

BELLA Strategies and the NC Standard Course of Study

<u>Strategy:</u>	<u>Kindergarten:</u>	<u>First:</u>
<p>Say It, Move It (<i>supporting phonemic awareness</i>)</p>	<p>RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. 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/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ 	<p>RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.

<p>Blend As You Go (<i>supporting phonemic awareness and phonics</i>)</p>	<p>RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. 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/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
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<p>(<i>integrating skills to decode unknown words</i>)</p>	<p>RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ</p> <p>RF.K.5 Read emergent-reader texts with purpose and understanding.</p>	<p>a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.5 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>
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<p>Teaching Cognates (<i>supporting comprehension</i>)</p>	<p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.</p> <p>RL.K.7 With prompting and support, describe how the words and illustrations work together to tell a story.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.4 With prompting and support, ask and answer questions about words in a text</p> <p>RI.K.7 With prompting and support, describe how the words and illustrations work together to provide information.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.</p>	<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p> <p>RI.1.7 Use the illustrations and details in a text to describe its</p>
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		<p>key ideas.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic.</p>
<p>Frayer Model (<i>supporting vocabulary</i>)</p>	<p>RL.K.5 Recognize common types of texts.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p>RL.1.5 Explain major differences between books that tell stories and books that give information.</p> <p>RI.1.5 Know and use various text features to locate key facts or information in a text.</p>

<p>Text Talk for Vocabulary (supporting vocabulary)</p>	<p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.</p> <p>RI.K.4 With prompting and support, ask and answer questions about words in a text</p>	<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
<p>Modified DRA (supporting comprehension of a text)</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story</p> <p>RL.K.7 With prompting and support, describe how the words and illustrations work together to tell a story.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe how the words and illustrations work together to provide information</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.</p>	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic.</p>

<p>Writing from Sentence Frames <i>(supporting oral language and comprehension)</i></p>	<p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>RL.1.10 With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.</p> <p>RI.1.10 With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.</p> <p>W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented o</p>
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