

Common Core State Standards Correlations to Barker Creek's® LM-2600 High Frequency Words Magnets [\(link to site\)](#)

Grade K

Common Core Standards for Reading: Foundational Skills	High Frequency Words
<p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>2. Use magnets to group together words with the same initial, medial, and final phonemes.</p> <ul style="list-style-type: none"> -Group together magnetic words that rhyme. -Count syllables in each magnetic word and group together magnetic words with same number of syllables.
<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight.</p>	<p>3a. Identify and pronounce the primary sound for each magnetic word.</p> <p>3b. Identify long and short sounds in magnetic words and group by spellings.</p> <p>3c. Read each magnetic word.</p>

Common Core Standards for Language	High Frequency Words
<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/. d. Understand and use question words (interrogatives). e. Use the most frequently occurring prepositions. f. Produce and expand complete sentences in shared language activities. 	<p>1b: Group together red and green magnetic words (verbs are color-coded red and nouns are color-coded green).</p> <p>1c: Use -s and -es magnets to add to noun magnets to produce plural nouns and use appropriate adjectives and pronoun magnets (<i>these, two, three, four, etc.</i>) with the plural nouns produced.</p> <p>2d: Identify and use interrogative magnetic words (<i>who, what, when, where, how, why</i>) in sentences.</p> <p>2e: Identify and use purple magnetic words in sentences (prepositions are color-coded purple).</p> <p>2f: Working in teams or small groups, produce complete sentences with magnetic words, then expand sentences by adding adjectives and other parts of speech.</p>
<p>Conventions of Standard English</p> <p>2. Demonstrate command of the conventions of standard English capitalization,</p>	<p>2a: Group together end punctuation magnets and name them. (?, ,, !)</p>



- punctuation, and spelling when writing.
 b. Recognize and name end punctuation.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately.
- b. Use the most frequently occurring inflections and affixes.

3a: Have students look at the magnets : *can, foot, cold, good, play, park, light, and fish*, and have them explain the two meanings of each word and how each meaning is used (verb, noun).

3b: Have students identify use the affix magnets: *-es, -s, -er*.

Vocabulary Acquisition and Use

5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

5a: Have students use group magnetic words into categories such as animals, types of people, transportation, food, and colors.

5b: Find magnetic words that are opposites and place them side-by-side such as: *baby/boy, Mom/Dad, run/walk, sister/brother, slow/fast*, etc.

5d: Group together similar verbs and act them out (*run, walk, jump*).

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Grade 1

Reading Standards: Foundational Skills	High Frequency Words
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print.	1a: Set up sentences with the magnetic words and have students identify the different features of the word. Nouns, verbs, adjectives, pronouns, and prepositions are color-coded. Have students distinguish which color goes with which type of sentence feature.
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	2a: Use the magnetic words as a visual as you pronounce each word. Have the student point to each sound in the word as you pronounce it.
a. Distinguish long from short vowel sounds in spoken single-syllable words.	2c: Use the magnetic words as a visual as you pronounce each word. Have the student point to the initial, medial vowel, and final sounds as you pronounce each one and have the student repeat.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	2d: Use the magnetic words as a visual as you pronounce each word. Have the student point to
d. Segment spoken single-syllable words into their	



complete sequence of individual sounds (phonemes)

each part of the word as they segment the word into the complete sequence of individual sounds.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.

3a: Have students read magnetic words with consonant digraphs such as: *when, where, throw, there, this, than, fish, mother, brother, teacher, weather, the, they, with, these, who, who, what, elephant, she, three, the, short, father, and that.*

Have students group together words with similarly spelled digraphs.

3b. Group together one syllable magnetic words and have students read and spell each one.

3c. Group together magnetic words with final –e and common vowel conventions for representing long vowel sounds and have students correctly read each word.

3d. Have students count the syllables in each magnetic word.

3e. Break two-syllable magnetic words into syllables.

3f. Have students create words with inflectional endings using the *–ing, –s, –es, –ed, –’s, and –er* magnets and have students read each word correctly.

3g. Group together irregularly spelled words and have students read and spell them correctly.

Common Core Language Standards

Conventions of Standard English

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)
- d. Use personal, possessive and indefinite pronouns.
- e. Use verbs to convey a sense of past, present, and future.
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions.
- h. Use determiners.
- i. Use frequently occurring prepositions.
- j. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

High Frequency Words

1b: Have students use magnetic words to construct sentences with common, proper, and possessive nouns then have students identify which type of noun each noun is. Noun magnetic words are color coded green.

1c: Have students use the magnetic words to make short sentences; one sentence column for plural nouns, and one column for singular nouns. Have students distinguish between each.

1d: Have students construct and identify sentences using personal, possessive, and indefinite pronouns. Pronoun magnetic words are color-coded yellow.

1e: Have students create sentences with the magnetic words; one sentence using past-tense verbs, one using present-tense verbs, and one using future-tense verbs. Have students distinguish and identify each. Verbs are color-



coded in red. Use the *will*, *-ed*, *-ing* magnets to modify the verbs.

1f: Have students identify and read the magnetic words that are adjectives. These are color-coded in blue. Have students construct sentences using these words.

1g: Have students identify and group conjunctions using the magnetic words. Then have students construct sentences using these conjunctions.

1h: Have students identify and group magnetic words that are determiners. Then have students construct sentences using them.

1i: Have students identify and group magnetic words that are prepositions. These are color-coded in purple. Then have students construct sentences correctly using them.

1j: Have students correctly construct an example of each of the following sentence types with the magnetic words: simple, compound, declarative, interrogative, imperative, and exclamatory.

Conventions of Standard English

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Use end punctuation for sentences.

c. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

2b: Use the end punctuation magnets to properly apply end punctuation to sentences.

2c: Group together words with common spelling patterns and frequently occurring irregular words. Cover each word, read the word to the student and have the student attempt to spell it, then reveal the word so the student can check his or her spelling.

Vocabulary Acquisition and Use

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

b. Define words by category and by one or more key attributes.

c. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

5a: Use the magnetic words to sort into categories and explain what each category is.

5b: Have students choose magnetic words such as mother, dog, flower, igloo, baby bike, etc., and define each by category and one or more key attributes.

c. Have students group together verbs that have similar meaning and have students distinguish the differences between each (ex. Walk, run, jump are all forms of human motion, but walking is slow, running is fast, and when a person jumps he or she goes up and down as well as forward) by either verbally explaining them or acting them out. Verbs are color-coded red. Have students group together adjectives that differ in intensity and have them distinguish the shades of meaning by defining or choosing them. Adjectives are color-coded blue.



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Grade 2

Reading Standards Foundational Skills	High Frequency Words
<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>3a: Group regularly spelled one-syllable magnetic words together for students and have them distinguish long and short vowels while reading them.</p> <p>3b. Group magnetic words by common vowel teams and have students recognize the spelling-sound correspondences for each vowel team.</p> <p>3c. Group together regularly spelled two-syllable words with long vowels and have students decode each.</p> <p>3d. Group together magnetic words with common prefixes and suffixes and have students organize the words by common suffixes and prefixes.</p> <p>3f. Group together magnetic words that are irregularly spelled and have students recognize and read each word.</p>

Language Standards	High Frequency Words
<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>a. Use collective nouns.</p> <p>d. Form and use the past tense of frequently occurring irregular verbs.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences.</p>	<p>1a. Group together nouns and have students distinguish which nouns are collective. Then have students construct sentences using the nouns correctly.</p> <p>d. Display the magnetic words: <i>run, hide, sing, read, see, take, throw, write, and sleep</i>. Have students write the corresponding irregular past-tense verb that goes with each present tense verb.</p> <p>5f: Have students construct sentences with magnetic words, instruct them to make simple and compound sentences.</p>
<p>Vocabulary Acquisition and Use</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>b. Distinguish shades of meaning among closely related verbs and closely related adjectives.</p>	<p>5b: Have students group together closely related verbs and adjectives using the magnetic words, then have students distinguish between each. Verbs are color-coded red, adjectives are color-coded blue.</p>



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Grade 3

Reading Standards	High Frequency Words
<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p>3a: Have students group together words with common suffixes and words with common prefixes. (Ex: <i>smelly, dirty, noisy, funny, silly, crazy, scary...</i> or: <i>mother, father, sister, brother, teacher</i>)</p> <p>3b: Group together words with common Latin suffixes and have students decode. . (Ex: <i>smelly, dirty, noisy, funny, silly, crazy, scary...</i> or: <i>mother, father, sister, brother, teacher</i>)</p> <p>3c: Group together multi-syllable words and have students correctly decode.</p> <p>3d: Group together irregularly spelled words and have students read each one correctly.</p>

Language Standards	High Frequency Words
<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>1a: Have students group together the magnetic words into nouns, pronouns, verbs, adjectives, and adverbs. Then have students explain each type of word and it's function in a sentence.</p> <p>1b. Have students construct sentences using plural nouns, have them construct the plural nouns with the <i>-s</i>, and <i>-es</i>, magnets.</p> <p>1d. Have students distinguish between regular and irregular nouns and group them accordingly.</p> <p>1e: Have students construct sentences using the simple verb tenses using the <i>-ed</i> and <i>will</i> magnets.</p> <p>1f: Have students construct sentences using subject-verb and pronoun-antecedent conventions correctly.</p> <p>1h: Use the <i>for, and, or, after, how, if, that, than, when, and where</i> magnetic words to have students create sentences using coordinating and subordinating conjunctions.</p> <p>1i: Have students construct sentences using the magnetic words. Have students create one of each type of sentences: simple, compound, and complex.</p>
<p>Conventions of Standard English</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and</p>	<p>2d: Use the <i>-'s</i> magnets to form possessives.</p> <p>2e. Have students spell magnetic words while the word is covered. Reveal the magnetic word so the</p>



spelling when writing.
 d. Form and use possessives
 e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

student can check his or her spelling. Have students construct words using the *-ing*, *-ed*, *-es*, *-er*, and *-est* magnets.

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Grade 4

Common Core Standards for Reading: Foundational Skills	High Frequency Words Magnets
<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use Combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>3a. Have students correctly read all High-Frequency Magnetic Words.</p>
Common Core Standards for Language	High Frequency Words Magnets
<p>Conventions of Standard English</p> <p>2 .Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)</p> <p>b. Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)</p> <p>e. Form and use prepositional phrases</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>1a. Use the magnetic words: <i>where</i>, <i>when</i>, and <i>why</i> to have student correctly create sentences using relative adverbs.</p> <p>1b. Set aside the <i>was</i>, <i>am</i>, <i>will</i>, and <i>be</i> magnets. Have students create sentences for each tense using the magnets.</p> <p>1d. Have students use two or more of the adjective magnets (color-coded blue) to create sentences. Make sure they correctly order the adjectives. Adjectives are color-coded blue.</p> <p>1e. Have students make sentences using prepositional phrases correctly. Prepositions are color-coded purple.</p> <p>1f. Have students create sentences with the magnets. Make sure each sentence is complete and does not include inappropriate fragments and run-ons.</p>



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Grade 5

Common Core Standards for Language	High Frequency Words
<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p>	<p>1a. Have students group together the conjunctions, prepositions, and interjections. Have students explain the meaning and function of each.</p> <p>1b. Have students use magnets to construct sentences with each perfect verb tense.</p> <p>1c. Have students create sentences to convey various times, sequences, states, and conditions with verb tense.</p> <p>d. Construct a few sentences, some with inappropriate shifts in verb tenses, and some with appropriate shifts in verb tenses. Have students identify the incorrect sentences, and correct them by rearranging and replacing magnets.</p>
<p>Conventions of Standard English</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?)</p>	<p>2a. Have students create sentences, or create sentences for students that include a series, then have students correctly insert punctuation to separate items in the series.</p> <p>2b. Have students correctly insert the comma magnet to separate introductory elements in sentences.</p> <p>2c. Construct sentences for students and have them correctly use the comma magnet to set off the words yes and no, set off a tag question, and indicate direct address.</p>

