

## Scope and Sequence

	GR K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6
<b>Reading</b>							
<b>Concepts About Print</b>							
Understand that print provides information							
Understand how print is organized and read							
Know left-to-right and top-to-bottom directionality							
Distinguish letters from words							
Recognize name							
Name and match all uppercase and lowercase letter forms							
Understand the concept of word and construct meaning from shared text, illustrations, graphics, and charts							
Identify letters, words, and sentences							
Recognize that sentences in print are made up of words							
Identify the front cover, back cover, title page, title, and author of a book							
Match oral words to printed words							
<b>Phonemic Awareness</b>							
Understand that spoken words and syllables are made up of sequences of sounds							
Count and track sounds in a syllable, syllables in words, and words in sentences							
Know the sounds of letters							
Track and represent the number, sameness, difference, and order of two or more isolated phonemes							
Match, identify, distinguish, and segment sounds in initial, final, and medial position in single-syllable spoken words							
Blend sounds (phonemes) to make words or syllables							
Track and represent changes in syllables and words as target sound is added, substituted, omitted, shifted, or repeated							
Distinguish long- and short-vowel sound in orally stated words							
Identify and produce rhyming words							
<b>Decoding: Phonic Analysis</b>							
Understand and apply the alphabetic principle							
Consonants: single, blends, digraphs in initial, final, medial positions	●	●	●	●			
Vowels: short, long, digraphs, r-controlled, variant, schwa		●	●	●			
Match all consonant and short-vowel sounds to appropriate letters	●	●					
Understand that as letters in words change, so do the sounds	●	●					
Blend vowel-consonant sounds orally to make words or syllables	●	●					
Blend sounds from letters and letter patterns into recognizable words							
<b>Decoding: Structural Analysis</b>							
Inflectional endings, with and without spelling changes: plurals, verb tenses, possessives, comparatives-superlatives		●	●	●			
Contractions, abbreviations, and compound words		●	●	●			
Prefixes, suffixes, derivations, and root words			●	●	●	●	●
Greek and Latin roots					●	●	●
Letter, spelling, and syllable patterns							
Phonograms/word families/onset-rimes							
Syllable rules and patterns							

**Key**

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<b>Decoding: Strategies</b>							
Visual cues: sound/symbol relationships, letter patterns, and spelling patterns		●					
Structural cues: compound words, contractions, inflectional endings, prefixes, suffixes, Greek and Latin roots, root words, spelling patterns, and word families		●					
Cross-check visual and structural cues to confirm meaning							
<b>Word Recognition</b>							
One-syllable and high-frequency words	●	●	●				
Common, irregular sight words	●	●	●				
Common abbreviations			●				
Lesson vocabulary		●	●	●	●	●	●
<b>Fluency</b>							
Read aloud in a manner that sounds like natural speech							
Read aloud accurately and with appropriate intonation and expression		●	●	●	●	●	●
Read aloud narrative and expository text with appropriate pacing, intonation, and expression			●	●	●	●	●
Read aloud prose and poetry with rhythm and pace, appropriate intonation, and vocal patterns			●	●	●	●	●
<b>Vocabulary and Concept Development</b>							
Academic language							
Classify-categorize		●					
Antonyms			●	●	●	●	●
Synonyms			●	●	●	●	●
Homographs				●			
Homophones				●		●	
Multiple-meaning words			●		●	●	●
Figurative and idiomatic language					●	●	●
Context/context clues			●	●	●	●	●
Content-area words							
Dictionary, glossary, thesaurus			●	●	●		
Foreign words							●
Connotation-denotation							
Word origins (acronyms, clipped and coined words, regional variations, etymologies, jargon, slang)							
Analogies							
Word structure clues to determine meaning			●	●	●		●
Inflected nouns and verbs, comparatives-superlatives, possessives, compound words, prefixes, suffixes, root words			●	●	●	●	●
Greek and Latin roots, prefixes, suffixes, derivations, and root words					●	●	●
Develop vocabulary							
Listen to and discuss text read aloud							
Read independently							
Use reference books							

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Comprehension and Analysis of Text							
Ask/answer questions							
Author's purpose		●	●	●	●	●	●
Author's perspective					●	●	●
Propaganda/bias							
Background knowledge: prior knowledge and experiences							
Cause-effect		●	●	●	●	●	●
Compare-contrast		●	●	●	●	●	●
Details		●	●	●	●	●	●
Directions; one-, two-, multi-step			●	●	●		●
Draw conclusions		●			●	●	●
Fact-fiction				●	●	●	●
Fact-opinion					●	●	
Higher-order thinking							
Analyze, critique, and evaluate, synthesize, and visualize text and information							
Interpret information from graphic aids			●	●		●	●
Locate information			●		●		
Book parts				●	●		
Text features				●	●		
Alphabetical order		●		●			
Main idea: stated/unstated		●	●	●	●	●	●
Main idea and supporting details		●	●	●	●	●	●
Make generalizations						●	
Make inferences		●	●	●	●	●	
Make judgments						●	●
Make predictions/predict outcomes		●	●	●	●		
Monitor comprehension							
Adjust reading rate, create mental images, reread, read ahead, set/adjust purpose, self-question, summarize/paraphrase, use graphic aids, text features, and text adjuncts					●		
Paraphrase/restate facts and details					●	●	
Preview							
Purpose for reading							
Organize information							
Alphabetical order							
Numerical systems/outlines							
Graphic organizers							
Referents							
Retell stories and ideas			●	●			
Sequence		●		●	●	●	●
Summarize			●	●	●	●	●
Text structure							
Narrative text			●	●	●	●	●
Informational text (compare and contrast, cause and effect, sequence/chronological order, proposition and support, problem and solution)			●	●	●	●	●

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<b>Study Skills</b>							
Follow and give directions			●	●	●		●
Apply plans and strategies: KWL, question-answer relationships, skim and scan, note taking, outline, questioning the author, reciprocal teaching							●
Practice test-taking strategies							
<b>Research and Information</b>							
Use resources and references			●	●	●	●	●
Understand the purpose, structure, and organization of various reference materials							
Title page, table of contents, chapter titles, chapter headings, index, glossary, guide words, citations, end notes, bibliography			●	●	●		
Picture dictionary, software, dictionary, thesaurus, atlas, globe, encyclopedia, telephone directory, online information, card catalog, electronic search engines and databases, almanac, newspaper, journals, periodicals			●	●	●	●	●
Charts, maps, diagrams, timelines, schedules, calendar, graphs, photos			●		●	●	●
Choose reference materials appropriate to researching purpose					●	●	●
<b>Viewing/Media</b>							
Interpret information from visuals (graphics, media, including illustrations, tables, maps, charts, graphs, diagrams, timelines)			●	●			●
Analyze the ways visuals, graphics, and media represent, contribute to, and support meaning of text							●
Select, organize, and produce visuals to complement and extend meaning							
Use technology or appropriate media to communicate information and ideas							
Use technology or appropriate media to compare ideas, information, and viewpoints							
Compare, contrast, and evaluate print and broadcast media							
Distinguish between fact and opinion							
Evaluate the role of media							
Analyze media as sources of information, entertainment, persuasion, interpretation of events, and transmission of culture							
Identify persuasive and propaganda techniques used in television and identify false and misleading information							
Summarize main concept and list supporting details and identify biases, stereotypes, and persuasive techniques in a nonprint message							
Support opinions with detailed evidence and with visual or media displays that use appropriate technology							
<b>Literary Response and Analysis</b>							
<b>Genre Characteristics</b>							
Know a variety of literary genres and their basic characteristics			●	●			
Distinguish between fantasy and realistic text							
Distinguish between informational and persuasive texts							
Understand the distinguishing features of literary and nonfiction texts: everyday print materials, poetry, drama, fantasies, fables, myths, legends, and fairy tales			●	●			
Explain the appropriateness of the literary forms chosen by an author for a specific purpose							

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<b>Literary Elements</b>							
<b>Plot/Plot Development</b>							
Important events		●	●	●			
Beginning, middle, end of story		●	●	●			
Problem/solution		●	●	●			●
Conflict					●	●	●
Conflict and resolutions/causes and effects					●	●	●
Compare and contrast			●	●	●	●	
<b>Character</b>							
Identify		●	●				
Identify, describe, compare and contrast			●	●	●		
Relate characters and events							●
Traits, actions, motives				●	●	●	●
Cause for character's actions					●	●	
Character's qualities and effects on plot					●	●	●
<b>Setting</b>							
Identify and describe		●	●	●			
Compare and contrast			●	●			●
Relate to problem/resolution							●
<b>Theme</b>							
Theme/essential message				●	●	●	●
Universal themes							●
<b>Mood/Tone</b>							
Identify							●
Compare and contrast							
<b>Literary Devices/Author's Craft</b>							
Rhythm, rhyme, pattern, and repetition							●
Alliteration, onomatopoeia, assonance, imagery						●	●
Figurative language (similes, metaphors, idioms, personification, hyperbole)				●	●	●	●
Characterization/character development				●	●	●	●
Dialogue							
Narrator/narration							
Point of view (first-person, third-person, omniscient)						●	●
Informal language (idioms, slang, jargon, dialect)							
<b>Response to Text</b>							
Relate characters and events to own life							
Read to perform a task or learn a new task							
Recollect, talk about, and write about books read							
Describe the roles and contributions of authors and illustrators							
Generate alternative endings and identify the reason and impact of the alternatives							
Compare and contrast versions of the same stories that reflect different cultures							
Make connections between information in texts and stories and historical events							
Form ideas about what had been read and use specific information from the text to support these ideas							

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<b>Response to Text (continued)</b>							
Know that the attitudes and values that exist in a time period or culture affect stories and informational articles written during that time period							
<b>Self-Selected Reading</b>							
Select material to read for pleasure							
Read a variety of self-selected and assigned literary and informational texts							
Use knowledge of authors' styles, themes, and genres to choose own reading							
Read literature by authors from various cultural and historical backgrounds							
<b>Cultural Awareness</b>							
Connect information and events in texts to life and connect life to text experiences							
Compare language, oral traditions, and literature that reflect customs, regions, and cultures							
Identify how language reflects regions and cultures							
View concepts and issues from diverse perspectives							
Recognize the universality of literary themes across cultures and language							
<b>Writing</b>							
<b>Writing Strategies</b>							
Writing process: prewriting, drafting, revising, proofreading, publishing							
Collaborative, shared, time writing, writing to prompts		●	●	●	●	●	●
Evaluate own and others' writing							
Proofread writing to correct convention errors in mechanics, usage, punctuation, using handbooks and references as appropriate				●	●	●	●
<b>Organization and Focus</b>							
Use models and traditional structures for writing							
Select a focus, structure, and viewpoint							
Address purpose, audience, length, and format requirements							
Write single- and multiple-paragraph compositions			●	●	●	●	●
<b>Revision Skills</b>							
Correct sentence fragments and run-ons							
Vary sentence structure, word order, and sentence length							
Combine sentences							
Improve coherence, unity, consistency, and progression of ideas							
Add, delete, consolidate, clarify, rearrange text							
Choose appropriate and effective words: exact/precise words, vivid words, trite/overused words							
Elaborate: details, examples, dialogue, quotations							
Revise using a rubric							
<b>Penmanship/Handwriting</b>							
Write uppercase and lowercase letters							
Write legibly, using appropriate word and letter spacing							
Write legibly, using spacing, margins, and indentation							
<b>Writing Applications</b>							
Narrative writing (stories, paragraphs, personal narratives, journal, plays, poetry)		●	●	●	●	●	●

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Writing Applications (continued)							
Descriptive writing (titles, captions, ads, posters, paragraphs, stories, poems)		●	●				
Expository writing (comparison-contrast, explanation, directions, speech, how-to article, friendly/business letter, news story, essay, report, invitation)					●	●	●
Persuasive writing (paragraph, essay, letter, ad, poster)					●	●	●
Cross-curricular writing (paragraph, report, poster, list, chart)							
Everyday writing (journal, message, forms, notes, summary, label, caption)							
Written and Oral English Language Conventions							
Sentence Structure							
Types (declarative, interrogative, exclamatory, imperative, interjection)		●	●	●	●	●	●
Structure (simple, compound, complex, compound-complex)		●	●	●	●	●	●
Parts (subjects/predicates: complete, simple, compound; clauses: independent, dependent, subordinate; phrase)		●	●	●	●	●	●
Direct/indirect object						●	●
Word order		●					
Grammar							
Nouns (singular, plural, common, proper, possessive, collective, abstract, concrete, abbreviations, appositives)		●	●	●	●	●	●
Verbs (action, helping, linking, transitive, intransitive, regular, irregular; subject-verb agreement)		●	●	●	●	●	●
Verb tenses (present, past, future; present, past, and future perfect)		●	●	●	●	●	●
Participles; infinitives						●	●
Adjectives (common, proper; articles; comparative, superlative)		●	●	●	●	●	●
Adverbs (place, time, manner, degree)				●	●	●	●
Pronouns (subject, object, possessive, reflexive, demonstrative, antecedents)		●	●	●	●	●	●
Prepositions; prepositional phrases					●	●	●
Conjunctions					●	●	●
Abbreviations, contractions			●	●	●	●	●
Punctuation							
Period, exclamation point, or question mark at end of sentences		●	●	●	●	●	●
Comma							
Greeting and closure of a letter						●	●
Dates, locations, and addresses						●	●
For items in a series					●	●	●
Direct quotations					●	●	●
Link two clauses with a conjunction in compound sentences					●	●	●
Quotation Marks							
Dialogue, exact words of a speaker				●	●	●	●
Titles of books, stories, poems, magazines					●	●	●
Parentheses/dash/hyphen						●	●
Apostrophes in possessive case of nouns and in contractions		●	●	●	●	●	●
Underlining or italics to identify title of documents					●	●	●
Colon							
Separate hours and minutes						●	●
Introduce a list						●	●
After the salutation in business letters						●	●
Semicolons to connect independent clauses							

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<b>Capitalization</b>							
First word of a sentence, names of people, and the pronoun <i>I</i>		●	●	●	●	●	●
Proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people		●	●	●	●	●	●
Geographical names, holiday, historical periods, and special events			●	●			●
Names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate						●	●
Use conventions of punctuation and capitalization			●	●	●	●	●
<b>Spelling</b>							
Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names							
Use spelling approximations and some conventional spelling							
Common, phonetically regular words		●	●	●	●	●	●
Frequently used, irregular words		●	●	●	●	●	●
One-syllable words with consonant blends			●	●	●	●	●
Contractions, compounds, orthographic patterns, and common homophones				●	●	●	●
Greek and Latin roots, inflections, suffixes, prefixes, and syllable constructions				●	●	●	●
Use a variety of strategies and resources to spell words							
<b>Listening and Speaking</b>							
<b>Listening Skills and Strategies</b>							
Listen to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or informational speeches							
Listen attentively to the speaker (make eye contact and demonstrate appropriate body language)							
Listen for a purpose							
Follow oral directions (one-, two-, three-, and multi-step)							
For specific information							
For enjoyment							
To distinguish between the speaker's opinion and verifiable facts							
To actively participate in class discussions							
To expand and enhance personal interest and personal preferences							
To identify, analyze, and critique persuasive techniques							
To identify logical fallacies used in oral presentations and media messages							
To make inferences or draw conclusions							
To interpret a speaker's verbal and nonverbal messages, purposes, and perspectives							
To identify the tone, mood, and emotion							
To analyze the use of rhetorical devices for intent and effect							
To evaluate classroom presentations							
To respond to a variety of media and speakers							
To paraphrase/summarize directions and information							
<b>Listening Skills and Strategies (continued)</b>							
For language reflecting regions and cultures							
To recognize emotional and logical arguments							
To identify the musical elements of language							
Listen critically to relate the speaker's verbal communication to the nonverbal message							

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<b>Speaking Skills and Strategies</b>							
Speak clearly and audibly and use appropriate volume and pace in different settings							
Use formal and informal English appropriately							
Follow rules of conversation							
Stay on the topic when speaking							
Use descriptive words							
Recount experience in a logical sequence							
Clarify and support spoken ideas with evidence and examples							
Use eye contact, appropriate gestures, and props to enhance oral presentations and engage the audience							
Give and follow two-, three-, and four-step directions							
Recite poems, rhymes, songs, stories, soliloquies, or dramatic dialogues							
Plan and present dramatic interpretations with clear diction, pitch, tempo, and tone							
Organize presentations to maintain a clear focus							
Use language appropriate to situation, purpose, and audience							
<b>Make/deliver</b>							
Oral narrative, descriptive, informational, and persuasive presentations							
Oral summaries of articles and books							
Oral responses to literature							
Presentations on problems and solutions							
Presentation or speech for specific occasions, audiences, and purposes							
Vary language according to situation, audience, and purpose							
Select a focus, organizational structure, and point of view for an oral presentation							
Participate in classroom activities and discussions							

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