

Correlation of

**Phonemic Awareness in Young Children: A Classroom Curriculum**

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and

**Road to the Code: A Phonological Awareness Program for Young Children**

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with

**Maryland's Voluntary Curriculum (Kindergarten & First Grade)**

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1.0 General Reading Processes: Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.								
Pre-Kindergarten		Kindergarten			Grade 1			
A. Phonemic Awareness	Road to the Code	PA in YC	A. Phonemic Awareness	Road to the Code	PA in YC	A. Phonemic Awareness	Road to the Code	PA in YC
<b>1. Discriminate sounds and words</b>								
a. Tell whether sounds are same or different		3A	a. Identify whether isolated sounds are same or different		3A	a. Identify initial, medial, and final sounds in one-syllable words		7E-I, 8D
b. Recognize that letters represent sounds			b. Identify initial and final sounds in a word	initial only-15,20-44	7E-I	b. Compare one-syllable words using initial, medial, and final sounds		8D
c. Identify and repeat initial sounds in words		7A	c. Categorize words as same or different by initial or final sounds	initial only-10,11,14,20,21,23,28,30,31,35,39,41,43	7A	c. Categorize words as same or different by medial sounds		8D
d. Classify words by initial sounds		7A						
<b>2. Discriminate and produce rhyming words and alliteration</b>								
a. Repeat rhyming words		4B-C	a. Repeat and produce rhyming words	1,3,6,18,20,21,28,31,35,39,43	4A,B,D-F	a. Produce sentences with rhyming and alliteration		
b. Repeat phrases and sentences with alliteration			b. Identify and repeat sentences that use alliteration					
c. Discriminate rhyming words from non-rhyming words	1,3,6,18,20,21,28,31,35,39,43							
<b>3. Blend sounds and syllables to form words</b>								
a. Orally blend syllables into a whole word, such as fun-ny=funny		6A,6E	a. Orally blend syllables into a whole word, such as fun-ny=funny		6A,6E	a. Blend 3-4 phonemes into a word, such as f-a-s-t=fast		8G
			b. Orally blend onset and rimes (word families) into a whole word, such as b-at=bat					
			c. Orally blend 2-3 phonemes into one syllable words, such as m-e=me; f-u-n=fun	4-13, 14-19,36-43	8A,8G			

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<b>4. Segment sounds in spoken words and sentences</b>			<b>4. Segment and manipulate sounds in spoken words and sentences</b>			<b>4. Segment and manipulate sounds in spoken words</b>			
a. Clap words in a sentence	2,6,9,10,12		a. Clap words in a sentence	2,6,9,10,12		a. Segment words into syllables			6A,6B
b. Identify the initial sound in a word		7E	b. Clap syllables in a word	2,6,9,10,12	6A-B	b. Segment one-syllable words into phonemes			8A
			c. Say syllables			c. Delete sounds to form new words			7E
			d. Identify the initial sound in a word	8,12,17,28	7C	d. Add sounds to form new words			7F,8C
			e. Segment individual sounds in words	4,7,9,13,17,22,26,29	8B	e. Substitute sounds to form new words			7F
			f. Substitute initial sounds in words to form new words		7F,8C				
<b>1.0 General Reading Processes: Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.</b>									
<b>Pre-Kindergarten</b>			<b>Kindergarten</b>			<b>Grade 1</b>			
B. Phonics	Road to the Code	PA in YC	B. Phonics	Road to the Code	PA in YC	B. Phonics	Road to the Code	PA in YC	
<b>1. Recognize that letters have corresponding sounds</b>			<b>1. Identify letters and corresponding sounds</b>			<b>1. Identify letters and corresponding sounds</b>			
a. Recognize similarities and differences in letter shapes			a. Identify in isolation all upper and lower case letters of the alphabet			a. Produce letter/sound correspondences rapidly (1 per second)			
b. Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p	1,3,4,5,9,10,13,15,19,20,23,25,29,31,35,38		b. Identify letters matched to sounds	1,3,4,5,7,9,10,11,13,15,16,19,20,21,23,25,29,31,33,35,38,44	9B,9D,9E	b. Combine sounds to form letter combinations, such as pl-, bl-, tr-, -nt			
			c. Generate the sounds associated with individual letters and letter patterns, such as s-, st-, -at, -ack, -ed	3,5,10,15,18,20,22,25,26,31,32,34,35,38	9C,9G				

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<b>2. Decode words in grade-level texts</b>			<b>2. Decode words in grade-level texts</b>			<b>2. Decode words in grade-level texts</b>		
a. Identify and name some upper and lower case letters in words, especially those in the student's own name		9A	a. Identify similarities and differences in letters and words		9A,9D	a. Recognize and apply short vowels, long vowels, and "y" as a vowel		
			b. Blend letter sounds in one-syllable words (CVC)		9F,G,H	b. Decode words with letter combinations, such as consonant digraphs, blends, and special vowel patterns		
			c. Use onset and rime (word families) to decode one-syllable words			c. Read one-syllable words fluently (CVC, CVCE)		
						d. Use known word/part to decode unknown words, such as carcard		
<b>3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.</b>								
Pre-Kindergarten			Kindergarten			Grade 1		
A. Comprehension of Literary Text	Road to the Code	PA in YC	A. Comprehension of Literary Text	Road to the Code	PA in YC	A. Comprehension of Literary Text	Road to the Code	PA in YC
<b>4. Use elements of poetry to facilitate understanding</b>								
a. Identify rhyme, rhythm, and repetition in poems read to them		4A	a. Identify rhyme, rhythm, and repetition in poems read to them		4A	a. Identify rhyme, rhythm, and repetition in poems read to them		4A
			b. Retell the events of the poem			b. Summarize the events or tell the meaning of the poem		
<b>4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.</b>								
Pre-Kindergarten			Kindergarten			Grade 1		
A. Writing	Road to the Code	PA in YC	A. Writing	Road to the Code	PA in YC	A. Writing	Road to the Code	PA in YC
<b>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</b>								
a. Recognize that writing conveys meaning			a. Generate ideas and topics for writing			a. Generate ideas and topics and make a plan for writing		
b. Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas			b. Dictate or write words, phrases, or sentences related to ideas or illustrations		9H-extension activity	b. Write a first draft with a main idea and supporting details		

5.0 Controlling Language: Students will control language by applying the conventions of Standard English in speaking and writing.								
Pre-Kindergarten			Kindergarten					
B. Usage	Road to the Code	PA in YC	B. Usage	Road to the Code	PA in YC			
<b>1. Comprehend and apply standard English usage in oral language</b>								
a. Use sentences with subject/verb agreement		5A, 5B	a. Use sentences with subject/verb agreement		5A, 5B			
b. Use correct verb tense			b. Use correct verb tense					
			c. Use sentences with noun/pronoun agreement					
			d. Use commonly confused words correctly, such as <i>get/got, have/has</i>					
<b>6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.</b>								
Pre-Kindergarten			Kindergarten			Grade 1		
A. Listening	Road to the Code	PA in YC	A. Listening	Road to the Code	PA in YC	A. Listening	Road to the Code	PA in YC
<b>1. Demonstrate active listening strategies</b>								
a. Attend to the speaker		3A-H	a. Attend to the speaker		3A-H	a. Attend to the speaker		
						b. Respond appropriately to clarify and understand		
<b>2. Comprehend and analyze what is heard</b>								
a. Determine a speaker's general purpose			a. Determine a speaker's general purpose			a. Determine a speaker's general purpose		
b. Identify rhythms and patterns of language, including rhyme and repetition		4A,4B	b. Identify rhythms and patterns of language, including rhyme and repetition		4A,4B	b. Identify rhythms and patterns of language, including rhyme and repetition		4A,4B
c. Demonstrate an understanding of what is heard by retelling and relating prior knowledge			c. Demonstrate an understanding of what is heard by retelling and relating prior knowledge			c. Demonstrate an understanding of what is heard by retelling and relating prior knowledge		
d. Follow a set of two- or three- step directions		3I	d. Follow a set of two- or three- step directions		3I	d. Follow a set of multi-step directions		3I
e. Listen carefully to expand and enrich vocabulary			e. Listen carefully to expand and enrich vocabulary			e. Listen carefully to expand and enrich vocabulary		
						f. Make judgments based on information from the speaker		