns) to support correct spelling

#### **Composition**

- Edit writing to adhere to the conventions of written English

## **Grade 8**

### Reading Literacy Competencies

#### **Word Recognition**

- Recognize at sight a large body of high-frequency words and specialized content vocabulary
- Use a variety of word recognition strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words quickly and accurately
- Use varied sources of information, including context, to monitor and self-correct for word-reading accuracy

#### **Background Knowledge and Vocabulary Development**

- Acquire vocabulary by reading a variety of texts
- Determine the meaning of unfamiliar words, terms, and idioms by using word structure knowledge, such as roots, prefixes, and suffixes, to determine word meaning
- Determine the meaning of unfamiliar words, terms, and idioms by using prior knowledge and context clues
- Recognize synonyms and antonyms
- Recognize multiple meanings of words and connections among meanings of words

#### **Comprehension/Response**

- Use text structure and literary devices to aid comprehension and response
- Demonstrate comprehension and response through a range of activities

*Writing Literacy Competencies*

**Spelling**

- Correctly spell in most writing
- Use a variety of spelling strategies and resources to spell words correctly