

| Foundational Skills: Print Concepts, Phonological Awareness & Phonics: | k | 1 | 2 | 3 | 4 | 5 | 6 |
|--|----------|----------|----------|----------|----------|----------|----------|
| PRINT CONCEPTS: | | | | | | | |
| Use crayons /color to draw | F | M | | | | | |
| Draw pictures and shapes | F | M | | | | | |
| Discover the basic understanding of the organization of print (reading left to right, top to bottom, etc.) | F | M | | | | | |
| Identify capital and lowercase letters of the alphabet | F | M | | | | | |
| Independently identify the front cover, back cover, title page, and left to right correspondence in reading | F | M | | | | | |
| Recognize that spoken words are represented in written language by specific sequences of letters. | F | M | | | | | |
| Understand that words are separated by spaces in print | F | M | | | | | |
| Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | F | M | | | | | |
| | | | | | | | |
| PHONOLOGICAL AWARENESS | | | | | | | |
| Recognize and produce rhyming words. | F | M | | | | | |
| Count, pronounce, blend, and segment syllables in spoken words. | F | M | | | | | |
| Blend and segment onsets and rimes of single-syllable spoken words. | F | M | | | | | |
| Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) | F | M | | | | | |
| Add or substitute individual sounds (phonemes) in simple, one-syllable to make new words | F | M | | | | | |
| | | | | | | | |
| PHONICS | | | | | | | |
| Read common high-frequency words by sight (the, of, to, up, she, my, is, are, do, does) | F | M | | | | | |
| Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. | F | M | | | | | |
| Read & recognize common digraphs and blends | I | F | M | M | M | M | |
| Decode words with long and short vowel sounds | I | F | M | M | M | M | |
| Identify common prefixes and suffixes | | F | F | M | M | M | |
| Read and spell words with silent or unusual sounds | | I | F | F | M | M | |

I = Introduced; F = Focused Instruction; M= Mastery;

| | | | | | | | |
|--|---|---|---|---|---|---|---|
| Decode multi-syllabic words | | I | F | F | M | M | |
| Apply grade level phonics and word analysis skills in decoding | I | F | F | F | M | M | |
| | | | | | | | |
| FLUENCY | | | | | | | |
| Read emergent reader texts with guided reading instruction | F | | | | | | |
| Read sentences with fluency | F | F | M | | | | |
| Read Grade level texts independently | I | | F | F | M | M | M |
| Select appropriate texts for reading | | | I | F | F | F | M |
| | | | | | | | |

| READING LITERATURE | k | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Define the role of author/illustrator within the book | F | M | | F | | | |
| Make inferences | I | F | F | F | | | F |
| Make predictions | I | F | F | F | | | M |
| Make personal connections from text to life | I | F | F | F | F | F | M |
| Make connections from text to text | I | I | I | F | F | F | M |
| Show evidence of text comprehension | I | F | F | F | M | M | M |
| Summarize text | F | F | M | F | | | M |
| Note beginning Middle and end of text | F | M | | M | | | |
| Determine the main idea of a story | I | F | F | M | M | | |
| Compare and contrast elements of a story | | I | F | F | M | M | M |
| Identify characters | | I | F | F | M | M | M |
| Determine character traits and characterization | | I | | I | F | F | F |
| Identify setting | | I | F | F | M | M | M |
| Identify plot (events) | | I | F | F | M | M | M |
| Identify elements of plot using plot map | | | | I | F | F | F |
| Recognize conflicts and problems | | I | F | F | F | M | M |
| Sequence events | | I | F | M | M | M | M |
| Determine cause and effect | | I | I | F | F | M | M |
| Determine the main idea of a story repeated from above | | | | M | I | F | F |
| Identify the theme | | | | | I | f | f |
| Identify and recognize figurative language (personification, simile, metaphor, hyperbole, etc.) | | | | I | F | F | F |
| Determine Point of View | | | | I | I | F | F |
| Distinguish main characters and minor characters | | I | I | i | F | F | F |

I = Introduced; F = Focused Instruction; M= Mastery;

| | | | | | | | |
|--|--|---|---|---|---|---|---|
| Identify protagonists and antagonists | | | | I | | I | F |
| Identify symbolism | | | | | | I | F |
| Identify books by genres (historical fiction, Fantasy, realistic fiction, etc.). | | | I | F | F | F | |
| Identify elements unique to each genre | | | | I | F | F | |
| Compare genres | | | | | I | F | |
| recognize historical context within novel | | | | | | I | F |
| Cite specific examples from text so support viewpoint | | | | I | | | I |
| Use context clues to identify unknown words | | I | I | F | F | F | F |
| Differentiate literal and non-literal meanings of words and phrases in context. | | | | F | | | M |
| Identify synonyms and antonyms of new words | | | F | F | M | M | |
| Build reading stamina | | | I | F | F | M | |
| recognize and define figurative language in poetry | | | | I | I | I | I |
| Students will be able to analyze the theme of a poem. | | | | I | I | I | I |
| Compare and contrast treatment of a subject in different media forms | | | | | I | I | F |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| READING INFORMATIONAL TEXT | k | 1 | 2 | 3 | 4 | 5 | 6 |
|---|----------|----------|----------|----------|----------|----------|----------|
| Use illustrations and other text features to understand text | I | F | F | F | | | |
| Determine main idea of informational text | I | | | | | | |
| Differentiate fact and opinion | | I | F | F | | F | |
| Differentiate fiction and nonfiction | | I | F | | | F | M |
| Identify cause and effect | | I | F | F | F | M | F |
| Draw conclusions based on Facts | | I | F | F | F | M | M |
| Make generalization based on facts | | | | I | F | F | M |
| Make inferences based on text | | I | I | I | F | F | |
| Make predictions | | I | F | F | | M | |
| Identify and use parts of a book (table of contents, index) | | I | I | F | | M | M |
| Read charts & graphs & Maps | | I | F | F | | M | |
| Read newsletters | | I | F | | | | |
| Read advertisements | | | I | F | | | |
| Use reference materials (dictionary, encyclopedia, thesaurus, etc.) | | I | I | F | | M | M |
| Research to find information | | | I | F | F | M | M |
| Evaluate resources | | | I | I | | F | M |
| Identify characteristics of autobiography and biography | | | | F | | | M |
| Follow instructions | I | M | M | M | M | M | M |

I = Introduced; F = Focused Instruction; M= Mastery;

| | | | | | | | |
|--|--|---|--|---|---|---|---|
| Compare and contrast information in text | | | | | I | F | F |
| compare and contrast multiple articles on same subject | | | | | | | M |
| Identify problem and solution | | | | I | | | M |
| Identify main ideas and supporting details | | | | I | | | |
| Find evidence to support an idea | | | | I | F | F | M |
| Summarize text | | | | I | F | F | M |
| Paraphrase text | | | | | | I | F |
| Identify author's purpose | | | | | | F | F |
| Recognize signal words and identify logical organization of text | | | | | | F | M |
| Use organize information learned from a text using a graphic organizer | | | | | | F | M |
| Use context clues to determine new words | | I | | | | | |
| Identify multiple meaning words and select correct meaning | | | | I | | | |
| | | | | | | | |

| WRITING SKILLS | k | 1 | 2 | 3 | 4 | 5 | 6 |
|-------------------------------------|----------|----------|----------|----------|----------|----------|----------|
| Build writing habits and stamina | F | M | | | | | |
| Write words | I | M | | | | | |
| Write sentences | I | I | F | | | | |
| Write paragraphs | | | | I | F | | F |
| Write a Topic Sentence | | | | F | F | | |
| Write Opinions | | I | | F | | | |
| Write Narratives | | I | | F | | | |
| Poetry | | | | | | | I |
| Personal narrative | | | I | F | F | F | F |
| Creative Narratives | | | | F | F | F | |
| Descriptive writing | | | I | F | M | M | F |
| Include dialogue in narrative | | | | I | F | F | F |
| Write informative texts | | | F | F | | | |
| Write reports | | I | F | F | | | F |
| Research facts | | I | | F | | | F |
| Locate Sources | | | | F | I | | F |
| Evaluate sources | | | | | I | | F |
| Cite sources | | | | I | | I | F |
| paraphrase | | | | I | | I | F |
| Define and avoid plagiarism | | | | I | | I | F |
| “How to” reports | | I | | | | | |
| Compare and contrast | | | F | F | | | |
| Write persuasive texts | | | | F | | | |
| Persuasive topics | | | | F | F | | F |
| Persuasive letter | | | | F | | F | |
| Write Letters | | | | F | | | |
| Friendly letters | | F | | | | | |
| Use transitions to organize writing | | | I | I | F | M | M |

I = Introduced; F = Focused Instruction; M= Mastery;

| | | | | | | | |
|---|--|--|---|---|---|---|---|
| Add supporting details in a paragraph | | | I | F | M | M | M |
| Prepare an outline to organize | | | | I | F | F | F |
| Use graphic a variety of graphic organizers | | | | I | F | F | F |
| Use the writing process (plan, draft, edit, revise & publish) | | | | I | I | F | F |
| Publish and present writing to classmates | | | | F | F | F | F |
| Use specific details to show | | | | I | F | F | F |
| Use specific sensory words | | | | I | | F | F |
| Use a computer to produce final copy | | | | I | I | F | F |
| Determine Purpose and audience | | | | | I | I | F |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| LANGUAGE SKILLS | k | 1 | 2 | 3 | 4 | 5 | 6 |
|---|----------|----------|----------|----------|----------|----------|----------|
| GRAMMAR & USAGE | | | | | | | |
| Recognize sentence (subject & predicate) | | | I | F | | M | |
| Combine simple sentences | | | | I | | F | |
| Types of Sentences | | I | | F | | F | |
| Compound subjects and verbs | | | | F | | F | |
| Direct Objects in sentences | | | | | | F | F |
| Predicate Nominatives and Predicate Adjectives | | | | | | I | f |
| Sentence Fragments & run-ons | | I | | F | | I | |
| Nouns | I | | | | | | |
| Plurals | I | F | F | F | | M | M |
| Possessives | | F | F | F | | M | M |
| Recognize compound words | I | F | F | M | | M | M |
| Common, proper | | I | F | F | | M | M |
| Subject Verb Agreement | | | | I | | F | M |
| Nouns as appositives | | | | | | I | F |
| concrete and abstract nouns | | | | | | | I |
| Pronouns | | i | I | F | | | M |
| Pronoun verb agreement | | | I | F | | | M |
| Possessive pronouns | | | | F | | M | F |
| Use pronoun cases correctly (subject, object, possessive) | | | | | | F | f |
| Verbs | I | | | F | | | |
| Verb tenses | | I | F | F | | M | m |
| contractions | | I | F | F | | M | m |
| Action and linking verbs | | | I | F | | M | m |
| Helping verbs | | | | I | | F | M |
| Irregular verbs | | | | I | | F | f |
| Frequently confused verbs (lie/ lay) | | | | I | | I | F |
| Identify infinitives | | | | | | I | f |
| Adjectives & Adverbs | I | I | F | F | | | |
| Comparing Adjectives and adverbs | | | | I | | F | f |

I = Introduced; F = Focused Instruction; M= Mastery;

| | | | | | | | |
|--|---|----|---|---|--|---|---|
| Identify and correctly capitalize proper adjectives | | | | | | | F |
| Prepositions | | | | I | | F | F |
| Identify prepositional phrases | | | | I | | I | F |
| Differentiating adverbs and prepositions | | | | | | | I |
| identify the object of a preposition | | | | | | | I |
| Conjunctions | | I | | | | I | M |
| Interjections | | I | | | | I | M |
| | | | | | | | |
| MECHANICS: | | | | | | | |
| Capitalize first words & "I" | I | F | m | M | | M | |
| End Punctuation marks | I | fm | m | M | | M | |
| Capitalization of proper nouns | | I | I | F | | | |
| Apostrophes & quotation marks | | | I | F | | | M |
| Use commas in sentences, dates, | | | | F | | F | F |
| Use Quotation marks in dialogue | | | | I | | F | M |
| SPELLING / VOCABULARY | | | | | | | |
| Spell simple words phonetically | i | M | | | | | |
| Identify root words; spell correctly | | | | F | | | |
| Memorize spelling words | I | F | F | M | | | |
| define common prefixes and create words using knowledge of prefixes | | I | | F | | I | f |
| define common suffixes and create words using their knowledge of suffixes. | | I | | F | | I | f |
| use knowledge of prefixes and suffixes to build and define words. | | | | I | | I | f |
| break down a word into parts to determine the meaning of an unknown word. | | I | | I | | I | f |
| substitute synonyms for words to determine the meaning of an unknown word. | | | | F | | I | f |
| use a dictionary to determine the definition of an unknown word. | | I | | F | | I | f |
| use a thesaurus to find synonyms for an unknown word. | | | | I | | I | f |
| | | | | | | | |
| | | | | | | | |

| SPEAKING AND LISTENING SKILLS | k | 1 | 2 | 3 | 4 | 5 | 6 |
|---|----------|----------|----------|----------|----------|----------|----------|
| Take part in class conversations | F | | | M | | | |
| Tell personal stories | F | | | M | | | |
| Display "take turn" behaviors | F | | | M | | | |
| Listen to others | F | | | M | | | |
| Speak loudly and clearly | F | | | M | | | |
| Collaborate with a group | | | | F | | | M |
| Follow rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic) | | | | F | | | |
| Initiate, respond and keep a conversation going about a book, story or topic | | | | F | | | |
| Participate in literature circles | | | | F | | | |
| Present story to group | | | | F | | | M |
| Use speech to communicate clearly | | | | F | | | M |
| use proper English when presenting information using visual aids such as a power point | | | | | I | | |

I = Introduced; F = Focused Instruction; M= Mastery;

| | | | | | | | |
|--|--|--|--|---|--|---|---|
| Starting, responding and keeping a conversation going about a book | | | | F | | I | F |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

I = Introduced; F = Focused Instruction; M= Mastery;