

Reading DesCartes: Word Analysis

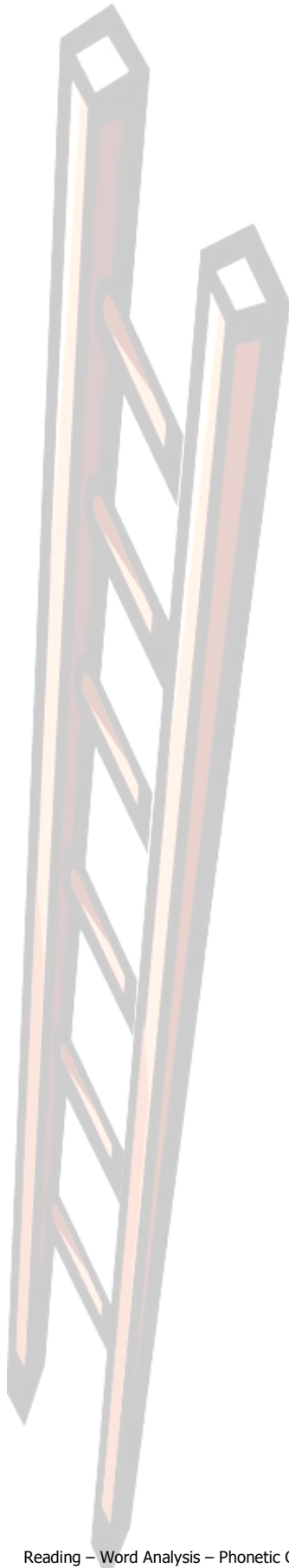
Skills: Phonetic Clues and Decoding Strategies

Students:	DesCartes Skills: (Highlight the skills related to your chosen standard/concept)
	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)
	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)
	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)
	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)
	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
	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
	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

	<p>vowel sound</p> <ul style="list-style-type: none"> • 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
	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
	RIT 151-160: <ul style="list-style-type: none"> • 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
	RIT Below 151: <ul style="list-style-type: none"> • Uses beginning consonants to decode unknown words • Uses consonant digraphs to decode unknown words (e.g., sh, th, wh, ch)

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Skills: Phonetic Clues and Decoding Strategies



Lesson Title:

Standard/Concept for All:

Introduction: (Get Attention; Connect to Prior Knowledge)

For Students Ready for a Challenge:

Lesson/Activity:

Resources:

Means of Assessment:

For Most Students:

Lesson/Activity:

Resources:

Means of Assessment:

For Students Needing Extra Support:

Lesson/Activity:

Resources:

Means of Assessment:

Closure/Summary for All: