



English Language Arts in the Elementary School

English Language Arts in the Elementary School is taught through units of study focused on the acquisition of skills that enable students to comprehend and utilize English in authentic tasks. The ES at ISK use elements of the Writers and Readers Workshop model and support the acquisition of these skills.

English Language Arts Scope and Sequence **KG - G2**

RC 1 Reading Foundational Skills

RC 1 Reading Foundational Skills		
Phonics and Word Recognition		
KG	Gr 1	Gr 2
RF1a Follow words from left to right, top to bottom, and page by page.	RF1 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	N/A
RF1b Recognize that spoken words are represented in written language by specific sequences of letters.		
RF1c Understand that words are separated by spaces in print.		
RF1d Recognize and names all upper- and lowercase letters of the alphabet.		



RC 1 Reading Foundational Skills		
Phonics and Word Recognition		
KG	Gr 1	Gr 2
RF2a Recognize and produce rhyming words.	RF2a Distinguish long from short vowel sounds in spoken single-syllable words.	N/A
RF2b Count, pronounce, blends and segments syllables in spoken words.	RF2b Orally produces single-syllable words by blending sounds (phonemes), including consonant blends.	
RF2c Blend and segment onsets and rimes of single syllable spoken words.	RF2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	
RF2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	RF2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
RF2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		

RC 1 Reading Foundational Skills		
Phonics and Word Recognition		
KG	Gr 1	Gr 2
RF3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	RF3a Know the spelling-sound correspondences for common consonant digraphs.	RF3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	RF3b Decode regularly spelled one-syllable words.	RF3b Know spelling-sound correspondences for additional common vowel teams.
RF3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	RF3c Know final -e and common vowel team conventions for representing long vowel sounds.	RF3c Decode regularly spelled two-syllable words with long vowels.



RF3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	RF3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	RF3d Decode words with common prefixes and suffixes.
	RF3e Decode two-syllable words following basic patterns by breaking the words into syllables.	RF3e Identify words with inconsistent but common spelling-sound correspondences.
	RF3f Read words with inflectional endings.	RF3f Recognize and reads grade-appropriate irregularly spelled words.
	RF3g Recognize and reads grade-appropriate irregularly spelled words.	

RC 1 Reading Foundational Skills		
Fluency		
KG	Gr 1	Gr 2
RF4 Read emergent-reader texts with purpose and understanding.	RF4a Read grade-level text with purpose and understanding.	RF4a Read grade-level text with purpose and understanding.
	RF4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
	RF4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RC 2 Reading Literature

RC 2 Reading Literature		
Key Ideas and Details		
KG	Gr 1	Gr 2
RL1 With prompting and support, asks and answers questions about key details in a text.	RL1 Ask and answer questions about key details in a text.	RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key



		details in a text.
RL2 With prompting and support, retells familiar stories, including key details.	RL2 Retell stories, including key details, and demonstrates understanding of their central message or lesson.	RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL3 With prompting and support, identifies characters, settings, and major events in a story.	RL3 Describe characters, settings, and major events in a story, using key details.	RL3 Describe how characters in a story respond to major events and challenges.

RC 2 Reading Literature

Craft and Structure

KG	Gr 1	Gr 2
RL4 Ask and answer questions about unknown words in a text.	RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL5 Recognize common types of texts (e.g., storybooks, poems).	RL5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RL5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL6 With prompting and support, names the author and illustrator of a story and defines the role of each in telling the story.	RL6 Identify who is telling the story at various points in a text.	RL6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RC 2 Reading Literature

Integration of Knowledge and Ideas

KG	Gr 1	Gr 2
RL7 With prompting and support, describes the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RL7 Use illustrations and details in a story to describe its characters, setting, or events.	RL7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL9 With prompting and support, compares and contrasts the	RL9 Compare and contrast the adventures and experiences of	RL9 Compare and contrast two or more versions of the same story (e.g.,



adventures and experiences of characters in familiar stories.	characters in stories.	Cinderella stories) by different authors or from different cultures.
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RC 2 Reading Literature		
Range of Reading and Level of Text Complexity		
KG	Gr 1	Gr 2
RL10 Actively engage in group reading activities with purpose and understanding.	RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	RL10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RC 3 Reading Information Texts

RC 3 Reading Information Texts		
Key Ideas and Details		
KG	Gr 1	Gr 2
RI1 With prompting and support, asks and answers questions about key details in a text.	RI1 Ask and answer questions about key details in a text.	RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI2 With prompting and support, identifies the main topic and retells key details of a text.	RI2 Identify the main topic and retells key details of a text.	RI2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI3 With prompting and support, describes the connection between two individuals, events, ideas, or pieces of	RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical



information in a text.		procedures in a text.
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RC 3 Reading Information Texts

Craft and Structure

KG	Gr 1	Gr 2
RI4 Ask and answer questions about unknown words in a text.	RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RI4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI5 Identify the front cover, back cover, and title page of a book.	RI5 Know and uses various text features to locate key facts or information in a text.	RI5 Know and uses various text features to locate key facts or information in a text efficiently.
RI6 Name the author and illustrator of a text and defines the role of each in presenting the ideas or information in a text.	RI6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RC 3 Reading Information Texts

Integration of Knowledge and Ideas

KG	Gr 1	Gr 2
RI7 With prompting and support, describes the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	RI7 Use the illustrations and details in a text to describe its key ideas.	RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI8 With prompting and support, identifies the reasons an author gives to support points in a text.	RI8 Identify the reasons an author gives to support points in a text.	RI8 Describe how reasons support specific points the author makes in a text.
RI9 With prompting and support, identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI9 Compare and contrast the most important points presented by two texts on the same topic.



RC 3 Reading Information Texts		
Range of Reading and Level of Text Complexity		
KG	Gr 1	Gr 2
RI10 Actively engage in group reading activities with purpose and understanding.	RI10 With prompting and support, read informational texts appropriately complex for grade 1.	RI10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RC 4 Writing

RC 4 Writing		
Text Types and Purposes		
KG	Gr 1	Gr 2
W1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book	W1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supplies reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provides a concluding statement or section.
W2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	W2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	W2 Write informative/explanatory texts in which they introduce a topic, uses facts and definitions to develop points, and provides a concluding statement or section.
W3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	W3 Write narratives in which they recount a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, uses temporal words to signal event order, and provide a sense of closure.



RC 4 Writing		
Production and Distribution of Writing		
KG	Gr 1	Gr 2
W5 With guidance and support, responds to questions and suggestions from peers and adds details to strengthen writing as needed.	W5 With guidance and support, focuses on a topic, responds to questions and suggestions from peers, and adds details to strengthen writing as needed.	W5 With guidance and support, focuses on a topic and strengthen writing as needed by revising and editing.
W6 With guidance and support, explores a variety of digital tools to produce and publish writing, including in collaboration with peers.	W6 With guidance and support, uses a variety of digital tools to produce and publish writing, including in collaboration with peers.	W6 With guidance and support, uses a variety of digital tools to produce and publish writing, including in collaboration with peers.

RC 4 Writing		
Research to Build and Present Knowledge		
KG	Gr 1	Gr 2
W7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	W7 Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).	W7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W8 With guidance and support, recalls information from experiences or gather information from provided sources to answer a question.	W8 With guidance and support, recalls information from experiences or gathers information from provided sources to answer a question.	W8 Recall information from experiences or gathers information from provided sources to answer a question

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RC 5 Language Use

RC 5 Language Use		
Conventions of Standard English		
KG	Gr 1	Gr 2
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L1a Print many upper- and lowercase letters.	L1a Print all upper- and lowercase letters.	L1a Use collective nouns (e.g., group).
L1b Use frequently occurring nouns and verbs.	L1b Use common, proper, and possessive nouns.	L1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
L1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	L1c Use singular and plural nouns with matching verbs in basic sentences	L1c Use reflexive pronouns (e.g., myself, ourselves).
L1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	L1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	L1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	L1e Use verbs to convey a sense of past, present, and future	L1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
L1f Produce and expand complete sentences in shared language activities.	L1f Use frequently occurring adjectives.	L1f Produce, expand, and rearrange complete simple and compound sentences
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L2a Capitalize the first word in a sentence and the pronoun I	L1h Use determiners (e.g., articles, demonstratives).	L2a Capitalize holidays, product names, and geographic names.
L2b Recognize and name end punctuation.	L1i Use frequently occurring prepositions (e.g., during, beyond, toward).	L2b Use commas in greetings and closings of letters.
L2c Write a letter or letters for most	L1j Produce and expand complete	L2c Use an apostrophe to form



consonant and short-vowel sounds (phonemes).	simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	contractions and frequently occurring possessives.
L2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2d Generalize learned spelling patterns when writing words
	L2a Capitalize dates and names of people.	L2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	L2b Use end punctuation for sentences.	Knowledge of Language
	L2c Use commas in dates and to separate single words in a series.	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	L3a Compare formal and informal uses of English.
	L2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	.

RC 5 Language Use

Vocabulary Acquisition and Use

KG	Gr 1	Gr 2
L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	L4a Use sentence-level context as a clue to the meaning of a word or phrase.	L4a Use sentence-level context as a clue to the meaning of a word or phrase.
L4b Use the most frequently occurring	L4b Use frequently occurring affixes as	L4b Determine the meaning of the new



inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	a clue to the meaning of a word.	word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
L5 With guidance and support, explores word relationships and nuances in word meanings.	L4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	L4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
L5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	L5 With guidance and support, demonstrates understanding of word relationships and nuances in word meanings.	L4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
L5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	L5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	L4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).	L5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	L5 Demonstrate understanding of word relationships and nuances in word meanings.
L5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	L5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).	L5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	L5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	L5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
	L6 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 (e.g., because).	L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RC 6 Speaking and Listening



RC 6 Speaking and Listening		
Comprehension and Collaboration		
KG	Gr 1	Gr 2
LS1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	LS1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	LS1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LS1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	LS1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	LS1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LS1b Continue a conversation through multiple exchanges.	LS1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	LS1b Build on others' talk in conversations by linking their comments to the remarks of others.
LS2 Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	LS1c Ask questions to clear up any confusion about the topics and texts under discussion.	LS1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
LS3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	LS2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	LS2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	LS3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	LS3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.



RC 6 Speaking and Listening

Presentation of Knowledge and Ideas

KG	Gr 1	Gr 2
LS4 Describe familiar people, places, things, and events and, with prompting and support, provides additional detail.	LS4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	LS4 Tell a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LS5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	LS5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	LS5 Create audio recordings of stories or poems; adds drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LS6 Speak audibly and express thoughts, feelings, and ideas clearly.	LS6 Produce complete sentences when appropriate to task and situation.	LS6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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