ELA ESSENTIAL STANDARDS CHARTS

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| What is it We Expect Students to Learn? | | | | | |
| Description of Standard | Example of Rigor | Prerequisite Skills | Extension of the Standard | When Taught | Common Formative Assessment |
| What is the essential standard to be learned? Describe in student-friendly vocabulary | What does proficient student work look like on a rigorous task? Provide an example and/or description. | What prior knowledge, skills, and vocabulary are needed for a student to master this standard? | What will we do when students have already learned this standard? | When will this standard be taught? How often will we spiral back to this? | What assessments will be used to measure student mastery? |
| ELAGSEKRF1d & ELAGSEKL1a  Recognize, name, & print all capital letters and lower-case letters | Students can  - name and print all 52 letters of the alphabet.  - hold a pencil correctly. | Sounds of letters | Aug – May | Daily | Checklist |
| **I can** name and print all 52 letters of the alphabet.  **This means** I can say and write all the letters of the alphabet. | | | | | |

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| ELAGSEKRF3a: Know & apply letter sounds for all consonants | Writing sounds in words | Letter identification and formation | Move to digraphs | Daily  Aug-May | Checklist and WODs |
| **I can** identify all consonant sounds and apply to my writing.  **This means** I can write the letters of consonant sounds that I hear in words I am writing. | | | | | |

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| ELAGSEKRF3b: Know & apply letter sounds for all vowel sounds (long & short) | Writing sounds in words | Letter identification and formation | Move to vowels pairs and/or silent e | Daily  Aug-May | Checklist and WODs |
| **I can** identify all vowel sounds and apply to my writing.  **This means** I can write the letters of vowel sounds that I hear in words I am writing. | | | | | |

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| ELAGSEKRL1, 2, 3: retell w/ character(s), setting, key details | Student can independently retell a story orally. | Knowledge of key details and what a story is. | Write a retell | Aug-May  Daily with read alouds. | Observation  HCLI |
| **I can** retell a story.  **This means** I can tell what a story is about, what happened, where it happened, and who it was about. | | | | | |

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| ELAGSEKRF2c Blend & segment onsets & rimes | Decoding CVC words while reading with 100% accuracy. | Letter sounds, blending of sounds | Move onto blends and digraphs | Aug-May  Daily | Observations  HCLI |
| **I can** blend sounds into words.  **This means** I can use word parts to make new words. | | | | | |

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| ELAGSEKW1, 2, 3: Use a combination of drawing, dictating, and writing to produce an opinion, informative, and narrative pieces | Students can write at least three complete sentences on topic with drawings. | Letter ID, sounds, formation. | Write a readable piece without benefit of dictating. | All Units  Daily writing | WOD |
| **I can** write an opinion. **I can** an All About. **I can** a How-To. **I can** write a story.  **This means** I can write about how I feel about something.  **This means** I can wite a story about what, who, and where something happened.  **This means** I can write to teach others about something real. | | | | | |