# Reading: Foundational Skills and Vocabulary Acquisition and Use: <br> Print Concepts, Phonics, and Word Recognition 

## Students: DesCartes Statements:

| Students: |
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| $\qquad$RIT 211-220: <br> - Divides words containing the suffix -able or -ible into syllables |

## Students:

RIT 201-210:

- Compares the number of syllables in given words
- Divides words containing a consonant plus -le into syllables
- Divides words containing the suffix -able or -ible into syllables

| Students: | RIT 191-200: <br> - Compares the number of syllables in given words <br> - Determines which word contains a given number of syllables <br> - Divides a given word into syllables (VCCV rule, closed syllables) <br> - Identifies words with the same vowel sound (long a) <br> - Identifies words with the same vowel sound (long u, as in oo) |
| :---: | :---: |
| Students: |  |
|  | RIT 181-190: <br> - Determines which word contains a given number of syllables <br> - Divides a given word into syllables (VCCV rule, closed syllables) <br> - Identifies words with r-controlled vowels that are pronounced the same way <br> - Identifies words with the same long vowel sound <br> - Identifies words with the same vowel sound (digraph) |
| Students: | RIT 171-180: |
|  | - Chooses the word with same initial consonant sound as a given word <br> - Determines the number of parts (syllables) in a given word when examples are used <br> - Determines the number of syllables in a given word <br> - Identifies words with the same short vowel sound |

## Students:

## RIT 161-170:

- Chooses the word with same initial consonant blend (bl, cr) as a given word
- Identifies words with the same short vowel sound


## Students:

RIT 151-160

- Uses consonant digraphs (e.g., sh, th, wh, ch) to make meaningful words from word fragments

