



Grade Level Equivalents
for
CR Success Concepts

April, 2014

First Grade Level Equivalents for CR Success Learning Concepts

Main Focus Concepts 1-8, partial 10, 11, 13

Common Core Standards	CR Success Learning Concept	Grade Level Expectation
R. F.1.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)	Concept 2a and 2b (Reading) Concept 3a	First Grade students know the spelling and sound correspondence for common digraphs <i>th, ch, sh, wh,</i> and <i>ng</i> . First Grade students read words with <i>ff, ll, ss, ck</i> and <i>tch</i> .
R.F.1.3b Decode regularly spelled one-syllable words	Concepts 1a, 1b, 1c, 2a, 2b, 2.5b, 3a, 4a, 6, 7a, 7b	First Grade students understand three of the six syllable types: Closed, Open, Silent E. First Grade Students read the following types of words: VC, CVC, CCVC, CVCC, CCVCC, CVCe. First Grade students will read word families: <i>-ing, -ink, -ang, -ank, -all</i> .
R. F. 1.3c Know silent -e and common vowel team conventions for representing long vowel sounds	Concept 2.5a, 2.5b, 9a Concept 10a (<i>ee, ea</i>) Concept 11 Reading Concept 13 (<i>oa, ai</i>)	First Grade students know and use the vowel-consonant-silent e and other common vowel conventions for representing long sounds such as <i>ee</i> (seed), <i>oa</i> (boat), <i>ai</i> (rain), <i>ea</i> (eat).
R.F.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word	Concept 1b	First Grade students will understand the concept of syllables.
R.F.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables	Concepts 8a, 8b, 8c, 8d	First grade students use the strategy of breaking two-syllable words into two closed syllables in order to decode the word.
R.F.1.3f Read words with inflectional endings	Concept 4b, 5a	First Grade students read words with inflectional endings (<i>-s, -es, -ed, -ing</i>) and <i>-er, -est</i> . First Grade students read words with the Bully Rule for vowel suffixes.
R.F.1.3g Recognize and read grade-appropriate irregularly spelled words	Throughout the program	First Grade students will read high-frequency grade-appropriate words that have irregular or higher-level phonetic spellings.

Second Grade Level Equivalents for CR Success Learning Concepts

Main Focus Concepts 9-24

Common Core Standards	CR Success Learning Concept	Grade Level Expectation
R.F.2.3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Concepts 3b, 5b, 9a, 9b, 9d, 10b,c, 14a, 14b, 15, 16, 19a, 21	Second Grade students recognize spelling for long vowel sounds (Open Syllables, Silent <i>e</i> Syllable, spelling at the end, Vowel Teams at the end). Second Grade students will read and spell consonant- <i>le</i> syllables. Second Grade students recognize long/short vowels in base words when vowel suffixes are added.
R.F.2.3b Know spelling-sound correspondences for additional common vowel teams.	Concept 10b <i>e-</i> , <i>e_e</i> , <i>-y</i> Concept 11 a, b, c vowel plus <i>r</i> Concept 12a, 12b <i>au</i> , <i>aw</i> , <i>oo</i> , <i>ou</i> , <i>ow</i> , <i>oi</i> , <i>oy</i> Concept 13 <i>oe</i> , <i>ui</i> <i>ue</i>	Second Grade students recognize all six syllable types. Second Grade students will decode and spell words with additional common vowel teams.
R.F.2.3c Decode regularly spelled two-syllable words with long vowels.	Concept 9.5a, 9.5b	Second Grade students follow the rules of syllabication using Vowel Tag and Changing to read words with multisyllables.
R.F.2.3d Decode words with common prefixes and suffixes.	Concepts 4b (<i>-ly</i> , <i>-ful</i> , <i>-y</i> , <i>en</i> , <i>-tion</i> , <i>sion</i>), 9c (<i>non-</i> , <i>sub</i> , <i>mis</i> , <i>-de</i>)	Second Grade students read words with these common prefixes and suffixes as well as previously taught affixes. They will understand the meanings of these affixes.
R.F.2.3e Identify words with inconsistent but common spelling-sound correspondences.	Concepts 7c, 10c, 18, 19b, 20, 24a, 24b	Second Grade students decode words with inconsistent but common spelling-sound correspondences (<i>ea</i> , <i>igh</i> , <i>oo</i> , <i>ou</i> , <i>ow</i> , <i>ei</i> , <i>ey</i> , <i>eigh</i> , <i>eu</i> , <i>ew</i> , <i>ie</i>), Scribal O, silent letters, Captain Words. Second Grade students read and spell words ending in <i>-ce</i> , <i>-se</i> , <i>-ge</i> , <i>-dge</i> . Second Grade students read and spell common homonyms.
R.F.2.3f Recognize and read grade-appropriate irregularly spelled words	Throughout the program	Second Grade students read high-frequency grade appropriate words have irregular or higher-level phonetic spellings.

Third Grade Level Equivalents for CR Success Learning Concepts

Main Focus 4b, 9c, 25, Consolidation of Other Concepts

Common Core Standards	CR Success Learning Concept	Grade Level Expectation
R.F.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	Concepts 4b, 9c, (- <i>ex-</i> , <i>con-</i> , <i>pro-</i> , <i>im-</i> , <i>in-</i> , <i>il-</i> , <i>-ir</i> , <i>auto-</i> , <i>post-</i>), 25	Third Grade students read and spell words with these prefixes as well as derivational suffixes previously taught.
R.F.3.3b Decode words with common Latin suffixes.	Concepts 4b (- <i>ence</i> , <i>-ance</i> , <i>-sive</i> , <i>-ture</i> , <i>-sure</i> , <i>-ant</i> , <i>-al</i> , <i>-ous</i> , <i>-cious</i> , <i>-tious</i> , <i>-ary</i> , <i>-cial</i> , <i>-tive</i> , <i>-ate</i> , <i>-ory</i> , <i>-age</i>), 25	Third Grade Students decode words with these suffixes as well as suffixes previously taught.
R.F.3.3c Decode multisyllable words.	Concepts 3c, 5c, 5d, 9.5a, 9.5b11c, 19b, 19c, 19d, 22a, 22b, 22c, 25	Third Grade Students understand the six syllables types and morphemes. They can use Vowel Tag and Changing to decode multisyllable words. They are able to apply advanced decoding skills for the Bully Rule, R Family, Medial <i>i</i> , CY Change, Open <i>i</i> , Open <i>a</i> .
Identify words with inconsistent but common spelling-sound correspondences.	Concepts 2c, 23b, 23c	Third Grade students read and spell words with the three sounds of <i>ch</i> and silent letters. Third Grade students begin to differentiate words by word origin and appreciate the effect of word origin on spelling.
R.F.3.3 Read grade-appropriate irregularly spelled words	Throughout the program	Third Grade students will read high-frequency grade appropriate words have irregular or higher-level phonetic spellings.

Scope and Sequence

Color Key: = Concept Introduced = Concept Mastered = Concept Reviewed

Concept		Description	Kindergarten	First Grade	Second Grade	Thirds Grade
1	1a	Basic Consonant Sounds /b/ /c/ /d/ /f/ /g/ /h/ /j/ /k/ /l/ /m/ /n/ /p/ /r/ /s/ /t/ /v/ /w/ /x/ /y/ /z/ Short Vowel Sounds /i/ /e/ /a/ /u/ /o/				
	1b	Closed Syllable: VC and CVC				
	1c	Spellings of /v/ /z/				
2	2a	Consonant Teams /sh/ /ch/ /th/ /wh/ /qu/ /ng/				
	2b	Rest Spellings /f/ - ph /n/ - kn /r/ - wr				
	2c	Three Sounds of ch: /sh/ /ch/ /k/				
2.5	2.5a	Open Syllables: One Syllable Words Reading Only (fully taught in 9a)	(Silent E)			
	2.5b	Silent Magnetic <i>e</i> VCe, CVCe Reading Only (fully taught in 9a)				
3	3a	Super-sized Spellings -ff, -ll, -ss, -ck, -tch		(ff, ll, ss, ck)		
	3b	The Hungry Rule -dge				
	3c	The Hungry Rule in Multisyllable Words -ss, -ck				
4	4a	Complex Ends (Ending Blends)				
	4b	Suffixes: -s, -es, -ed, -ing				
		Suffixes: -er (two meanings), -est				
		Suffixes: -ly, -ful, -y, -en, -tion, -sion				
		Suffixes: -less, -ness, -ment, -ible, - able, -ture, -sure				
		Suffixes: Latin and Greek Influence: -ence, -ance, -sive, -ent, -ant, -al, -or, -ous, -cious, -tious, -ary, -cial, -tive, -ate, -ory, -age				

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Concept		Description	Kindergarten	First Grade	Second Grade	Thirds Grade
5	5a	Bully Rule (Doubling Rule)				
	5b	Bully Rule with Silent <i>e</i>				
	5c	Bully Rule with R Family				
	5d	Bully Rule in Multisyllable Words				
6	6	Tall King Think Word Families				
7	7a	Complex Fronts (Beginning Blends)				
	7b	Soft C and Soft G: One Syllable Words				
	7c	Words ending in <i>-ce, -ge, -se, -dge</i>				
8	8a	Vowel Tag				
	8b	Schwa Sound				
	8c	Compound Words		(simple)	(more complex)	
	8d	Er Spelling Pattern				
9	9a	Open Syllable and Silent Magnetic <i>e</i>				
	9b	Bully Rule with Silent <i>e</i>				
	9c	Prefixes: <i>re-, dis-, un-, pre-</i>				
		Prefixes: <i>non-, sub-, mis-, de-</i>				
		Prefixes: <i>ex-, con-, pro-, im-, in-, il-, ir-, auto-, post-</i>				
		Prefixes: <i>bio-, geo-, micro-, anit-, super-</i>				
		Prefixes: <i>inter-, intro-, trans-, ab-, ob-, cor-</i>				
	9d	Consonant <i>-le</i> Words				
9.5	9.5a	Changing				
	9.5b	Dividing Words into Syllables				
10	10a	Best Spelling for Long E One Syllable Words				
	10b	Best Spelling for Long E Multisyllable Words Open <i>e-, e_e-, -y</i>				
	10c	Homonyms with <i>ee, ea</i>				(higher level)

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Concept		Description	Kindergarten	First Grade	Second Grade	Thirds Grade
11	11a	R Family <i>er, ir, ur, ar, or</i>				
	11b	Rebel R /ear/ /air/ /ire/				
	11c	Variations of R Family				
12	12a	Diphthongs <i>au, auw, oo, ou, ow, oi, oy</i>				
	12b	L-ER-N Principle <i>au, ow</i> before <i>l, er, n</i>				
13	13	Walkers <i>(ee, ai, ay, oa, oe, ui, ue)</i>		<i>(ee, ai, ay)</i>	<i>(oe, ui, ue)</i>	
14	14a	Best Spellings for Long A <i>a-, a_e, ai (l,n), -ay</i>				
	14b	Open A and Obscure A				
15	15	Best & Rest Spellings for Long O <i>o-, o_e, -ow, oa, oe</i>				
16	16	Most Kind and Wild Old Words <i>-ost, -ind, -ild, -old</i>				
17	17a	Green Review				
	17b	Pronouns				
	17c	Abbreviations and Acronyms				
	17d	Homonyms				
18	18	Yellow <i>ou, oo, ou, ea, y, igh</i>				
19	19a	Best & Rest Spellings for Long I <i>i-, i_e, -y, -igh</i>				
	19b	CY Change, CY Change for Plurals				
	19c	<i>i</i> in medial open syllables				
	19d	Open <i>i</i> with Long E Sound				
20	20	Reds <i>ei, ey, igh, eu, ew, ie</i>				
21	21	Best & Rest Spellings for Long U <i>u-, u_e, -eu, -ui, -ue</i>				
22	22a	Hard and Soft C and G				
	22b	Revisit <i>-ce, -ge, -se, -dge</i>				
	22c	/k/ Spellings				
23	23a	Revisit <i>-kn, wr-</i>				
	23b	Silent letters				
	23c	Word Origin				
24	24a	Scribal O				
	24b	Captain Words				
25	25	Prefix-Base/Root Word-Suffix Structure				