CORE Literacy Services Align with the Common Core State Standards
English Language Arts (K–5)

CORE Elementary Literacy Services Alignment with Common Core State Standards

CORE Elementary Reading Academy, writing instruction workshop, and on-site implementation support the research-based elements of effective literacy instruction as defined by the National Reading Panel:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Writing Instruction

These correspond to the English Language Arts focus areas in the Common Core State Standards for all grade levels, as follows:

1. Reading: Foundational Skills (Phonological Awareness, Phonics, Fluency)
2. Language (Vocabulary)
3. Reading: Literature (Comprehension)
4. Reading: Informational Text (Comprehension)
5. Writing (Writing Instruction)

CORE® Literacy Services Align with the Common Core State Standards English Language Arts (K–5)

Common Core Strand	Focus Area	Standards	Corresponding CORE Service
Reading: Foundational Skills	**Print Concepts**	• Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper- and lowercase letters of the alphabet. (K) • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (1)	**Elementary Reading Academy, Session 1:** Linguistics and Early Literacy
	Phonological Awareness	Kindergarten: • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.) • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Grades 1–2: • Distinguish long from short vowel sounds in spoken single-syllable words. • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (1–2)	**Elementary Reading Academy, Session 2:** Phonemic Awareness and Phonics Also for intervention with upper elementary

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Reading: Foundational Skills	**Phonics and Word Recognition**	Kindergarten: • Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. • Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. • Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Grades 1 –2: • Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). • Decode regularly spelled one-syllable words. • Know final *–e* and common vowel team conventions for representing long vowel sounds. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode two-syllable words following basic patterns by breaking the words into syllables. • Read words with inflectional endings. • Recognize and read grade-appropriate irregularly spelled words. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondences for additional common vowel teams. • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences.	**Elementary Reading Academy, Sessions 2 and 3:** Phonemic Awareness and Phonics Multisyllabic Words and Fluency

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Reading: Foundational Skills	**Phonics and Word Recognition (cont.)**	Grade 3: • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multisyllabic words. • Read grade-appropriate irregularly spelled words. Grades 4–6: • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**Elementary Reading Academy, Sessions 2 and 3:** Phonemic Awareness and Phonics Multisyllabic Words and Fluency
	Fluency	Grades 1–6: • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression.	**Elementary Reading Academy, Session 3:** Multisyllabic Words and Fluency

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Language	**Vocabulary Acquisition and Use**	• Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). • Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. • Use sentence-level context as a clue to the meaning of a word or phrase. • Identify frequently occurring root words (e.g., *look*) and their inflectional forms. • Sort/define words into categories. • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). • Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	**Elementary Reading Academy, Session 4:** Vocabulary

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Language	**Conventions of Standard English**	• Understand differences between modern and traditional grammar approaches. • Learn sentence elements (subjects, verbs, adverbials, and objects) and parts of speech (adverbs, nouns, adjectives, pronouns, and conjunctions). • Learn effective instructional methods for teaching syntactic structures, sentence complements, prepositions, and clause patterns.	**Preparing Proficient Elementary Writers Through Strong Language Foundations Workshop**
Reading: Literature	**Key Ideas and Details**	• Retell familiar stories and key details. • Identify story elements (character, setting, major events, plot, theme). • Demonstrate understanding of the central message. • Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	**Elementary Reading Academy, Session 5:** Comprehension
	Craft and Structure	• Identify who is telling the story. • Identify text structures in literary and narrative text. • Identify and explain point of view.	
	Integration of Knowledge and Ideas	• Compare/ contrast stories and classical works from a variety of cultures and genres.	
	Range of Reading and Level of Text Complexity	• Read from a variety of genres. • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grade-level complexity band.	

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Reading: Informational Text	**Key Ideas and Details**	• Identify facts from listening to informational text. • Identify main topic and key details. • Answer questions about key idea and details. • Explain events, procedures, ideas, or concepts from informational text. • Summarize information.	**Elementary Reading Academy, Session 5:** Comprehension
	Craft and Structure	• Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	
	Integration of Knowledge and Ideas	• Use illustrations and graphic information to talk about an informational text. • Identify opinions and supporting evidence. • Distinguish fact from opinion. • Identify informational text organizing features and text structures and signal words (compare/contrast, problem/solution, cause/effect, time order).	
	Range of Reading and Level of Text Complexity	• By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade-level text complexity band proficiently, with scaffolding as needed at the high end of the range.	

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Writing	**Text Types and Purposes**	• Understand expository text structures • Create strong transitions • Compose opening and closing statements	**Preparing Proficient Elementary Writers Through Strong Language Foundations Workshop**
	Production and Distribution of Writing	• Understand sentence structure and paragraph structure. • Understand organizational structures.	