

Reading ISAT: Word Analysis

Skills: Phonetic Clues and Decoding Strategies

Students:	RIT Above 230: <ul style="list-style-type: none"> • Uses multiple cueing systems when reading (e.g., phonetic and structural analysis, syntactic structure, semantic context)
Students:	RIT 221-230: <ul style="list-style-type: none"> • Uses multiple cueing systems when reading (e.g., phonetic and structural analysis, syntactic structure, semantic context)
Students:	RIT 211-220: <ul style="list-style-type: none"> • Divides multi-syllabic words into syllables • Uses multiple cueing systems (e.g., phonetic and structural analysis, syntactic structure, semantic context)
Students:	RIT 201-210: <ul style="list-style-type: none"> • Divides words into syllables correctly • Divides multi-syllabic words into syllables • Uses multiple cueing systems (e.g., phonetic and structural analysis, syntactic structure, semantic context)
Students:	RIT 191-200: <ul style="list-style-type: none"> • Uses phonetic and structural analysis, the syntactic structure, and/or the semantic context to decode words • Identifies words with similar vowel sounds • Understands and applies the concept of syllables • Identifies the number of syllables in a word • Divides words into syllables correctly • Recognizes compound words using context clues • Recognizes contractions • Recognizes contractions using context clues
Students:	RIT 181-190: <ul style="list-style-type: none"> • Identifies words with the same long vowel sound • Identifies words with r-controlled vowels • Uses vowel digraphs to decode unknown words (e.g., aw, ea, eigh) • Divides words into syllables • Uses phonetic and structural analysis, the syntactic structure, and/or the semantic context to decode words • Understands and applies the concept of syllables • Identifies the number of syllables in a word • Recognizes compound words • Recognizes contractions • Recognizes contractions using context clues
Students:	RIT 171-180: <ul style="list-style-type: none"> • Uses diphthongs to decode unknown words (e.g., ee, oy, ough) • Identifies words with r-controlled vowels • Identifies words with the same short vowel sound • Uses vowel digraphs to decode unknown words (e.g., aw, ea, eigh) • Understands the concept of syllables • Uses syntax (word order) to decode words • Uses semantics (word meaning) to decode words • Identifies compound words • Recognizes compound words • Identifies contractions • Identifies contractions using context clues
Students:	RIT 161-170: <ul style="list-style-type: none"> • Uses basic elements of phonetic analysis and/or structural analysis to decode unknown words • Uses diphthongs to decode unknown words (e.g., ee, oy, ough) • Uses consonant blends to decode unknown words (e.g., bl, cr, spl) • Uses word families to decode unknown words (e.g., -an, -in, -at) • Uses letter/sound relationships to decode unknown words • Identifies words with the same short vowel sound • Uses vowel digraphs to decode unknown words (e.g., aw, ea, eigh) • Uses syntax (word order) to decode words • Uses semantics (word meaning) to decode words • Identifies compound words • Identifies compound words using context clues • Identifies contractions • Identifies contractions using context clues

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Skills: Phonetic Clues and Decoding Strategies

Students:

RIT 151-160:

- Uses beginning consonants to decode unknown words
- Uses diphthongs to decode unknown words (e.g., ee, oy, ough)
- Uses consonant digraphs to decode unknown words (e.g., sh, th, wh, ch)
- Uses ending consonants to decode unknown words
- Uses letter/sound relationships to decode unknown words
- Uses syntax (word order) to decode words
- Uses semantics (word meaning) to decode words
- Identifies compound words using context clues

Students:

RIT Below 151:

- Uses beginning consonants to decode unknown words
- Uses consonant digraphs to decode unknown words (e.g., sh, th, wh, ch)