



SHORT VOWELS IN CONTEMPORARY COMMON CORE STANDARDS

In the section on “Reading Standards: Foundational Skills, the Common Core Standards Initiative (CSSI) Pre-K-Grade 12, 2011 asserts that Grade 1 students should be able to:

“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).”

This CSSI document has been amplified and embellished by the New York State Education Department in its New York State P-12 Common Core Learning Standards for English Language Arts and Literacy. Under the heading “Reading Standards: Foundational Skills (K-5), *Phonics and Word Recognition*, the NYS CC states: “*children are expected to demonstrate increasing awareness and competence in all areas that follow*”. Some examples relevant to basic short vowel phonology and orthography:

“Kindergarteners

Print Concepts

...[1]d. Recognize and name all upper- and lower case letters of the alphabet...

Phonological Awareness

...[2]d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words...



...[2]e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words....

...[3]b. Associate the long and short [vowel] sounds with common spellings (graphemes) for the five major vowels...

Grade 1 students

...[2]a. Distinguish long from short vowels 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...

...[3]b. Decode regularly spelled one-syllable words.

c. Know final -e and common vowel team conventions for representing long vowel sounds.”

In an earlier (2005) document, English Language Arts Core Curriculum (Prekindergarten-Grade 12), the following competencies for Pre-K writing are included:

“...Spelling

- *Use sound or invented spelling to spell independently...”*

Kindergarten writing competencies include:

“...Spelling

- *Use developing knowledge of letter-sound correspondences to spell independently (e.g. sound or invented spelling)*



- *Use conventional spelling to spell some common or familiar words...*

“...Handwriting

- *Write legibly some uppercase and lowercase letters...*

Grade 1 reading competencies include:

“Decoding Including Phonics and Structural Analysis

- *Identify and produce letter-sound correspondences, including consonants and short and long vowels...*

Grade 1 reading competencies include:

“Spelling

- *Use developing knowledge of letter-sound correspondence (e.g., sound spelling or invented spelling) to spell independently grade-level decodable words, including words in word families*
- *Represent most phonemes in invented spelling, although not necessarily with conventional spellings (e.g., /k/ /a/ /t/ for cat)...*
- *Spell correctly three- and four-letter short vowel words.*
- *Understand the difference between conventional spelling and sound or invented spelling...*