

**Primary Concepts®**  
**Word Wall Work**  
 Mastering High Frequency Words  
**1481**

Primary Concepts' **Word Wall Work** addresses the following Common Core State Standards.

<b>Common Core State Standards Kindergarten</b>
<b>Reading: Foundational Skills</b>
<b>Phonological Awareness</b>
<b>RF.K.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<ul style="list-style-type: none"> <li>▪ Recognize and produce rhyming words.</li> <li>▪ Count, pronounce, blend, and segment syllables in spoken words.</li> <li>▪ Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>▪ Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>▪ Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>
<b>Phonics and Word Recognition</b>
<b>RF.K.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.
<ul style="list-style-type: none"> <li>▪ Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</li> <li>▪ Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>▪ Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>▪ Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>
<b>Language Standards</b>
<b>Conventions of Standard English</b>
<b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<ul style="list-style-type: none"> <li>▪ Print many upper- and lowercase letters.</li> <li>▪ Use frequently occurring nouns and verbs.</li> <li>▪ Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>▪ Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>▪ Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>▪ Produce and expand complete sentences in shared language activities.</li> </ul>
<b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization,

punctuation, and spelling when writing.
<ul style="list-style-type: none"> <li>▪ Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Recognize and name end punctuation.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Write letter or letters for most consonant and short-vowel sounds (phonemes).</li> </ul>
<ul style="list-style-type: none"> <li>▪ Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>
<b>Vocabulary Acquisition and Use</b>
<b>L.K.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.
<ul style="list-style-type: none"> <li>▪ Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> </ul>

<b>Common Core State Standards Grade 1</b>
<b>Reading: Foundational Skills</b>
<b>Phonological Awareness</b>
<b>RF.1.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<ul style="list-style-type: none"> <li>▪ Distinguish long from short vowel sounds in spoken single-syllable words.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>
<b>Phonics and Word Recognition</b>
<b>RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.
<ul style="list-style-type: none"> <li>▪ Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> </ul>
<ul style="list-style-type: none"> <li>▪ Decode regularly spelled one-syllable words.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Know final -e and common vowel team conventions for representing long vowel sounds.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Decode two-syllable words following basic patterns by breaking the words into syllables.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Read words with inflectional endings.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
<b>Language Standards</b>
<b>Conventions of Standard English</b>
<b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

▪ Print all upper- and lowercase letters.
▪ Use common, proper, and possessive nouns.
• Use singular and plural nouns with matching verbs in basic sentences.
▪ Use personal, possessive, and indefinite pronouns.
▪ Use verbs to convey a sense of past, present, and future.
▪ Use frequently occurring adjectives.
▪ Use frequently occurring conjunctions.
▪ Use determiners.
▪ Use frequently occurring prepositions.
▪ Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<b>L.1.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
▪ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
▪ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

<b>Common Core State Standards Grade 2</b>
<b>Reading: Foundational Skills</b>
<b>Phonics and Word Recognition</b>
<b>RF.2.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.
▪ Distinguish long and short vowels when reading regularly spelled one-syllable words.
▪ Know spelling-sound correspondences for additional common vowel teams.
▪ Decode regularly spelled two-syllable words with long vowels.
▪ Identify words with inconsistent but common spelling-sound correspondences.
▪ Recognize and read grade-appropriate irregularly spelled words.