

2024-2025 K5 ELA Standards Scope and Sequence

Reading Standards: Foundations of Literacy	Q1	Q2	Q3	Q4
Count the number of words in a spoken sentence. (1.1)	✓	*	*	*
Recognize alliterative spoken words. (1.2)			✓	*
Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs with pictures and spoken words. (1.3)		✓	*	*
Count, segment, and blend phonemes in single syllable words made up of three to four phonemes and compound words. Count, segment, and blend syllables in spoken words including compound words. (1.4)	✓	*	*	*
Blend and segment onsets and rimes of single syllable spoken words. (1.5)		✓	*	*
Orally identify initial, medial, and final phonemes in two- and three-phoneme (i.e., VC and CVC) words, excluding CVC words ending with /l/, /r/, or /x/.(1.6)			✓	*
Delete, add, and substitute the initial, medial, and final phonemes of a spoken CVC word. (1.7)			✓	*
Locate a book's title, front cover, back cover, title page, and where to begin reading. (2.1)	✓	*	*	*
Identify one to one correspondence by pointing to words, noting that there are spaces between words. (2.2)	✓	*	*	*
Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page. (2.3)	✓	*	*	*
Identify the beginning and end of a sentence by locating the capital letter and end of punctuation. (2.4)	✓	*	*	*
Identify letters and words within sentences. (2.5)	✓	*	*	*
Identify, name, and form all upper and lowercase letters with automaticity. (3.1)	✓	*	*	*
Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing. (3.2)	✓	*	*	*
Produce one to one letter sound correspondences for each consonant with automaticity. (3.3)	✓	*	*	*
Identify the vowel and produce the vowel sound in a printed syllable or word when decoding. (3.4)				✓
Blend letter sounds to decode vowel consonant (VC) and consonant vowel consonant (CVC) words in isolation and in text. (3.5)			✓	*
Delete, add, and substitute the initial, medial, and final letters in CVC words to build or make new words. (3.6)			✓	*
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words. (3.7)		✓	*	*
Decode and encode words using VC, CV, CVC, digraphs, and combination qu (3.8)	✓	*	*	*

Read high frequency words commonly found in grade appropriate text with accuracy and automaticity. (4.1)	✓	*	*	*
Read texts orally with accuracy and expression. (4.2)	✓	*	*	*
Read by using letter sound knowledge to segment and blend sounds together, decoding the words by analogy, and using context and visuals from the text to support monitoring and self-correcting (4.3)			✓	*

Reading Standards: Applications of Reading	Q1	Q2	Q3	Q4
Identify and describe the main character(s), setting, and events that move the plot forward. (1.1)		✓	*	*
Identify forms of figurative language to include alliteration and onomatopoeia, as well as descriptive words and rhyme in text.(1.2)			✓	*
Retell familiar stories using main story elements in a literary text. (2.1)		✓	*	*
Retell familiar texts by identifying the topic and supporting details in an informational text. (2.1)		✓	*	*
Identify and explain the roles of the author and the illustrator of a story. (3.1)	✓	*	*	*
Identify and explain the roles of the author and the illustrator in an informational text. (4.1)	✓	*	*	*
Identify and describe the basic characteristics of literary text to include narrative, drama, and poetry. (5.1)			✓	*
Identify and use text features such as titles, headings, subheadings, illustrations, and/or photographs to predict and confirm the topic of informational texts. (5.2)			✓	*
Identify an author's opinion about a topic in an informational text. (5.3)			✓	*
Retell a text orally to enhance comprehension: a. include main character(s), setting, and important events for a story; and b. include topic and supporting details for an informational text. (6.1)		✓	*	*
Determine the meaning of known and unknown words and phrases, choosing from an array of strategies: a. ask and answer questions about words and phrases to determine their meaning; and b. use words and phrases acquired through conversations, being read to, and responding to texts. (7.1)		✓	*	*
Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts: a. sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships; b. deepen understanding of words by relating words to their opposites; and c. identify and explain descriptive words and phrases that suggest feelings or appeal to the senses. (8.1)		✓	*	*

Use knowledge of morphemes to extract meaning from oral language in grade-appropriate content. (9.1)			✓	*
Describe the relationship between visuals (e.g., illustrations, photographs) and the text. (10.1)		✓	*	*

Research				
Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge. (1.1)		✓	*	*

Writing and Oral Communication				
Use a combination of drawing, dictating, and writing to state a topic and communicate an opinion and a supporting reason. (1.1)		✓	*	*
Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting details. (2.1)			✓	*
Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order. (3.1)	✓	*	*	*
Form and use complete simple sentences. When writing: a. capitalize the first word in a sentence and the pronoun I; b. identify and name end punctuation marks (e.g., periods, exclamation points, and question marks); c. identify and use periods to punctuate sentences; d. identify and use common singular and plural nouns; e. identify and use action verbs; and f. identify and use simple and declarative sentences. (4.1)			✓	*
With guidance and support, plan, revise, edit, and build on personal ideas and the ideas of others to strengthen writing. (5.1)			✓	*
Print all uppercase and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences. (6.1)	✓	*	*	*
Present information orally in a logical order of events using conjunctions and temporal words (e.g., before, after). (7.1)		✓	*	*
Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. consider the ideas of others while engaging in conversations. (8.1)	✓	*	*	*
Ask and answer questions in conversation on a topic. (9.1)	✓	*	*	*

High Frequency Words for Teachers **These will not be listed on the actual report card**

The student can read and write the following high frequency words:

the of and a to in was is you that it he for