

English Language Arts Foundational Skills (Pre-K-5)

| Grade | Big Ideas | Essential Questions | Concepts | Competencies | Vocabulary | Standards | Eligible Content |
|--------------|--|---|------------------------------|--|---|------------------|-------------------------|
| Pre-K | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Book Handling | Demonstrate proper book orientation Identify the title of a book Practice tracking from top to bottom and left to right with scaffolding | Front of Book Back of Book Title Author Page | CC.1.1.PK.A | - |
| Pre-K | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Print Concepts | Differentiate between numbers, letters, and words. Recognize and name some upper and lower case letters. | Letter Numbers Words Upper Case Lower Case | CC.1.1.PK.B | - |
| Pre-K | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonological Awareness | Recognize rhyming words and alliteration Count syllables in spoken words Segment single syllable spoken words Isolate and pronounce initial sounds | Rhyme Alliteration Syllables Segment Beginning Sound Count | CC.1.1.PK.C | - |
| Pre-K | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonics and Word Recognition | Associate some letters with their names and sounds Identify familiar words and environmental print | Print | CC.1.1.PK.D | - |
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| K | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Book Handling | Utilize book handling skills Communicate “the end” after the last page of the book | | CC.1.1.K.A | - |
| K | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Print Concepts | Recognizing the beginning of text Follow words left to right, top to bottom, and left page to right page. Recognize that spoken words are represented in written language. | Left Right Return Sweep Top Bottom Space | CC.1.1.K.B | - |

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| | | | | <p>Recognize a one to one match between voice and print</p> <p>Understand that words are separated by spaces in print</p> <p>Understand that a word is made up of a specific sequence of letters</p> <p>Identify all upper and lower case letters</p> <p>Identify punctuation marks</p> | <p>Sequence</p> <p>Punctuation</p> <p>Mark</p> <p>Period</p> <p>Question Mark</p> <p>Exclamation Mark</p> <p>Comma</p> | | |
| K | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonological Awareness | <p>Recognize and produce rhyming words</p> <p>Count, pronounce, blend, and segment syllables in spoken words</p> <p>Blend and segment onsets and rhymes of single-syllable spoken words</p> <p>Isolate and pronounce the initial, medial vowel, and final sound in CVC words</p> | <p>Middle Sound</p> <p>End Sound</p> <p>Blend</p> <p>Pronounce</p> <p>Consonant</p> <p>Vowel</p> <p>CVC Words</p> | CC.1.1.K.C | - |
| K | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonics and Word Recognition | <p>Demonstrate basic knowledge of one to one letter sound correspondence</p> <p>Associate the long and short sounds with common spellings for the five major vowels</p> <p>Read grade level high frequency sight words with automaticity</p> <p>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> | <p>Long Vowel</p> <p>Short Vowel</p> <p>Spelling</p> <p>Sight Word</p> <p>Alike</p> <p>Different</p> | CC.1.1.K.D | - |
| | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Fluency | Read emergent reader text with purpose and understanding. | <p>Purpose</p> <p>Fluency</p> | CC.1.1.K.E | - |
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| 1 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Book Handling | Intentionally Blank | | | |
| | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from | Print Concepts | Recognize the distinguishing features of a sentence (e.g. First word, capitalization, and punctuation) | <p>Sentence</p> <p>Capitalization</p> <p>Quotation Marks</p> | CC.1.1.1.B | - |

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| | | informational and literary text? | | | | | |
| 1 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonological Awareness | Distinguish long from short vowel sounds in spoken single syllable words Count, pronounce, blend, and segment syllables in spoken words Orally produce single syllable words, including consonant blends and diagraphs Isolate and pronounce initial, medial, and final vowel sounds in spoken single syllable words Add or substitute individual sounds in one syllable words to make new words | Orally Consonant Blend Diagraph Add Substitute | CC.1.1.1.C | - |
| 1 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonics and Word Recognition | Identify common consonant diagraphs, final -e, and common vowel teams. Decode one and two syllable words with common patterns. Read grade level words with inflectional endings Read grade appropriate irregularly spelled words. | Consonant Diagraph Final –e Vowel Team Decode Inflectional Ending Irregular Patterns | CC.1.1.1.D | - |
| 1 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Fluency | Read on level text with purpose and understanding with accuracy and fluency Read on level text orally with accuracy, appropriate rate, and expression on successive readings Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Text Accuracy Rate Expression Context Self-Correct Rereading | CC.1.1.1.E | - |
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| 2 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonics and Word Recognition | Distinguish long and short vowels when reading regularly spelled one syllable words Decode two syllable words with long vowels and words with common prefixes and suffixes Read grade level high frequency sight words and words with inconsistent but common spelling-sound correspondence Read grade appropriate irregularly spelled words | Prefix Suffix High Frequency Common | CC.1.1.2.D | - |

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| | | | | Know spelling-sound correspondences for additional common vowel teams. | | | |
| 2 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Fluency | Read on level text with purpose and understanding with accuracy and fluency Read on level text orally with accuracy, appropriate rate, and expression on successive readings Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | CC.1.1.2.D | - |
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| 3 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonics and Word Recognition | Identify and know the meaning of the most common prefixes and derivational suffixes Decode words with common Latin suffixes Decode multi-syllable words Read grade appropriate irregularly spelled words. | Multi-Syllable Root Word | CC.1.1.3.D | - |
| 3 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Fluency | Read on level text with purpose and understanding with accuracy and fluency Read on level text orally with accuracy, appropriate rate, and expression on successive readings Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | CC.1.1.3.E | - |
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| 4 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonics and Word Recognition | Use combined knowledge of all letter-sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multi-syllabic words | Syllabication Morphology | CC.1.1.4.D | - |
| 4 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Fluency | Read on level text with purpose and understanding with accuracy and fluency Read on level text orally with accuracy, appropriate rate, and expression on successive readings | | CC.1.1.4.E | - |

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| | | | | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
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| 5 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonics and Word Recognition | Use combined knowledge of all letter- sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multi-syllabic words | | CC1.1.5.D | - |
| 5 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Fluency | Read on level text with purpose and understanding with accuracy and fluency Read on level text orally with accuracy, appropriate rate, and expression on successive readings Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | CC1.1.5.E | - |