Hands up for Jolly Phonics and Jolly Grammar

Aligns with the Common Core State Standards (CCSS) from Kindergarten to Grade 3
**Reading Foundational Skills**

**Print Concepts**
- Follow words from left to right, top to bottom, and page by page
- Recognize that spoken words are represented in written language by specific sequences of letters
- Understand that words are separated by spaces in print
- Recognize and name all uppercase and lowercase letters of the alphabet

**Phonological Awareness**
- Recognize and produce rhyming words
- Count, pronounce, blend, and segment syllables in spoken words
- Blend and segment onsets and rimes of single-syllable spoken words
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-vowel (CVC) words
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

**Phonics and Word Recognition**
- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels
- Read common high-frequency words by sight (ex.: the, of, to, you, my, is, are, does)
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ

**Language**

**Conventions of Standard English**
- Print many uppercase and lowercase letters
- Use frequently occurring nouns and verbs
- Form regular plural nouns orally by adding /s/ or /es/
- Understand and use question words
- Use the most frequently occurring prepositions
- Produce and expand complete sentences in shared language activities
- Capitalize the first word in a sentence and the pronoun I
- Recognize and name end punctuation
- Write a letter or letters for most consonant and short vowel sounds (phonemes)
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships

**Phonological Awareness**
- Distinguish long from short vowel sounds in spoken single-syllable words
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

**Phonics and Word Recognition**
- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)
- Decode regularly spelled one-syllable words
- Know final e and common vowel team conventions for representing long vowel sounds
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
- Decode two-syllable words following basic patterns by breaking the words into syllables
- Read words with inflectional endings
- Recognize and read grade-appropriate irregularly spelled words

**Fluency**
- Read emergent-reader texts with purpose and understanding

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**Key**

- Jolly Phonics
- Jolly Grammar 1 & 2
- Jolly Phonics & Grammar 1 & 2
- Jolly Grammar 3

**Grade 1 - Jolly Grammar 1**

**Print Concepts**
- Recognize the distinguishing features of a sentence (ex.: first word, capitalization, ending punctuation)

**Phonological Awareness**
- Distinguish long from short vowel sounds in spoken single-syllable words
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

**Phonics and Word Recognition**
- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)
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**Conventions of Standard English**
- Print all upper and lowercase letters
- Use common, proper, and possessive nouns
- Use singular and plural nouns with matching verbs in basic sentences (ex.: He hops; We hop)
- Use personal, possessive, and indefinite pronouns (ex.: I, me, my; they, them, their, anyone, everything)
- Use verbs to convey a sense of past, present, and future (ex.: Yesterday I walked home; Today I will walk home)
- Use frequently occurring adjectives
- Use frequently occurring conjunctions (ex.: and, but, or, so, because)
- Use determiners (ex.: articles and demonstratives)
- Use frequently occurring prepositions (ex.: during, beyond, toward)
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- Capitalize dates and names of people
- Use end punctuation for sentences
- Use commas in dates and to separate single words in a series
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (ex.: because)

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Our thanks to Deb Bible who helped produce this guide.
The Common Core State Standards (CCSS) and how Jolly Phonics and Jolly Grammar align

**Grade 2 - Jolly Grammar 2**

<table>
<thead>
<tr>
<th>Phonics and Word Recognition</th>
<th>Conventions of Standard English</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Distinguish long and short vowels when reading regularly spelled one-syllable words</td>
<td>✓ Use collective nouns (ex: group)</td>
</tr>
<tr>
<td>✓ Know spelling-sound correspondences for additional common vowel teams</td>
<td>✓ Form and use frequently occurring irregular plural nouns (ex: feet, children, teeth, mice, fish)</td>
</tr>
<tr>
<td>✓ Decode regularly spelled two-syllable words with long vowels</td>
<td>✓ Use reflexive pronouns (ex: myself, ourselves)</td>
</tr>
<tr>
<td>✓ Decode words with common prefixes and suffixes</td>
<td>✓ Form and use the past tense of frequently occurring irregular verbs (ex: sat, hid, told)</td>
</tr>
<tr>
<td>✓ Identify words with inconsistent but common spelling-sound correspondences</td>
<td>✓ Use adjectives and adverbs, and choose between them depending on what is to be modified</td>
</tr>
<tr>
<td>✓ Recognize and read grade-appropriate irregularly spelled words</td>
<td>✓ Produce and expand complete sentences in shared language activities</td>
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**Reading Foundational Skills**

- **Phonics and Word Recognition**
- **Conventions of Standard English**

**Grade 3 - Jolly Grammar 3**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>✓ Know and apply grade-level phonics and word analysis skills in decoding words</td>
<td>✓ Identify and know the meaning of the most common prefixes and derivational suffixes. (JG3 teaches suffixes –less and –ful and several prefixes.)</td>
</tr>
<tr>
<td>✓ Read grade-appropriate irregularly spelled words</td>
<td>✓ Decode words with common Latin suffixes</td>
</tr>
<tr>
<td>✓ Decode multisyllable words</td>
<td>✓ Decode words with common irregularly spelled words</td>
</tr>
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</table>

**Reading Foundational Skills**

- **Phonics and Word Recognition**
- **Conventions of Standard English**

**Language**

<table>
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<tr>
<th>Vocabulary Acquisition and Use</th>
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<td>✓ Determine the meaning of the new word formed when a known affix is added to a known word (ex: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)</td>
<td>✓ Define and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified</td>
</tr>
<tr>
<td>✓ Use a known root word as a clue to the meaning of an unknown word with the same root (ex: company, companion)</td>
<td>✓ Use possessives and possessive pronouns</td>
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<tr>
<td>✓ Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</td>
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**Vocabulary Acquisition and Use**

- **Determine the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies**
- **Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases**
- **Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe**

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