

SRA Imagine It!

Scope and Sequence Levels Pre-K–6

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SRA *Imagine It!*

Introduction

The strength of a reading program's instruction can be found in its scope and sequence. The scope of skills, as well as the specific sequence in which skills are introduced, taught, reinforced, assessed, and re-taught, is what enables children to read fluently and with comprehension.

As research indicates, in order for a child to take ownership and truly understand a skill or strand, the skill must be introduced and then reviewed while other skills are being presented. As shown in the following scope and sequence charts, SRA's *Imagine It!* explicitly and systematically helps you teach and review skills. Assessment both informs instruction and ensures skill mastery. Skills that are learned in early grades are reinforced in the upper grade levels.

The proven effective *SRA Imagine It!* scope and sequence is a significant factor in successfully teaching students to read, write, comprehend, and learn.



Scope and Sequence Summary

Reading

	Pre-K	K	1	2	3	4	5	6
Print/Book Awareness (Recognize and Understand the Conventions of Print and Books)								
Capitalization	X	X	X					
Constancy of Words			X					
Differentiate between Letter and Word	X	X						
Differentiate between Word and Sentence		X						
End Punctuation	X	X	X					
Follow Left-to-Right, Top-to-Bottom	X	X	X					
Letter Recognition and Formation	X	X	X					
Page Numbering	X	X	X					
Parts of a Book	X	X	X					
Picture/Text Relationship	X	X	X					
Punctuation		X	X					
Quotation Marks		X	X					
Relationship between Spoken and Printed Language	X	X	X					
Sentence Recognition	X	X	X					
Spacing between Sentences		X	X					
Spacing between Words	X	X	X					
Table of Contents	X	X	X					
Text Features			X					
Text Relationships			X					
Word Length	X	X	X					
Word Boundaries	X	X	X					
Write Left-to-Right, Top-to-Bottom	X	X	X					
Phonemic Awareness (Recognize Discrete Sounds in Words)								
Oral Blending: Words/Word Parts	X	X	X					
Oral Blending: Onset and Rime	X	X	X					
Oral Blending: Syllables	X	X	X					
Oral (Phoneme) Blending: Initial Sounds	X	X	X					
Oral (Phoneme) Blending: Final Sounds	X	X	X					
Oral Blending: Initial Vowels			X					
Oral Blending: Vowel Replacement			X					
Rhyming	X	X	X					
Phoneme Matching: Initial Sounds	X	X	X					
Phoneme Matching: Final Sounds		X	X					
Phoneme Matching: Medial Sounds		X	X					
Phoneme Manipulation: Initial Sounds		X	X					
Phoneme Manipulation: Final Sounds		X	X					
Phoneme Manipulation: Medial Sounds		X	X					
Segmentation: Final Consonants	X	X	X					
Segmentation: Initial Consonants/Blends		X	X					
Segmentation: Words/Word Parts	X	X	X					
Segmentation: Syllables	X	X	X					
Segmentation: Identifying the Number and Order of Sounds in Words		X	X					

Reading (continued)

	Pre-K	K	1	2	3	4	5	6
How the Alphabet Works								
Letter Knowledge (Alphabetic Knowledge)	X	X	X					
Letter Order (Alphabetic Order)	X	X	X					
Letter Sounds	X	X	X					
Sounds in Words	X	X	X					
Phonics (Associate Sounds and Spellings to Read Words)								
Blending Sounds into Words		X	X	X	X			
Consonant Clusters			X	X	X			
Consonant Digraphs			X	X	X			
Phonograms			X	X	X			
Silent Consonants				X	X			
Syllables			X	X	X			
Vowel Diphthongs			X	X	X			
Vowels: L-controlled					X			
Vowels: Long-Vowel Sounds and Spellings		X	X	X	X			
Vowels: R-controlled			X	X	X			
Vowels: Short-Vowel Sounds and Spellings		X	X	X	X			
Comprehension Strategies								
Adjusting Reading Speed				X	X	X	X	X
Asking Questions/Answering Questions	X	X	X	X	X	X	X	X
Clarifying		X	X	X	X	X	X	X
Making Connections	X	X	X	X	X	X	X	X
Predicting/Confirming Predictions	X	X	X	X	X	X	X	X
Summarizing			X	X	X	X	X	X
Visualizing	X	X	X	X	X	X	X	X
Comprehension Skills								
Author's Point of View				X	X	X	X	X
Author's Purpose				X	X	X	X	X
Cause and Effect	X	X	X	X	X	X	X	X
Classify and Categorize	X	X	X	X	X	X	X	X
Compare and Contrast	X	X	X	X	X	X	X	X
Drawing Conclusions	X	X	X	X	X	X	X	X
Fact and Opinion				X	X	X	X	X
Main Idea and Details	X	X	X	X	X	X	X	X
Making Inferences			X	X	X	X	X	X
Reality and Fantasy	X	X	X	X	X			
Sequence	X	X	X	X	X	X	X	X
Vocabulary								
Apposition			X	X	X	X	X	X
Concept Words			X	X	X	X	X	X
Context Clues			X	X	X	X	X	X
Expanding Vocabulary			X	X	X	X	X	X
High-Frequency Words	X	X	X	X	X			
Idioms					X	X	X	X
Multiple-Meaning Words			X	X	X	X	X	X
Selection Vocabulary	X	X	X	X	X	X	X	X
Time and Order Words (Creating Sequence)	X	X	X	X	X	X	X	X
Utility Words (Colors, Classroom Objects, and so on)	X	X	X					

Reading (continued)

	Pre-K	K	1	2	3	4	5	6
Reading with a Writer's Eye								
Author's Purpose		X		X	X	X	X	
Alliteration				X				X
Captions and Headings				X	X		X	X
Characterization		X	X	X	X	X	X	X
Choosing Good Examples					X	X		
Description			X	X	X	X	X	X
Diagrams								X
Dialect							X	
Dialogue			X	X	X	X	X	X
Effective Beginnings						X	X	
Effective Endings						X		
Event Sequence		X	X	X	X		X	
Expository Writing Techniques						X	X	
Fable Characteristics						X		
Figurative Language			X	X	X	X	X	X
Flashback								X
Genre Knowledge		X		X	X	X	X	X
Idiom							X	X
Irony						X		
Language Use		X		X	X	X	X	X
Mood and Tone			X	X	X			X
Onomatopoeia				X	X	X		X
Personification				X	X		X	X
Persuasive Techniques						X	X	
Plot (Problem/Solution)		X	X	X	X	X	X	X
Point of View						X	X	
Punctuation						X	X	
Quoting Sources						X		
Rhyme		X		X			X	X
Sensory Details			X		X		X	
Sentence Variety							X	
Setting		X	X	X	X	X	X	X
Sidebars								X
Similes and Metaphors					X			X
Stage Directions						X		
Style								X
Suspense and Surprise					X		X	
Text Structure		X		X	X	X	X	X
Theme		X		X	X	X	X	X
Transitions						X		X
Using Comparisons			X	X	X		X	
Voice						X	X	X
Word Choice					X			X
Word Structure								
Antonyms				X	X	X	X	X
Comparatives/Superlatives				X	X	X	X	
Compound Words	X	X	X	X	X	X	X	X

Reading (continued)

	Pre-K	K	1	2	3	4	5	6
Word Structure (continued)								
Contractions				X	X	X	X	
Connotation and Denotation								X
Content/Concept Words								X
Foreign Words and Phrases							X	X
Gerunds								X
Greek and Latin Roots					X	X	X	X
Homographs				X	X	X	X	X
Homonyms/Homophones				X	X	X	X	X
Inflectional Endings				X	X	X	X	X
Irregular Plurals				X	X	X	X	
Multiple-Meaning Words						X	X	X
Multisyllabic Words				X	X	X	X	
Plurals				X	X	X	X	
Position Words		X	X					
Prefixes				X	X	X	X	X
Root or Base Words				X	X	X	X	X
Shades of Meaning/Levels of Specificity							X	X
Suffixes				X	X	X	X	X
Synonyms				X	X	X	X	X
Word Families				X	X	X	X	X
Word Origins						X	X	X

Inquiry and Study Skills

	Pre-K	K	1	2	3	4	5	6
Study Skills								
Comparing Information across Sources			X		X		X	
Charts, Graphs, and Diagrams/Visual Aids	X	X	X	X	X	X	X	X
Collaborative Inquiry		X	X	X	X	X	X	X
Communicating Research Progress Results			X	X	X	X	X	X
Compile Notes				X		X	X	X
Conducting an Interview			X	X	X	X	X	X
Finding Needed Information		X	X	X	X	X	X	X
Follow Directions	X	X		X	X	X		X
Formulate Questions for Inquiry and Research		X	X	X	X	X	X	X
Give Reports		X		X	X	X	X	X
Make Outlines				X	X	X	X	X
Making Conjectures		X	X	X	X	X	X	X
Maps	X	X	X	X	X	X	X	
Note Taking			X	X	X	X	X	X
Parts of a Book	X	X	X	X	X	X		
Planning Inquiry			X	X	X	X	X	X
Recognizing Information Needs			X	X	X	X	X	X
Revising Questions and Conjectures		X	X	X	X	X	X	X
Summarize and Organize Information			X	X	X	X	X	X
Time Lines				X	X	X	X	
Use Appropriate Resources (Media Sources, Reference Books, Experts, Internet)			X	X	X	X	X	X

Inquiry and Study Skills (continued)

	Pre-K	K	1	2	3	4	5	6
Study Skills (continued)								
Using a Dictionary/Glossary			X	X	X	X		
Using a Media Center/Library			X	X	X	X		
Using a Thesaurus				X	X	X	X	
Using an Encyclopedia			X	X	X	X		
Using Newspapers and Magazines			X	X		X		X
Using Technology	X	X	X	X	X	X	X	X

Language Arts
Writing/Composition

	Pre-K	K	1	2	3	4	5	6
Approaches								
Collaborative Writing	X	X	X	X	X	X	X	X
Individual Writing	X	X	X	X	X	X	X	X
Writing Process								
Brainstorming/Prewriting	X	X	X	X	X	X	X	X
Drafting	X	X	X	X	X	X	X	X
Revising	X	X	X	X	X	X	X	X
Editing		X	X	X	X	X	X	X
Proofreading		X	X	X	X	X	X	X
Publishing	X	X	X	X	X	X	X	X
Writing Genres								
Action Tale				X				
Autobiography/Biography		X	X	X	X	X	X	X
Book Review			X	X	X		X	
Business Letter				X	X		X	X
Describe a Process			X	X	X	X	X	X
Descriptive Writing		X	X	X	X	X	X	X
Expository/Informational Text		X	X	X	X	X	X	X
Fantasy			X	X	X			
Folklore (Folktales, Fairy Tales, Tall Tales, Legends, Myths)			X	X	X	X	X	
Friendly Letter		X	X	X	X	X	X	X
Historical Fiction						X		X
Invitation			X		X		X	
Journal Writing				X	X	X		
Magazine Article							X	X
Making a List		X	X	X	X	X	X	X
Mystery					X			
Narrative		X	X	X	X	X	X	X
News Story		X	X	X	X			
Personal Writing		X	X	X	X	X	X	X
Persuasive Writing		X	X	X	X	X	X	X
Play/Dramatization				X	X	X	X	X
Poetry		X	X	X	X	X	X	X
Realistic Fiction			X	X	X	X	X	X
Summary			X	X	X	X	X	X
Timed Writing			X	X	X	X	X	X

Language Arts

Writing/Composition (continued)

	Pre-K	K	1	2	3	4	5	6
Writing Traits								
Audience			X	X	X	X	X	X
Conventions		X	X	X	X	X	X	X
Elaboration			X	X	X	X	X	X
Focus			X	X	X	X	X	X
Ideas/Content		X	X	X	X	X	X	X
Organization			X	X	X	X	X	X
Presentation		X	X	X	X	X	X	X
Purpose			X	X	X	X	X	X
Sentence Fluency		X	X	X	X	X	X	X
Sentence Variety			X			X	X	X
Vocabulary			X	X	X	X	X	X
Voice		X	X	X	X	X	X	X
Word Choice		X	X	X	X	X	X	X
Writing Strategies								
Action and Describing Words		X	X	X	X			
Adding Details		X	X	X	X	X	X	X
Addressing Audience Needs			X	X	X	X	X	X
Brainstorming	X	X	X	X	X	X	X	X
Categorizing Ideas								X
Cause and Effect						X	X	X
Character Sketch						X	X	
Choosing a Topic		X	X	X	X	X	X	X
Compare and Contrast				X			X	X
Conveying a General Mood					X	X	X	
Creating Suspense					X			X
Creating Vivid Images			X		X	X	X	
Dialogue		X	X	X	X	X	X	X
Effective Beginnings						X	X	X
Elements of a Letter		X	X	X	X	X	X	X
Elements of Persuasion				X	X	X	X	
Eliminating Irrelevant Information		X	X	X	X	X	X	X
Eliminating Wordiness				X	X	X	X	X
Evaluate Personal Growth as a Writer				X	X	X	X	
Explanatory Paragraphs			X					
Figurative Language				X	X	X	X	X
Formality of Language			X	X	X	X	X	
Format			X			X	X	X
Generate Additional Ideas		X	X	X	X	X		
Highlight a Memorable Event		X	X			X		
Identifying Best Feature of Something Written				X	X			
Illustrations and Drawings	X	X	X	X	X			
Information from Multiple Sources					X	X	X	X
Main Idea and Details						X	X	
Making Connections								X
Organizing a Multi-Paragraph Composition						X	X	X
Planning			X			X	X	X

Language Arts

Writing/Composition (continued)

	Pre-K	K	1	2	3	4	5	6
Writing Strategies (continued)								
Plot Structure—Beginning, Middle, Climax, and End			X		X	X	X	X
Point of View							X	X
Presenting Facts and Examples Objectively					X	X	X	X
Proofreading		X	X	X	X	X	X	X
Purpose			X	X	X	X	X	X
Realism						X	X	X
Referencing a Source						X	X	
Revising	X	X	X	X	X	X	X	X
Rhythm and Rhyme			X	X			X	
Sensory Details					X	X	X	X
Sentence Combining				X	X	X	X	X
Sequence	X	X	X	X	X		X	
Setting			X	X	X	X	X	X
Story Elements			X	X	X	X	X	
Style								X
Summary				X	X	X	X	X
Taking Notes			X	X	X	X	X	X
Timed Writing			X	X	X	X	X	X
Time Line				X	X		X	
Transition Words/Devices				X	X	X	X	X
Using a Checklist			X	X	X	X	X	
Using a Graphic Organizer			X	X	X	X	X	X
Using a Model as a Guide to Writing				X	X		X	
Using Outlines to Organize Information					X	X	X	X
Using Multimedia Sources				X	X	X	X	X
Vary Sentence Beginnings				X	X	X	X	
Vary Sentence Length			X	X			X	
Vary Sentence Types		X	X	X	X	X	X	
Voice					X		X	
Voicing an Opinion			X				X	X
Word Choice			X	X	X	X	X	X
Working Collaboratively							X	X
Writing Coherent Paragraphs			X	X	X	X	X	X

Language Arts

Grammar

	Pre-K	K	1	2	3	4	5	6
Parts of Speech								
Adjectives (Describing Words)		X	X	X	X	X	X	X
Adverbs				X	X	X	X	X
Conjunctions				X	X	X	X	X
Nouns		X	X	X	X	X	X	X
Prepositions					X	X	X	X
Pronouns		X	X	X	X	X	X	X
Verbs		X	X	X	X	X	X	X

Language Arts

Grammar (continued)

	Pre-K	K	1	2	3	4	5	6
Sentences								
Complete and Incomplete Sentences			X	X	X	X	X	X
Fragments				X	X	X	X	X
Independent and Dependent Clauses								X
Parts (Subjects and Predicates)				X	X	X	X	X
Run-on Sentences								X
Sentence Combining				X	X	X	X	X
Structure (Simple, Compound, Complex, Compound-Complex)				X	X	X	X	X
Subject/Verb Agreement			X	X	X	X	X	X
Types (Declarative, Interrogative, Exclamatory, Imperative)		X	X	X	X	X	X	X
Usage								
Adjectives			X	X	X	X	X	X
Adverbs				X	X	X	X	X
Antonyms			X	X				
Articles				X	X		X	X
Contractions				X	X			
Nouns			X	X	X	X	X	X
Pronouns			X	X	X	X	X	X
Regular and Irregular Plurals						X	X	X
Synonyms			X	X				
Verb Tenses			X	X	X	X	X	X
Verbs (Action, Helping, Linking, Regular/Irregular)			X	X	X	X	X	X
Mechanics								
Capitalization (Sentence, Proper Nouns, Titles, Direct Address, Pronoun "I")		X	X	X	X	X	X	X
Punctuation (End Punctuation, Comma Use, Quotation Marks, Apostrophe, Colon, Semicolon, Hyphen, Parentheses)		X	X	X	X	X	X	X
Spelling								
Antonyms						X	X	X
Base or Root Words						X	X	
Comparatives/Superlatives					X	X	X	X
Compound Words					X	X	X	
Connotation and Denotation								X
Content/Concept Words								X
Contractions					X	X		X
Foreign Words and Phrases								X
Gerunds								X
Greek and Latin Roots					X	X	X	X
Homographs					X	X	X	X
Homonyms/Homophones					X	X	X	X
Inflectional Endings			X		X	X	X	X
Irregular Plurals			X		X	X	X	
Irregular Verbs							X	
Long-Vowel Patterns			X	X	X	X		
Multiple-Meaning Words							X	X
Multisyllabic Words			X	X	X	X		X
Phonograms			X					

Language Arts

Grammar (continued)

	Pre-K	K	1	2	3	4	5	6
Spelling (continued)								
Prefixes					X	X	X	X
R-Controlled Vowel Spellings			X	X				
Shades of Meaning								X
Short-Vowel Spellings			X	X	X	X		
Silent Letters				X	X	X		
Sound/Letter Relationships		X	X	X				
Special Spellings Patterns/Rules			X	X	X	X	X	
Special Vowel Spellings			X	X	X			
Suffixes			X		X	X	X	X
Synonyms							X	X
Word Families			X		X		X	X

Listening/Speaking/Viewing

	Pre-K	K	1	2	3	4	5	6
Listening								
Analyze/Evaluate Intent and Content of Speaker's Message			X	X	X		X	X
Ask Questions			X	X	X	X	X	X
Determine Purposes for Listening			X	X	X	X	X	X
Drawing Conclusions and Making Inferences							X	
Follow Directions	X	X	X		X	X	X	X
Learn about Different Cultures through Discussion					X	X		
Listen for Poetic Language (Rhythm/Rhyme)	X	X	X			X		X
Listening for Details				X	X	X		
Listening for Information					X	X		
Participate in Group Discussions	X	X	X	X	X	X	X	X
Recalling What Was Heard					X			
Recognizing Fact and Opinion					X			
Respond to Speaker	X	X	X	X	X	X	X	X
Use Nonverbal Communication Techniques			X		X	X	X	X
Speaking								
Answer Questions	X	X	X	X	X	X	X	X
Asking Questions	X	X	X		X	X		
Describe Ideas and Feelings	X	X	X	X				X
Effective Word Choice/Voice				X	X	X	X	
Engaging the Audience						X	X	
Give Directions			X			X	X	X
Learn about Different Cultures through Discussion			X		X			X
Listen and Respond	X	X	X		X	X		
Making Announcements and Introductions			X					
Organizing Presentations					X	X	X	X
Paraphrasing				X	X			
Participate in Group Discussion	X	X	X	X	X	X	X	X
Present Oral Reports			X	X	X	X	X	X
Purposes of Speech				X				

**Listening/Speaking/Viewing
(continued)**

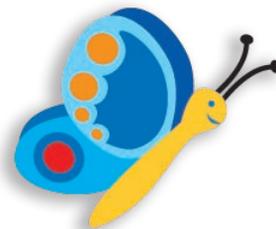
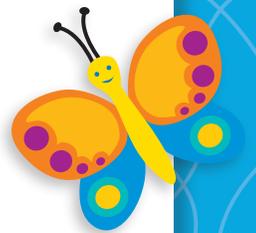
	Pre-K	K	1	2	3	4	5	6
Speaking (continued)								
Read Fluently with Expression, Phrasing, and Intonation			X	X	X	X	X	X
Read Orally	X	X	X	X	X	X	X	X
Share Information			X	X	X	X	X	X
Small Group Discussion				X	X	X	X	X
Speak Clearly at Appropriate Volume			X	X	X	X	X	X
Speaking Strategies					X	X		
Staying on Topic			X					
Summarize/Retell Stories	X	X	X	X	X	X	X	X
Understand Formal and Informal Language		X	X		X	X	X	X
Use Appropriate Language for Audience			X		X	X	X	X
Use Nonverbal Communication Techniques			X	X	X	X	X	X
Viewing								
Analyze Purposes and Techniques of the Media				X	X	X	X	X
Appreciate/Interpret Artist's Techniques			X					
Compare Visual and Written Material on the Same Subject			X					X
Culture in Media			X			X	X	
Describe Pictures				X				
Gather Information from Visual Images			X	X	X	X	X	X
Interpreting Media					X	X		
Language Development								X
Literary Devices					X			X
Relating to Content					X	X		
Understanding Gestures					X	X		
Using Multimedia					X	X	X	
View Critically			X		X	X	X	X
Penmanship								
Cursive Letters				X	X			
Manuscript Letters		X	X					
Numbers		X	X					





Comprehensive Scope and Sequence

Level
Pre-K



Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Comprehension Skills				
Compare and Contrast	1.9	3.9	7.1	9.5, 9.14, 10.9
Drawing Conclusions	3.2	7.5	8.12	9.9, 10.2
Reality and Fantasy	4.6	4.9	4.14	5.14, 6.7, 6.12, 7.6, 7.12, 8.5, 9.12
Sequence	1.7	1.14	2.4	2.7, 2.9, 2.14, 3.7, 3.14, 4.7, 5.7, 6.7, 6.9, 6.14, 7.7, 7.14, 8.7, 8.14, 9.2, 9.7, 9.14, 10.7, 10.12, 10.14
Comprehension Strategies				
Making Connections	1.4	1.9	5.1	6.1, 6.7, 7.1, 7.8, 8.4, 8.9, 9.8, 10.1, 10.4
Predicting	1.11	2.4	2.8	3.4, 3.11, 4.6, 4.8, 5.6, 6.4, 6.6, 7.3, 7.8, 8.6, 8.8, 8.11, 8.13, 9.1, 9.6, 9.11, 10.3, 10.6, 10.8, 10.11
Visualizing	1.3	1.6	1.10	1.13, 2.3, 2.6, 2.10, 3.3, 3.6, 3.10, 3.13, 4.3, 4.6, 4.10, 4.13, 5.3, 5.6, 5.10, 5.13, 6.3, 6.6, 6.10, 6.13, 7.3, 7.6, 7.10, 7.13, 8.3, 8.6, 8.10, 8.13, 9.3, 9.6, 9.10, 9.13, 10.3, 10.6, 10.10, 10.13
Grammar, Usage, and Mechanics				
Action Words	1.13	3.12		
Naming Words – Animals	7.1	7.2	7.3	9.8, 10.1
Naming Words – Persons	4.1	4.3	4.5	4.6, 4.7
Position and Order Words	4.3	5.5	5.7	7.11, 7.14, 8.2, 8.6, 10.12
Rhyming Words	1.3	1.8	1.10	1.11, 1.12, 2.1, 2.10, 3.1, 3.10, 3.12, 4.2, 4.8, 4.10, 5.2, 5.3, 5.4, 5.10, 5.11, 5.14, 6.3, 6.4, 6.10, 6.14, 7.2, 7.3, 7.4, 7.6, 7.8, 7.10, 8.3, 8.4, 8.5, 8.8, 8.10, 9.2, 9.3, 9.4, 9.6, 9.8, 9.10, 10.3, 10.4, 10.5, 10.8, 10.10, 10.12
Capitalization – Person's Name	2.12	2.13	2.15	4.7
Capitalization – First Letter of a Sentence	6.2	6.3	6.11	6.12, 7.2, 7.12, 7.13, 8.1, 8.2, 8.3, 8.4, 8.12, 8.13, 9.1, 9.2, 9.8, 9.9, 10.2
Know Difference between Letter and Word	2.1	2.3	2.6	2.7
Mechanics: Spacing between Words	2.9	2.10	2.11	2.12, 3.5, 3.9, 3.12, 4.2, 4.12, 5.2, 5.12, 7.2, 7.9, 8.2, 8.5, 8.9, 8.12, 9.2, 10.2
Use End Punctuation for Declarative Sentence	6.2	6.3	6.11	6.12, 7.2, 7.12, 7.13, 8.1, 8.2, 8.3, 8.4, 8.12, 8.13, 9.1, 9.2, 9.8, 9.9, 10.2

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Alphabetic Knowledge				
A	3.1			
A-F	3.14			
B	3.2			
C	3.3			
D	3.4			
E	3.5			
F	3.6			
G	3.7			
G-M	3.15			
H	3.8			
I	3.9			
J	3.10			
K	3.11			
L	3.12			
M	3.13			
N	4.1			
N-S	4.14			
O	4.2			
P	4.3			
Q	4.4			
R	4.5			
S	4.6			
T	4.7			
T-Z	4.15			
U	4.8			
V	4.9			
W	4.10			
X	4.11			
Y	4.12			
Z	4.13			
Alphabetic Principle				
/d/	5.6	5.7	5.10	5.14, 5.15, 10.2
/p/	5.8	5.9	5.10	5.14, 5.15, 10.2
/b/	7.1	7.2	7.5	7.13, 7.15, 10.6
/k/ Spelled c	7.3	7.4	7.5	7.13, 7.15, 10.6
/kw/ Spelled qu	9.8	9.9	9.10	9.14, 9.15, 10.12
/g/	7.10	7.11	7.12	7.14, 7.15, 10.8
/h/	6.1	6.2	6.5	6.13, 6.15, 10.3
/t/	6.3	6.4	6.5	6.13, 6.15, 10.4
/j/	8.1	8.2	8.5	8.13, 8.15, 10.8
/f/	8.3	8.4	8.5	8.13, 8.15, 10.9
/n/	6.6	6.7	6.10	6.14, 6.15, 10.4
/l/	6.8	6.9	6.10	6.14, 6.15, 10.5

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Alphabetic Principle, continued				
/r/	7.8	7.9	7.12	7.14, 7.15, 10.7
/s/	5.1	5.2	5.5	5.13, 5.15, 10.1
/m/	5.3	5.4	5.5	5.13, 5.15, 10.1
/ks/ Spelled x	8.8	8.9	8.12	8.14, 8.15, 10.10
/w/	9.1	9.2	9.5	9.13, 9.15, 10.11
/k/ Spelled k	9.3	9.4	9.5	9.13, 9.15, 10.11
/y/	9.11	9.14	9.15	10.13
/v/	9.12	9.14	9.15	10.13
/z/	8.10	8.11	8.12	8.14, 8.15, 10.10
Long a Spelled a_e	5.11	5.12	5.13	5.14, 5.15, 10.3
Long e Spelled e, e_e	9.6	9.7	9.10	9.13, 9.14, 9.15, 10.12
Long i Spelled i_e	6.11	6.12	6.13	6.14, 6.15, 10.5
Long o Spelled o, o_e	7.6	7.7	7.13	7.14, 7.15, 10.7
Long u Spelled u_e	8.6	8.7	8.13	8.14, 8.15, 10.9
Penmanship				
a, A	5.11	10.3		
b, B	7.1	10.6		
c, C	7.3	10.6		
d, D	5.6	10.2		
e, E	9.6	10.12		
f, F	8.3	10.9		
g, G	7.10	10.8		
h, H	6.1	10.3		
i, I	6.11	10.5		
j, J	8.1	10.8		
k, K	9.3	10.11		
l, L	6.8	10.5		
m, M	5.3	10.1		
n, N	6.6	10.4		
o, O	7.6	10.7		
p, P	5.8	10.2		
q, Q	9.8	10.12		
r, R	7.8	10.7		
s, S	5.1	10.1		
t, T	6.3	10.4		
u, U	8.6	10.9		
v, V	9.12	10.13		
w, W	9.1	10.11		
x, X	8.8	10.10		
y, Y	9.11	10.13		
z, Z	8.10	10.10		

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Phonemic Awareness				
Listening and Producing Oral Language	1.1	1.2	1.3	1.5, 1.6, 1.7, 1.8, 1.10, 1.12, 1.15
Listening for Sounds	1.1	1.2	1.3	1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 2.1, 2.2, 2.3, 10.11
Listening for Words	2.4	2.5	2.6	2.7
Oral Blending: Long-Vowel Words	8.1	8.2	8.5	8.6, 8.9, 9.1, 9.4, 9.5, 9.8, 9.9, 9.12, 9.14, 9.15, 10.14, 10.15
Oral Blending: Final Consonant Sounds	7.1	7.2	7.3	7.7, 7.8, 7.9, 7.13, 7.15
Oral Blending: Onset and Rime	5.7	5.8	5.11	5.12, 6.1, 6.2, 6.5, 6.6, 6.9, 6.10, 6.13, 6.14, 6.15, 8.11, 8.12, 8.13, 10.3, 10.4, 10.5, 10.6, 10.7
Rhyming	3.11	3.12	3.13	3.14, 3.15, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
Identifying Spoken Sentences/ Word Order	2.8	2.9	2.10	2.11, 2.12, 2.13, 2.14, 2.15, 3.1, 3.2, 3.3, 3.4, 3.5
Segmentation: Long-Vowel Words	8.3	8.4	8.7	8.8, 8.10, 8.14, 8.15, 9.2, 9.3, 9.6, 9.7, 9.10, 9.11, 9.13
Segmentation: Onset and Rime	5.9	5.10	5.13	5.14, 5.15, 6.3, 6.4, 6.7, 6.8, 6.11, 6.12, 6.15, 7.4, 7.5, 7.6, 7.10, 7.11, 7.12, 7.14, 8.3, 8.4, 8.7, 8.8, 8.10, 8.14, 8.15, 10.1, 10.2, 10.8, 10.9, 10.10, 10.13
Syllable Blending	4.7	4.8	4.11	4.12, 4.13, 5.1, 5.2, 5.3
Syllable Segmentation	4.9	4.10	4.14	4.15, 5.4, 5.5, 5.6, 10.12
Writing				
Making a Friendship Quilt	3.6	3.7	3.8	3.9, 3.10
Story with Beginning, Middle, and End	7.11	7.12	7.13	7.14, 7.15
Writing about Animals	7.1	7.2	7.3	7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10
Writing about Changes	9.1	9.2	9.3	9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, 9.11, 9.12, 9.13, 9.14, 9.15
Writing about Community Helpers	4.1	4.2	4.3	4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10
Writing about Families	2.1	2.2	2.3	2.4, 2.5, 2.6, 2.7, 2.8, 2.10
Writing about Farms	10.1	10.2	10.3	10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10
Writing about Seasons	5.1	5.2	5.3	5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10
Writing about Senses	6.1	6.2	6.3	6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10
Writing about Themselves	1.1	1.2	1.3	1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
Writing about Transportation	8.1	8.2	8.3	8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15
Writing about What They Have Learned	10.11	10.12	10.13	10.14, 10.15
Writing a Card	2.14	2.15		
Writing a Class Book about Friends	3.1	3.2	3.3	3.4, 3.5
Writing a Class Book about How They Help Others	4.11	4.12	4.13	4.14, 4.15
Writing an Invitation	2.11	2.12	2.13	



Comprehensive Scope and Sequence

Level K



Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Comprehension Skills				
Classify and Categorize	2.12	8.4	10.8	
Compare and Contrast	2.4	3.8	4.4	5.8, 7.8
Drawing Conclusions	5.14	6.8	9.8	9.14
Main Idea and Details	3.4	4.14	7.4	9.4
Reality and Fantasy	2.14	3.14	6.14	10.14
Sequence	2.8	4.8	5.4	7.14, 8.8
Comprehension Strategies				
Asking Questions	1.3	1.11	1.13	2.3, 2.7, 3.3, 4.7, 6.3, 6.7, 6.11, 7.3, 7.11, 8.3, 8.13, 9.3, 9.13, 10.7, 10.11
Clarifying	1.7	1.13	2.11	2.13, 3.7, 3.11, 3.13, 5.3, 5.11, 5.13, 6.3, 6.7, 6.13, 8.3, 8.11, 9.3, 9.11, 10.3, 10.7, 10.13
Making Connections	1.9	1.11	2.3	2.11, 3.3, 3.6, 3.11, 3.13, 4.11, 4.13, 5.7, 5.11, 5.13, 6.11, 6.13, 7.3, 7.9, 7.11, 7.13, 8.7, 8.9, 8.11, 9.3, 9.6, 9.11, 9.13, 10.11
Predicting	1.3	1.7	2.7	3.7, 4.3, 4.7, 4.11, 5.3, 5.7, 6.3, 7.7, 8.7, 8.13, 9.7, 10.3, 10.7
Visualizing	1.6	2.6	2.9	2.13, 3.9, 4.3, 4.6, 4.9, 4.13, 5.6, 5.9, 6.6, 6.9, 7.6, 7.7, 8.6, 9.7, 9.9, 10.6, 10.9
Grammar, Usage, and Mechanics				
Action Words	2.9	3.2	8.7	9.10
Action Words – Future Present	8.12	8.14	8.15	10.15
Action Words – Tense Past	8.7	8.9	8.12	8.15, 10.15
Action Words – Tense Present	8.7	8.9	8.15	10.15
Describing Words	2.4	2.5	6.12	9.9
Naming Words – Animals	1.7	1.9	1.15	7.7, 9.2
Naming Words – Persons	1.2	1.4	1.5	1.15, 7.7, 9.2
Naming Words – Place	1.12	1.14	1.15	7.7, 9.2
Naming Words – Things	1.1	1.9	1.12	1.15, 7.7, 9.2
Order Words	7.4	7.5	7.15	10.12
Position Words	7.2	7.5	7.15	10.12
Pronouns – He, She, It	8.2	8.4	8.5	10.14
Pronouns – I, You	7.9	7.12	7.15	10.14
Pronouns – We, They	8.4	8.5	10.14	
Rhyming Words	2.12	2.14	2.15	
Singular Nouns/Plural Nouns (Add s)	7.7	7.9	7.15	
Capitalization – Person's Name	1.4	1.5	1.7	1.15, 3.7, 7.12, 9.4
Capitalization – First Letter of a Sentence	3.7	3.9	3.15	9.14, 10.4, 10.7, 10.9
Capitalize the Letter I	7.12	7.14	7.15	10.14
Know Difference between Word and Sentence	4.2	4.8	4.9	9.12, 10.2
Know Difference between Letter and Word	2.7	2.9	9.7	9.12
Spacing between Letters	2.7	2.9	9.7	9.12

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Grammar, Usage, and Mechanics, continued				
Spacing between Sentences	6.2	6.5	6.15	10.7
Mechanics: Spacing between Words	3.4	3.5	3.7	9.12, 10.2
Use End Punctuation for Declarative Sentence	3.7	3.9	3.10	3.15, 9.14
Use End Punctuation for Exclamatory Sentences	5.4	5.5	5.7	5.9, 10.9
Use End Punctuation for Interrogative Sentence	4.7	4.9	4.10	4.12, 10.4
Write Left-to-Right, Top-to-Bottom	2.2	2.5	9.5	
Begin Two Different Sentences in Different Ways	6.4	6.5	6.7	6.15
Declarative Sentence – Extension	3.12	3.14	4.2	9.15
Declarative Sentence – Sentence Frame	3.9	3.15	9.15	
Declarative Sentence – Introduction	3.2	3.7	3.9	
Exclamatory Sentence – Introduction	5.2	5.4	5.5	5.7
Exclamatory Sentence – Sentence Extension	5.9	5.10	5.12	10.10
Exclamatory Sentence – Sentence Frame	5.7	5.10	10.5	
Interrogative Sentence – Introduction	4.4	4.5	4.7	4.9
Interrogative Sentence – Sentence Expansion	4.12	4.14	4.15	10.5
Interrogative Sentence – Sentence Frame	4.9	4.10	4.14	10.5
Read Sentence with Period at End and Exclamation Point to See How They Differ	5.12	5.14	5.15	6.7
Read Sentences to See How They Sound and Edit Them	6.7	6.9	6.14	6.15
See Sentences with Eyes Closed – Improve through Sentence Expansion with Describing Words	6.12	6.14	6.15	9.9
Write Sentences So There is Repeating Sound to Create Patterns	6.9	6.10	6.12	
Alphabetic Knowledge				
A	1.1			
A–F	1.7			
B	1.2			
C	1.3			
D	1.4			
E	1.5			
F	1.6			
G	1.8			
G–M	1.15			
H	1.9			
I	1.10			
J	1.11			
K	1.12			
L	1.13			
M	1.14			
N	2.1			
N–S	2.7			
O	2.2			
P	2.3			
Q	2.4			

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Alphabetic Knowledge, continued				
R	2.5			
S	2.6			
T	2.8			
T-Z	2.15			
U	2.9			
V	2.10			
W	2.11			
X	2.12			
Y	2.13			
Z	2.14			
Alphabetic Principle				
/d/	3.6	3.7	3.10	3.14, 3.15
/p/	3.8	3.9	3.10	3.14, 3.15
/b/	5.1	5.2	5.5	5.13, 5.15
/k/ Spelled c	5.3	5.4	5.5	5.13, 5.15
/e/	7.6	7.7	7.13	7.14, 7.15
/kw/ Spelled qu	7.8	7.9	7.14	7.15
/g/	5.10	5.11	5.12	5.14, 5.15
/a/	3.11	3.12	3.13	3.14, 3.15
/h/	4.1	4.2	4.5	4.13, 4.15
/t/	4.3	4.4	4.5	4.13, 4.15
/i/	4.11	4.12	4.13	4.14, 4.15
/j/	6.1	6.2	6.5	6.13, 6.15
/f/	6.3	6.4	6.5	6.13, 6.15
/n/	4.6	4.7	4.10	4.14, 4.15
/l/	4.8	4.9	4.10	4.14, 4.15
/o/	5.6	5.7	5.13	5.14, 5.15
/r/	5.8	5.9	5.12	5.14, 5.15
/s/	3.1	3.2	3.5	3.13
/m/	3.3	3.4	3.5	3.13
/u/	6.6	6.7	6.13	6.14, 6.15
/ks/ Spelled x	6.8	6.9	6.12	6.14, 6.15
/w/	7.1	7.2	7.5	7.13, 7.15
/k/ Spelled k	7.3	7.4	7.5	7.13, 7.15
/y/	7.10	7.12	7.14	7.15
/v/	7.11	7.12	7.14	7.15
/z/	6.10	6.11	6.12	6.14, 6.15
Long a Spelled a_e	8.1	8.2	8.3	8.4, 8.5, 8.11, 8.12, 8.13, 8.14, 8.15, 10.6, 10.8, 10.13, 10.15
Long e Spelled e, e_e	10.1	10.2	10.3	10.4, 10.5, 10.12, 10.14, 10.15
Long i Spelled i_e	8.6	8.7	8.8	8.9, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 10.7, 10.8, 10.13, 10.15

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Alphabetic Principle, continued				
Long o Spelled o_o_e	9.1	9.2	9.3	9.4, 9.5, 9.11, 9.12, 9.13, 9.14, 9.15, 10.9, 10.11, 10.13, 10.15
Long u Spelled u_e	9.6	9.7	9.8	9.9, 9.10, 9.11, 9.12, 9.13, 9.14, 9.15, 10.10, 10.11, 10.14, 10.15
Penmanship				
a, A	3.11	3.13	3.15	10.1, 10.5, 10.15
b, B	5.1	5.5	5.13	10.6, 10.10
c, C	5.3	5.5	5.13	10.6, 10.10
Circle (Left)	2.8			
Circle (Right)	2.6			
Curved Lines (Left)	2.3			
Curved Lines (Right)	2.1			
d, D	3.6	3.10	3.15	10.5
e, E	7.6	7.13	10.11	7.15, 10.15
f, F	6.3	6.5	6.13	10.8, 10.10
g, G	5.11	5.15	10.6	10.10
h, H	4.1	4.5	4.13	5.13, 10.3, 10.15
Horizontal Stroke	1.3			
How to Hold a Pencil and Paper Position	1.1			
i, I	4.11	4.13	10.3	10.5, 10.15
j, J	6.1	6.5	6.13	10.8, 10.10
k, K	7.3	7.5	7.13	7.15, 10.11, 10.15
l, L	4.10	4.15	10.3	
m, M	3.3	3.5	3.13	3.15, 10.1, 10.5
n, N	4.6	4.10	4.15	10.3, 10.5, 10.15
Number 0	8.1	8.5	9.13	
Number 1	8.3	8.5	9.13	
Number 10	9.11	9.11	9.15	
Number 2	8.6	8.10	9.13	
Number 3	8.8	8.10	9.13	
Number 4	8.11	8.15	9.13	
Number 5	8.13	8.15	9.13	
Number 6	9.1	9.5	9.15	
Number 7	9.3	9.5	9.15	
Number 8	9.6	9.10	9.15	
Number 9	9.8	9.10	9.15	
o, O	5.6	5.13	10.6	10.10, 10.15
p, P	3.8	3.10	3.15	10.1, 10.5
q, Q	7.8	7.15	10.13	
r, R	5.8	10.6	10.10	
Review Circle Strokes that Curve Left and Right	2.1			
Review Curved Lines (Right and Left)	2.5			
Review Curved Lines and Circles	2.15			

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Penmanship, continued				
Review: How to Hold a Pencil and Paper Position, Making Horizontal and Verical Strokes	2.11			
s, S	3.1	3.5	3.13	3.15, 10.1, 10.5
Slanted Stroke (/) Starting at Bottom	1.6			
Slanted Stroke (/) Starting at Top	1.8			
Slanted Stroke (Left to Right) Starting at Bottom	1.11			
Slanted Stroke (Left to Right) Starting at Top	1.13			
t, T	4.3	4.5	4.13	10.3, 10.5
u, U	6.6	6.13	10.8	10.10
v, V	7.11	7.15	10.13	10.15
Vertical Stroke	1.3			
w, W	7.1	7.5	10.11	10.15
x, X	6.8	6.15	10.8	
y, Y	7. 10	7.15	10.13	
z, Z	6.11	6.15	10.8	
Phonemic Awareness				
Listening and Producing Oral Language	1.1	1.2	1.3	1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
Listening for Sounds	1.1	1.2	1.3	1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
Oral Blending: Onset and Rime	3.12	3.13	5.1	5.4, 5.7, 5.11
Phoneme Blending: Final Sounds	4.3	4.4	4.6	4.7, 4.11, 5.5, 5.6, 6.1, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 9.1, 9.2
Phoneme Blending: Initial Sounds	4.1	4.2	4.5	4.7, 4.11, 5.1, 5.2, 5.3, 5.4, 6.6, 7.1, 7.2, 7.3, 7.6, 7.11
Phoneme Manipulation: Final Sounds	5.13	5.14	6.8	6.9, 7.7, 7.8, 7.9, 7.10, 10.3, 10.4, 10.8, 10.9
Phoneme Manipulation: Intital Sounds	4.12	4.14	4.15	5.9, 5.10, 6.4, 6.7, 7.7, 7.8, 7.9, 7.10, 10.1, 10.2
Phoneme Manipulation: Medial Sounds	8.8	8.9	8. 10	8.11, 9.8, 9.9, 9.10, 9.11, 10.5, 10.10
Phoneme Matching: Final Sounds	5.15	7.4	7.5	7.6, 7.13, 7.14, 7.15, 8.3, 8.4, 9.3, 9.4
Phoneme Matching: Initial Sounds	3.14	3.15	4.8	4.9, 4.10, 5.7, 5.8, 5.9, 5.10, 6.4, 6.5, 6.6, 6.7, 7.4, 7.5, 7.6, 7.14, 7.15, 8.3, 8.4, 9.3, 9.4
Phoneme Matching: Medial Sounds	8.5	8.6	8. 7	9.5, 9.6, 9.7
Phoneme Segmentation	4.13	4.14	4.15	5.12, 6.2, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 7.11, 7.12, 7.13, 7.14, 7.15, 8.12, 8.13, 8.14, 8.15, 9.12, 9.13, 9.14, 9.15
Rhyming	1.3	1.4	1.5	1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15
Identifying Spoken Sentences/ Word Order	2.1	2.2	2.3	2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15
Syllable Blending	3.5	3.7	3.8	3.9, 3.10, 3.11
Syllable Segmentation	2	3	4	8, 9, 10

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Phonics				
Word Building	10.6	10.8	10.9	10.10
Blending	10.11	10.12	10.13	10.14, 10.15
Sentence Extension	10.11	10.12	10.13	10.14, 10.15
Reading with a Writer's Eye				
Author's Purpose	3.12	5.12	8.12	9.14, 10.12
Characterization	3.8	5.4	10.14	
Genre Knowledge	4.8	4.12	6.14	7.12, 8.8, 9.4, 9.12
Language Use	3.14	4.14	6.12	7.14
Plot Structure	5.14	6.8		
Setting	7.8	8.14		
Text Structure	3.4	4.4	6.4	7.14, 9.8
Theme	5.8	10.4		
Writing				
Advertisement of Class Event	6.11	6.12	6.13	6.14, 6.15
Critique a Short Book Read to the Class (Beginning Book Report and Responding to Reading)	3.11	3.12	3.13	3.14, 3.15, 7.4, 8.4, 10.8
Describe an Object (Focus on Patterns)	2.6	2.7	2.8	2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15
Describe Something that Happened at School	2.1	2.2	2.3	2.4, 2.5
Describe Something that Happened on the Way to School	1.11	1.12	1.13	1.14, 1.15
Describe How to Do Something (with Revising to Clarify)	8.6	8.7	8.8	8.9, 8.10
Describe How to Do Something (with Revising to Move Text)	8.11	8.12	8.13	8.14, 8.15
Drawing a Picture and Putting One's Name on the Paper	1.6	1.7	1.8	1.9, 1.10
Poetry	4.11	4.12	4.13	4.14, 4.15
Story (Review Character Development)	8.1	8.2	8.3	8.4, 8.5
Story with Beginning, Middle, and End	5.1	5.2	5.3	5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 7.11, 7.12, 7.13, 7.14, 7.15
Story with Beginning, Middle, and End (Review Action Words, Title, and Moving Information)	5.11	5.12	5.13	5.14, 5.15
Writing a Class Commercial for Why They are Such a Good Class	9.1	9.2	9.3	9.4, 9.5
Writing a List	1.1	1.2	1.3	1.4, 1.5
Writing a News Story about Something that Happened at School	4.1	4.2	4.3	4.4, 4.5
Writing a News Story about Something that Happened at School (Use Brainstorming and an Illustration)	4.6	4.7	4.8	4.9, 4.10
Writing a Personal Letter	7.1	7.2	7.3	7.4, 7.5
Writing a Personal Letter (Review Using Sentences)	7.6	7.7	7.8	7.9, 7.10
Writing a Report (Choosing a Topic, Deciding What You Know, What You Want to Know, Finding Information)	10.1	10.2	10.3	10.4, 10.5
Writing a Report (Continue to Find Information, Start Drafting Report Using Plan)	10.6	10.7	10.8	10.9, 10.10
Writing a Report (Revising Report and Presenting It)	10.11	10.12	10.13	10.14, 10.15
Writing a Thank-You Card	6.1	6.2	6.3	6.4, 6.5
Writing a Thank-You Card and Journal Writing	6.6	6.7	6.8	6.9, 6.10
Writing about A Friend or Family Member (Biography) – Picture Book	3.1	3.2	3.3	3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Writing, continued				
Writing Strategy: Beginning, Middle, End (Ideas and Organization)	4.6	4.7	4.8	4.9, 4.10
Writing Strategy: Character Development	7.11	7.12	7.13	7.14, 7.15
Writing Strategy: Deleting Unnecessary Ideas When Revising	4.1	4.2	4.3	4.4, 4.5
Writing Strategy: Describing Something in the Story by Size, Shape, or Color	5.11	5.12	5.13	5.14, 5.15
Writing Strategy: Dialogue (Ideas and Voice)	8.1	8.2	8.3	8.4, 8.5
Writing Strategy: Model How to Describe Something by Its Size, Shape, and Color (Ideas and Vocabulary)	2.6	2.7	2.8	2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15
Writing Strategy: Model the Use of Brainstorming Words (Vocabulary)	3.11	3.12	3.13	3.14, 3.15
Writing Strategy: Moving Text (Organizing)	8.6	8.7	8.8	8.9, 8.10
Writing Strategy: Proofreading to Locate Errors (Conventions)	8.11	8.12	8.13	8.14, 8.15
Writing Strategy: Publishing	9.6	9.7	9.8	9.9, 9.10
Writing Strategy: Revising So That Sentences Differ in Structure	10.11	10.12	10.13	10.14, 10.15
Writing Strategy: Revising to Clarify	7.6	7.7	7.8	7.9, 7.10
Writing Strategy: Title (Presentation) and Moving Information When Revising	5.6	5.7	5.8	5.9, 5.10
Writing Strategy: Using a Sentence Frame with Basic Parts	7.1	7.2	7.3	7.5
Writing Strategy: Using Action Words (Vocabulary)	5.1	5.2	5.3	5.4, 5.5
Writing Strategy: Using Good Descriptive Words (Vocabulary)	9.11	9.12	9.13	9.14, 9.15
Writing Strategy: Using Illustration	10.6	10.7	10.8	10.9, 10.10
Writing Strategy: Using Pictures to Generate and Organize Ideas	1.11	1.12	1.13	1.14, 1.15
Writing Strategy: Using Pictures to Generate and Organize Ideas (Review); Sequencing	2.1	2.2	2.3	2.4, 2.5
Writing Strategy: Using Rhyming Words	4.11	4.12	4.13	4.14, 4.15
Writing Strategy: Webbing What You Know	10.1	10.2	10.3	10.4, 10.5
Writing Strategy: Writing to Persuade and Using Illustrations	9.1	9.2	9.3	9.4, 9.5



Comprehensive Scope and Sequence

Level 1



Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Comprehension Skills				
Cause and Effect	2.3	3.12	5.9	5.13, 7.4, 7.10, 7.12, 7.15, 7.20, 8.23, 8.24, 8.25
Classify and Categorize	2.7	4.7	5.8	6.9, 8.13, 8.14, 8.15, 8.25, 9.7, 9.9, 9.10, 9.25
Compare and Contrast	1.3	1.12	2.9	5.7, 6.3, 8.4, 8.10, 8.18, 8.20, 8.25, 9.4, 9.5, 9.18, 9.20, 9.25
Drawing Conclusions	1.7	6.11	7.18	7.19, 7.20, 8.8, 8.10, 8.25, 10.4, 10.5, 10.8, 10.10, 10.14, 10.15, 10.18, 10.19, 10.20
Main Idea and Supporting Details	2.12	3.3	4.3	4.9, 4.12, 5.3, 5.11, 6.7, 9.13, 9.15, 9.25, 10.18, 10.19, 10.20
Making Inferences	3.9	6.13	7.8	7.10, 7.20, 9.23, 9.24, 9.25, 10.8, 10.10, 10.20
Reality and Fantasy	1.9	3.7	3.9	7.4, 7.5, 7.20, 10.12, 10.15, 10.20
Sequence	3.7	5.12	6.8	6.12, 7.14, 7.15, 7.20
Comprehension Strategies				
Asking Questions/Answering Questions	1.2	1.6	1.11	2.2, 2.6, 2.8, 2.11, 2.13, 3.4, 3.11, 4.6, 4.13, 5.2, 5.6, 5.11, 6.6, 6.9, 6.11, 6.12, 7.6, 7.10, 7.20, 8.2, 8.5, 8.11, 8.15, 8.16, 8.20, 8.25, 9.2, 9.11, 9.15, 9.16, 9.20, 9.21, 9.24, 9.25, 10.2, 10.5, 10.20
Clarifying	1.4	1.6	1.13	2.6, 2.8, 2.13, 3.2, 3.11, 4.4, 4.6, 4.11, 5.2, 5.4, 5.6, 5.11, 5.12, 5.13, 6.2, 6.4, 6.6, 6.9, 6.11, 7.9, 7.10, 7.13, 7.15, 7.20, 8.2, 8.5, 8.9, 8.10, 8.11, 8.15, 8.16, 8.20, 8.21, 8.24, 8.25, 9.2, 9.5, 9.6, 9.8, 9.10, 9.11, 9.15, 9.21, 9.24, 9.25, 10.11, 10.24, 10.25
Making Connections	1.2	1.11	2.2	2.4, 2.11, 3.2, 3.13, 4.2, 4.4, 5.2, 5.8, 5.9, 5.11, 5.12, 5.13, 6.2, 6.8, 6.13, 7.16, 7.19, 7.20, 8.6, 8.10, 8.11, 8.12, 8.15, 8.19, 8.20, 8.21, 8.24, 8.25, 9.14, 9.15, 9.19, 9.20, 9.25, 10.6, 10.9, 10.10, 10.11, 10.15, 10.20
Predicting	1.8	2.2	2.8	3.6, 3.8, 5.9, 6.2, 6.12, 7.2, 7.5, 7.11, 7.13, 7.15, 7.16, 7.19, 7.20, 8.6, 8.10, 8.21, 8.24, 8.25, 9.11, 9.15, 9.25, 10.2, 10.5, 10.13, 10.15, 10.16, 10.19, 10.20

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Comprehension Strategies, continued				
Summarizing	1.8	2.11	3.6	3.8, 3.11, 4.6, 4.8, 4.11, 5.8, 5.12, 5.13, 6.6, 6.12, 6.13, 7.2, 7.3, 7.5, 7.11, 7.13, 7.15, 7.16, 7.19, 7.20, 8.2, 8.5, 8.6, 8.10, 8.19, 8.20, 8.25, 9.2, 9.5, 9.6, 9.10, 9.11, 9.15, 9.16, 9.20, 9.21, 9.24, 9.25, 10.6, 10.10, 10.13, 10.15, 10.16, 10.19, 10.20
Visualizing	1.4	1.8	1.13	2.4, 2.6, 3.4, 3.6, 3.8, 3.13, 4.2, 4.8, 4.13, 5.4, 5.6, 5.8, 6.4, 6.8, 7.6, 7.9, 7.10, 7.11, 7.15, 7.20, 8.9, 8.10, 8.16, 8.19, 8.20, 8.25, 9.14, 9.15, 9.25, 10.6, 10.10, 10.16, 10.19, 10.20
Grammar, Usage, and Mechanics				
Adjectives	2.2	2.3	2.5	4.12, 7.17, 7.18, 10.2
Adjectives: Comparative	4.12	4.13	4.15	7.17, 7.18, 10.2, 10.5
Antonyms	8.17	8.18	8.20	10.3, 10.5, 10.20
Begin Two Sentences in Different Ways	8.2	8.3	8.5	
Capitalization – Days of the Week and Months of the Year	5.7	5.8	5.10	10.13, 10.15, 10.20
Capitalization – First Word of Sentence	3.2	3.3	3.5	10.12, 10.15
Capitalization – Pronoun /	5.2	5.3	5.5	10.12, 10.15, 10.20
Capitalization – Special Places	5.3	5.5	6.3	10.12, 10.15, 10.20
Capitalization – Special Things	5.3	5.5	10.12	10.15
Capitalization – Cities, States, and Countries	6.2	6.3	6.5	10.13, 10.15, 10.20
Comma between City and State, or Country	6.2	6.3	6.5	10.13, 10.15
Comma between Date and Year	5.7	5.8	5.10	10.13, 10.15
Commas in a Series	6.12	6.13	6.15	
Contractions	8.22	8.23	8.24	10.17, 10.18, 10.19, 10.20
Declarative Sentences	3.7	3.8	3.10	3.12, 4.2, 4.7, 8.2, 10.7, 10.10, 10.20
Difference between Letter, Word, and Sentence	1.2	1.3	1.5	3.7
Exclamatory Sentences	4.2	4.3	4.5	4.7, 10.8, 10.10, 10.20
Formal and Informal Language in Writing	7.2	7.3	7.4	7.5
Future Tense Verbs	9.12	9.13	9.15	9.22, 9.24
Helping Verbs	2.13	2.15	9.22	
Imperative Sentences	4.7	4.8	4.10	10.8, 10.10
Interrogative Sentences	3.12	3.13	3.15	4.2, 4.7, 8.2, 10.7, 10.10, 10.20
Mechanics: Capitalization -Names of People	5.2	5.3	5.5	10.12, 10.15, 10.20
Nouns	1.7	1.8	1.10	1.12, 2.7, 7.7, 9.17, 9.20
Past Tense Verbs (change <i>y</i> to <i>i</i> and add <i>ed</i>)	9.7	9.8	9.10	9.22, 9.23
Past Tense Verbs (e.g. <i>sit, sat</i>)	9.2	9.3	9.7	9.8, 9.10, 9.22, 9.23, 9.24
Past Tense Verbs (<i>ed</i>)	9.2	9.3	9.5	9.22, 9.23, 9.24
Plural Nouns (change <i>y</i> to <i>ies</i>)	5.12	5.13	5.15	9.17, 9.20
Plural Possessive Pronouns	8.7	8.8	8.10	9.18, 9.20
Plural Pronouns	7.7	7.8	7.10	9.18, 9.20

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Grammar, Usage, and Mechanics , continued				
Possessive Nouns (add 's)	2.7	2.8	2.10	7.12, 8.7, 9.17, 9.20
Present Tense Verbs	9.2	9.22	9.24	
Quotation Marks	7.3	7.5		
Read Sentences with a Period and an Exclamation Point to See How They Differ	4.3			
Rules for Forming a Complete Sentence	3.3	3.7	3.8	3.12, 3.13
Sentence Expansion with Describing Words	7.17	7.18	7.19	
Sentences of Different Lengths	6.7	6.8	6.10	
Singular and Plural Nouns (add es)	1.13	1.15	9.17	9.20
Singular and Plural Nouns (add s)	1.12	1.13	1.15	9.17, 9.20
Singular Possessive Pronouns	7.12	7.13	7.15	9.18, 9.20
Singular Pronouns	7.7	7.8	7.10	9.18, 9.20
Spacing between Words and Sentences	3.2	3.3	3.5	
Synonyms	8.12	8.13	8.15	8.17, 10.3, 10.5, 10.20
Verbs	2.12	2.13	2.15	9.2, 9.3, 9.7, 9.22
Writing Directionality	1.3	1.5		
Listening/Speaking/Viewing				
Listening and Speaking: Making Introductions	4.9			
Listening and Speaking: Recognizing Rhythm	4.4			
Listening and Speaking: Following and Giving Directions Listening: Following Directions	3.4	6.14		
Listening: Fact or Opinion	5.4			
Listening: Listen and Respond	9.4	9.5	9.25	10.2, 10.4, 10.5
Listening: Listening Attentively	1.4			
Listening: Solving Problems	9.23	9.24	9.25	
Speaking: Acting Responsibly	3.9			
Speaking: Asking Questions Speaking and Listening: Getting Information	2.4	6.4		
Speaking: Clear Speech	5.14			
Speaking: Group Conversations	8.19	8.20	8.25	
Speaking: Informal and Formal Language	5.9	7.4	7.5	7.20
Speaking: Making Announcements	4.14			
Speaking: Pictures and Words	7.14	7.15	7.20	8.1, 8.9, 8.25
Speaking: Presenting a Story	7.9	7.10	7.20	
Speaking: Retelling Events in a Sequence	8.23	8.24	8.25	
Speaking: Role-Playing a Character's Part	10.18	10.19	10.20	
Speaking: Staying on Topic	9.9	9.10	9.25	10.1, 10.2, 10.9
Speaking: Talking in Groups	8.14	8.15	8.25	
Speaking: Time and Order Words	9.19	9.20	9.25	
Speaking: Using Appropriate Volume	1.9			
Speaking: Using Descriptive Words Speaking: Word Choice	2.9	10.14	10.15	10.20
Viewing: Comparing Visual and Written Material	8.4	8.5	8.25	

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Listening-Speaking-Viewing, continued				
Viewing: Learning across Media Viewing: Getting Information from Videos	2.14	3.14		
Viewing: Learning from Pictures	1.14	6.9		
Viewing: Main Ideas in Pictures	7.18	7.19	7.20	9.14, 9.15, 9.25
Penmanship				
a, o	2.1	2.2	2.5	2.11, 2.12, 2.15
A, N	7.6	7.7	7.10	8.1, 8.2, 8.5
Alignment	2.11	2.12	2.15	
b, p	4.1	4.2	4.5	4.11, 4.12, 4.15
B, R	8.16	8.17	8.20	8.21, 8.22, 8.24
c, e	2.6	2.7	2.10	2.11, 2.12, 2.15
C, O	8.6	8.7	8.10	8.21, 8.22, 8.24
d, g	4.6	4.7	4.10	4.11, 4.12, 4.15
D, P	9.1	9.2	9.5	9.16, 9.17, 9.20
E, F	7.11	7.12	7.15	8.1, 8.2, 8.5
f, h	3.6	3.7	3.10	3.11, 3.12, 3.15
G, Q	9.11	9.12	9.15	9.16, 9.17, 9.20
H, T	8.11	8.12	8.15	8.21, 8.22, 8.24
i, n	1.6	1.7	1.10	
I, L	7.16	7.17	7.19	8.1, 8.2, 8.5
j, q	6.11	6.12	6.15	7.1, 7.2, 7.5
J, Z	10.11	10.12	10.15	10.16, 10.17, 10.19
k, z	5.11	5.12	5.15	6.1, 6.2, 6.5
K, M	9.21	9.22	9.24	10.16, 10.17, 10.19
l, t Pencil Position, Paper Position	1.1	1.2	1.5	
m, u	5.1	5.2	5.5	6.1, 6.2, 6.5
Neatness	4.11	4.12	4.15	
r, s	3.1	3.2	3.5	3.11, 3.12, 3.15
Review When to Use Capital Letters	7.6	7.7	7.10	
S, U	9.6	9.7	9.10	9.16, 9.17, 9.20
Spacing between Words and Letters, Review l, t, i, n	1.11	1.12	1.15	
Uniformity of Letter Size	3.11	3.12	3.15	
v, w	5.6	5.7	5.10	6.1, 6.2, 6.5
V, W	10.1	10.2	10.5	10.16, 10.17, 10.19
x, y	6.6	6.7	6.10	7.1, 7.2, 7.5
X, Y	10.6	10.7	10.10	10.16, 10.17, 10.19
Phonemic Awareness				
Apples and Bananas	1.1	2.1	3.2	3.14
Final Consonant Sounds	1.4	1.5		
Initial Consonant Blends	2.2	2.3	2.4	2.14
Initial Consonant Sounds	1.2	1.3	1.10	1.14, 1.15, 2.1, 2.12, 2.13, 2.14
One Syllable Words	2.4	2.5	2.6	2.7, 2.8, 2.9, 2.10
Phoneme Blending Story	1.11	1.12	1.13	1.14, 1.15, 2.1, 2.2, 2.3

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Phonemic Awareness, continued				
Phoneme Replacement: Final Consonants	2.5	2.6	2.7	2.8, 2.9, 2.10, 2.11
Phoneme Replacement: Initial Sounds	1.6	1.7	1.8	1.9, 1.12, 1.13
Phoneme Replacement: Internal Consonants	2.12	2.13	2.14	2.15
Phoneme Segmentation: Clapping Syllables in Names	2.1			
Phoneme Segmentation: Counting Phonemes	2.5	2.6	2.7	
Phoneme Segmentation: Counting Syllables and Vowels	2.2	2.3	2.4	
Phoneme Segmentation: Dropping Final Sounds	1.9	1.10	1.11	
Phoneme Segmentation: Final Sounds	1.5	1.6	1.7	1.8, 1.13, 1.14, 1.15, 3.1, 3.2, 3.3, 3.4, 3.7, 3.9, 3.13, 4.1, 4.2, 4.9, 4.11, 5.1, 5.8, 5.11, 5.13, 6.1, 6.3, 6.6, 6.11, 7.1, 7.6, 7.11, 7.14, 7.17
Phoneme Segmentation: Initial Blends	2.8	2.9	2.10	2.11
Phoneme Segmentation: Initial Sounds	1.2	1.3	1.4	2.12, 2.13, 2.14, 2.15, 3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.9, 3.11, 3.14, 4.1, 4.3, 4.6, 4.8, 4.9, 4.11, 4.13, 5.1, 5.8, 5.13, 6.1, 6.3, 7.2, 7.4, 7.6, 7.8, 7.13, 7.14, 7.16
Phoneme Segmentation: Initial Consonant Restoration	1.1	2.14		
Phoneme Segmentation: Medial Sounds	3.2	3.4	3.6	3.11, 4.3, 4.6, 4.9, 4.11, 4.13, 5.1, 5.8, 5.11, 5.13, 6.1, 6.3, 6.6, 6.11, 6.13, 7.1, 7.2, 7.6, 7.8, 7.11, 7.14, 7.16
Phoneme Segmentation: Restoring Final Sounds	1.12			
Sound-by-Sound Blending	1.11	1.12	1.13	1.14, 1.15, 2.1, 2.2, 2.3, 2.11, 2.15
The Short-Vowel Song	1.3	1.8	1.13	2.8, 2.12, 3.10, 4.8
Phonics				
/a/ Spelled <i>a</i>	1.3	1.4	1.5	4.3, 4.4, 8.1, 8.2, 8.3, 8.5
/ā/ Spelled <i>a</i> and <i>a_e</i>	4.3	4.4	4.5	4.15, 5.11, 5.12, 8.1, 8.2, 8.3, 8.5, 8.21, 8.22, 8.23, 8.24, 8.25
/ā/ Spelled <i>ai_</i> and <i>_ay</i>	5.11	5.12	5.15	8.1, 8.2, 8.3, 8.4, 8.5, 8.21, 8.22, 8.23, 8.24, 8.25
/ar/ Spelled <i>ar</i>	3.6	3.10	9.16	9.17, 9.18, 9.19, 9.20, 9.22, 9.25
/aw/ Spelled <i>al</i> and <i>all</i>	2.1	2.5	7.7	7.8, 7.9, 7.10
/aw/ Spelled <i>au_</i> and <i>aw</i>	7.6	7.7	7.8	7.9, 7.10, 7.20
/aw/ Spelled <i>augh</i> and <i>ough</i>	7.8	7.9	7.10	7.20
/b/ Spelled <i>b</i>	1.14	1.15		
/ch/ Spelled <i>ch</i> and <i>ch</i>	3.3	3.5	3.7	9.11, 9.12, 9.13, 9.14, 9.15, 9.21, 9.25
/d/ Spelled <i>d</i>	1.6	1.10	1.15	
/e/ Spelled <i>e</i>	2.12	2.14	2.15	5.1, 9.1, 9.2, 9.3, 9.5, 9.21, 9.22, 9.25
/e/ Spelled <i>_ea_</i>	2.14	2.15	5.6	9.1, 9.2, 9.3, 9.5, 9.21, 9.22, 9.25

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Phonics, continued				
/ē/ Spelled <i>_y</i> and <i>_ie</i>	5.6	5.7	5.10	5.14, 5.15, 7.17, 7.18, 8.4, 9.1, 9.2, 9.3, 9.5, 9.21, 9.25
/ē/ Spelled <i>e</i> and <i>e_e</i>	5.1	5.2	5.4	5.5, 5.6, 5.10, 5.15, 7.17, 7.18, 8.22, 8.23, 8.24, 8.25, 9.1, 9.2, 9.3, 9.5, 9.21, 9.25
/ē/ Spelled <i>ee</i> and <i>ea</i>	5.3	5.4	5.5	5.6, 5.10, 5.15, 7.17, 7.18, 8.9, 8.22, 8.23, 8.24, 8.25, 9.1, 9.2, 9.3, 9.5, 9.21, 9.22, 9.25
/ē/ Spelled <i>ey</i>	7.17	7.18	7.19	7.20
/er/ Spelled <i>ear</i>	7.16	7.18	7.19	7.20, 9.16, 9.17, 9.18, 9.19, 9.20, 9.22
/er/ Spelled <i>er, ir,</i> and <i>ur</i>	3.9	3.10	7.16	7.19, 9.16, 9.17, 9.18, 9.19, 9.20, 9.22, 9.25
/f/ Spelled <i>f</i> and <i>ff</i>	2.4	2.5	7.14	
/f/ Spelled <i>ph</i>	7.14	7.15		
/g/ Spelled <i>g</i>	2.6	2.7	2.10	
/h/ Spelled <i>h_</i>	1.9	1.10	1.15	
/hw/ Spelled <i>wh_</i>	3.8	3.10	9.11	9.12, 9.13, 9.14, 9.15, 9.21, 9.25
/i/ Spelled <i>i</i>	1.8	1.10	1.15	4.6, 4.7, 8.6, 8.7, 8.8, 8.10
/ī/ Spelled <i>i</i> and <i>i_e</i>	4.6	4.7	4.10	4.15, 5.13, 5.15, 8.6, 8.7, 8.8, 8.9, 8.10, 8.21, 8.22, 8.23, 8.24, 8.25
/ī/ Spelled <i>_igh, _y,</i> and <i>_ie</i>	5.13	5.14	5.15	8.6, 8.7, 8.8, 8.9, 8.10, 8.21, 8.22, 8.23, 8.24, 8.25
/j/ Spelled <i>ge</i> and <i>gi_</i>	4.9	4.10	4.15	
/j/ Spelled <i>j</i> and <i>dge</i>	2.7	2.8	2.10	4.9, 4.15, 8.6
/k/ Spelled <i>c</i>	2.1	2.2	2.5	5.9
/k/ Spelled <i>k</i> and <i>ck</i>	2.2	2.5	2.7	8.4, 8.6
/ks/ Spelled <i>x</i>	2.11	2.14	2.15	3.1
/kw/ Spelled <i>qu_</i>	3.14	3.15		
/l/ Spelled <i>l</i> and <i>ll</i>	1.12	1.15	7.19	
/m/ Spelled <i>m</i>	1.2	1.3	1.4	1.5, 1.15, 3.7
/m/ Spelled <i>_mb</i>	3.7	3.10		
/n/ Spelled <i>kn_</i>	7.4	7.5	7.20	
/n/ Spelled <i>n</i>	1.7	1.10	1.15	7.4
/ng/ Spelled <i>ng</i> (Include Words Ending with <i>ing</i>)	3.13	3.15	6.2	8.4
/nk/ Spelled <i>nk</i>	3.13	3.15		
/o/ Spelled <i>o</i>	1.13	1.15	4.11	4.12, 8.11, 8.12, 8.13, 8.15
/ō/ Spelled <i>o</i> and <i>o_e</i>	4.11	4.12	4.15	6.1, 6.2, 7.3, 8.9, 8.11, 8.12, 8.13, 8.15, 8.21, 8.22, 8.23, 8.24, 8.25
/ō/ Spelled <i>oa_</i> and <i>_ow</i>	6.1	6.2	6.5	6.15, 7.1, 7.3, 8.4, 8.9, 8.11, 8.12, 8.13, 8.15, 8.21, 8.22, 8.23, 8.24, 8.25
/oi/ Spelled <i>oi</i> and <i>_oy</i>	7.11	7.12	7.15	7.20, 10.6, 10.7, 10.8, 10.10
/ōō/ Spelled <i>oo</i>	6.13	6.14	6.15	10.1, 10.2, 10.3, 10.5

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Phonics, continued				
/ōō/ Spelled <i>_ew</i> and <i>u_e</i>	6.11	6.12	6.15	10.1, 10.2, 10.3, 10.5
/oo/ Spelled <i>_ue</i> and <i>u</i>	6.8	6.9	6.10	6.11, 6.12, 10.1, 10.2, 10.3, 10.5
/ōō/ Spelled <i>oo</i>	6.6	6.7	6.8	6.9, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 10.1, 10.2, 10.3, 10.5
/or/ Spelled <i>or</i> and <i>ore</i>	3.4	3.5	9.16	9.17, 9.18, 9.19, 9.20, 9.25
/ow/ Spelled <i>ou_</i>	7.2	7.3	7.5	7.7, 10.6, 10.7, 10.8, 10.10
/ow/ Spelled <i>ow</i>	7.1	7.2	7.3	7.5, 7.7, 7.20, 10.6, 10.7, 10.8, 10.10
/p/ Spelled <i>p</i>	1.11	1.15		
/r/ Spelled <i>r</i>	2.3	2.5	7.13	
/r/ Spelled <i>wr_</i>	7.13	7.15	7.20	8.4
/s/ Spelled <i>ce</i> and <i>ci_</i>	4.8	4.10	4.15	5.8, 5.9
/s/ Spelled <i>cy</i>	5.8	5.9	5.10	5.15
/s/ Spelled <i>s</i>	1.1	1.3	1.5	1.15, 2.10, 4.15, 5.8, 5.9
/s/ Spelled <i>ss</i>	2.4	2.5	2.10	
/sh/ Spelled <i>sh</i>	3.1	3.5	3.7	9.11, 9.12, 9.13, 9.14, 9.15, 9.21, 9.25
/t/ Spelled <i>t</i> and <i>tt</i>	1.4	1.5	1.15	
/th/ Spelled <i>th</i>	3.2	3.5	9.11	9.12, 9.13, 9.14, 9.15, 9.21, 9.25
/u/ Spelled <i>u</i>	2.8	2.10	4.13	4.14, 8.16, 8.17, 8.18, 8.20
/ū/ Spelled <i>_ew</i> and <i>_ue</i>	6.3	6.4	6.5	6.15, 8.16, 8.17, 8.20, 8.22, 8.23, 8.24, 8.25
/ū/ Spelled <i>u</i> and <i>u_e</i>	4.13	4.14	4.15	6.3, 6.4, 6.15, 8.9, 8.16, 8.17, 8.19, 8.20, 8.22, 8.23, 8.24, 8.25
/v/ Spelled <i>v</i>	4.1	4.5	4.15	
/w/ Spelled <i>w_</i>	3.8	3.10		
/y/ Spelled <i>y_</i>	4.1	4.5	4.15	5.6
/z/ Spelled <i>z, _s,</i> and <i>zz</i>	2.9	2.10	2.11	
Consonant Blends	2.6	7.12	7.13	9.6, 9.7, 9.8, 9.9, 9.10, 9.21, 9.22, 9.25
-ed ending: /ed/, /d/, /t/	2.13	2.15		
Prefixes	4.14	4.15	6.8	7.4, 7.16, 10.11, 10.12, 10.13, 10.15, 10.20
Schwa	3.11	3.12	3.15	
Suffixes and Word Endings	3.10	3.14	3.15	4.14, 6.3, 6.4, 7.16, 9.21, 9.22, 9.23, 10.11, 10.12, 10.13, 10.15, 10.16, 10.17, 10.18, 10.20
Syllable <i>-le</i>	4.2	4.4	4.5	4.15, 8.4

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Reading with a Writer's Eye				
Author's Purpose	4.9	5.13	6.13	8.4, 8.5, 8.14, 8.15, 8.25, 9.4, 9.5, 9.13, 9.15, 9.25
Captions	8.23	8.24	8.25	
Characterization	8.8	8.10	8.25	
Characters	1.7	1.9	6.11	7.8, 7.14, 7.15, 7.18, 7.19, 7.20, 8.8, 8.10, 8.25, 10.4, 10.12, 10.20
Creating Humor	3.9			
Description	7.4	7.5	7.20	
Dialogue	5.9	5.11	6.8	
Headings	8.13	8.15	8.18	8.20, 8.25
Headings and Labels	8.18	8.20	8.25	
Language Use	8.4	8.5	8.25	
Patterned Repetition	1.12	5.7	6.3	7.12, 7.15, 7.20, 10.18, 10.20
Plot	7.18	7.19	7.20	8.8, 8.10, 8.25
Point of View	10.4	10.18	10.20	
Questions	2.12			
Repetition, Sound Use, Exact Verbs	7.12	7.15	7.20	
Setting	4.7	5.12	6.9	6.12, 9.23, 9.24, 9.25
Similes	2.9			
Story Problem	10.8	10.12	10.14	10.20
Story Structure	10.8	10.20		
Text-Illustration Relationship	1.3	2.3	4.3	4.12, 5.3, 9.18, 9.20, 9.25
Text-Graphics Relationship	6.7			
Theme	10.4	10.20		
Thoughts and Emotions	3.7			
Using Categories and Giving Examples	9.7	9.9	9.10	9.25
Using Examples	2.7	3.3	3.12	5.8, 9.7, 9.9, 9.10, 9.25
Spelling				
/ā/ and /a/	8.1	8.2	8.3	8.4, 8.5
/aw/ Spelled <i>aw</i> and <i>au</i> _	7.6	7.7	7.8	7.9, 7.10
/ē/ and /e/	9.1	9.2	9.3	9.4, 9.5
/ē/ Spelled <i>_ey</i>	7.17	7.18	7.19	7.20
/er/ Spelled <i>ear</i>	7.16	7.17	7.18	7.19, 7.20
/ī/ and /i/	8.6	8.7	8.8	8.9, 8.10, 8.21, 8.22, 8.23, 8.24, 8.25
/ō/ and /o/	8.11	8.12	8.13	8.14, 8.15, 8.21, 8.22, 8.23, 8.24, 8.25
/oi/ Spelled <i>oi</i> and <i>_oy</i>	7.11	7.12	7.13	7.14, 7.15
/oo/ and /ōō/	10.1	10.2	10.3	10.4, 10.5
/ow/ Spelled <i>ou</i> _	7.2	7.3	7.4	7.5
/ow/ Spelled <i>ow</i>	7.1	7.2	7.3	7.4, 7.5
/ū/ and /u/	8.16	8.17	8.18	8.19, 8.20
Consonant Blends: /st/ and /tr/	9.6	9.7	9.8	9.9, 9.10

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Spelling, continued				
Consonant Digraphs: /sh/ and /ch/	9.11	9.12	9.13	9.14, 9.15
Consonant Digraphs: /wh/ and /th/	9.21	9.22	9.23	9.24, 9.25
Diphthongs: /ow/ and /oi/	10.6	10.7	10.8	10.9, 10.10
R-controlled Vowels	9.16	9.17	9.18	9.19, 9.20
Word Endings: <i>-ing</i>	10.16	10.17	10.18	10.19, 10.20
Word Endings: <i>-s</i> and <i>-ed</i>	10.11	10.12	10.13	10.14, 10.15
Study Skills				
Alphabetical Order	7.3	7.4	7.5	7.20, 9.8, 9.9, 9.10, 9.25, 10.3, 10.4, 10.5, 10.13, 10.14, 10.15, 10.20
Completing a Web	8.8	8.9	8.10	8.25
Entertaining and Informational Text	9.23	9.24	9.25	
Following Instructions: Experiment	9.19	9.20	9.25	
Following Instructions: Recipes	9.18	9.20	9.25	
Gaining Information from Pictures	8.3	8.4	8.5	8.25
Interviewing	7.18	7.19	7.20	
Listening to Gain Information	7.13	7.14	7.15	7.20
Organizing Story Sequence	9.13	9.14	9.15	9.25, 10.8, 10.9, 10.10, 10.20
Presenting Orally	8.23	8.24	8.25	
Taking Notes	10.18	10.19	10.20	
Using Informational Resources	9.3	9.4	9.5	9.25
Using Nonfiction	8.18	8.19	8.20	8.25
Using the Library What are Resources?	7.8	7.9	7.10	7.20, 8.13, 8.14, 8.15, 8.25
Writing				
Autobiography	1.6–1.10	1.11–1.15		
Biography	7.11–7.15	7.16–7.20		
Book Reports	8.6–8.10			
Describe a Place	2.6–2.10			
Describe Something in the Classroom	2.1–2.5			
Explain a Process	8.11–8.15	9.11–9.15		
Fables	10.11–10.15			
Free Verse Poem	3.11–3.15			
Friendly Letters	4.6–4.10	4.11–4.15		
Informational Text	3.6–3.10			
Intro to Writing (Writing a List)	1.1–1.5			
Invitations	4.1–4.5			
Lists	5.1–5.5			
Make-Believe Story	7.1–7.5	7.6–7.10		
News Story	5.6–5.10			
Opinion Statement	9.21–9.25			
Persuasive Poster	10.1–10.5			
Reports	9.1–9.5	9.6–9.10		
Rhyming Poem	3.1–3.5			

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Writing, continued				
Story – Realistic stories	10.16–10.20			
Story – Personal Journey	6.6–6.10	6.11–6.15		
Summary	8.16–8.20	8.21–8.25	10.6–10.10	
Timed Writing	8.1–8.5	9.16–9.20		
Word Poem	2.11–2.15			
Writing Instructions	6.1–6.5			
Writing Strategy: Action Verbs	2.11–2.15	5.11–5.15	6.11–6.15	
Writing Strategy: Adding a Cover and Title	1.11–1.15			
Writing Strategy: Adding Details	1.11–1.15	2.1–2.5	4.11–4.15	5.1–5.5, 5.6–5.10, 7.16–7.20, 9.21–9.25
Writing Strategy: Audience	4.1–4.5	4.11–4.15	5.6–5.10	6.1–6.5, 10.1–10.5
Writing Strategy: Basic Elements of a Letter, Including Greeting and Closing	4.6–4.10			
Writing Strategy: Beginning, Middle, and End	6.6–6.10	7.1–7.5	10.11–10.15	
Writing Strategy: Brainstorming	2.1–2.5	2.6–2.10	3.1–3.5	3.11–3.15
Writing Strategy: Characters and Dialogue	7.1–7.5	10.11–10.15		
Writing Strategy: Choosing a Topic	3.6–3.10	6.6–6.10		
Writing Strategy: Creating Setting	7.6–7.10			
Writing Strategy: Expanding Sentences	7.16–7.20	8.16–8.20		
Writing Strategy: Making Notes for Writing: Short Phrases or Single Words	5.6–5.10			
Writing Strategy: Paragraphs That Explain	8.11–8.15	9.11–9.15		
Writing Strategy: Proofreading	8.11–8.15	9.6–9.10		
Writing Strategy: Purpose	4.1–4.5	5.6–5.10	6.1–6.5	10.1–10.5
Writing Strategy: Responding to Others' Writing	6.11–6.15			
Writing Strategy: Revising by Moving Text	7.16–7.20	8.6–8.10		
Writing Strategy: Revising: Adding Detail	4.11–4.15	7.16–7.20	9.21–9.25	
Writing Strategy: Revising: Making Sentences Longer	7.16–7.20	8.16–8.20		
Writing Strategy: Revising: Rewriting Unclear Sentences	4.11–4.15	6.1–6.5	9.21–9.25	
Writing Strategy: Sharing	1.11–1.15			
Writing Strategy: Timed-Test Strategies	8.1–8.5	9.16–9.20		
Writing Strategy: Use a Sequence Map to Plan Writing	5.11–5.15	6.1–6.5	10.11–10.15	
Writing Strategy: Using Descriptive Words	2.11–2.15			
Writing Strategy: Using Drawings	1.6–1.10	5.1–5.5	7.11–7.15	
Writing Strategy: Using Graphic Organizers	7.11–7.15	9.1–9.5	10.11–10.15	
Writing Strategy: Varying Sentence Length	7.16–7.20	8.21–8.25	10.6–10.10	
Writing Strategy: Webbing	9.1–9.5			
Writing Strategy: Word Choice and Creating Vivid Images	3.1–3.5			
Writing Strategy: Writing a Coherent Paragraph	8.6–8.10	9.11–9.15		



Comprehensive Scope and Sequence

Level 2



Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Comprehension Skills				
Author's Point of View	2.4	3.3	6.4	
Author's Purpose	2.1	4.3	5.5	
Cause and Effect	2.3	5.2	5.5	6.2
Classify and Categorize	2.5	3.2	4.4	
Compare and Contrast	2.2	3.5	4.5	
Drawing Conclusions	1.2	3.4	6.5	
Fact and Opinion	3.3	4.3	6.1	
Main Idea and Details	1.1	2.1	4.1	6.3
Making Inferences	1.5	3.1	5.3	6.4
Reality and Fantasy	1.4	4.2	5.1	
Sequence	1.3	2.4	5.4	
Comprehension Strategies				
Adjusting Reading Speed	1.4	2.3	2.5	3.4, 3.5, 4.2, 5.4, 6.3, 6.4, 6.5
Asking Questions	1.1	1.3	2.1	2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.2, 5.3, 5.5, 6.2, 6.3, 6.5
Clarifying	1.3	1.5	2.1	2.4, 3.2, 3.3, 4.1, 4.3, 4.5, 5.1, 5.2, 6.1, 6.3, 6.5
Making Connections	1.1	1.2	2.1	2.2, 2.5, 3.1, 3.2, 3.3, 3.5, 4.1, 4.3, 4.4, 5.1, 5.2, 5.3, 5.5, 6.1, 6.2
Making Predictions	1.3	1.5	2.4	3.5, 4.2, 4.4, 5.3, 5.4, 5.5, 6.4
Summarizing	1.2	1.4	2.3	2.5, 3.1, 3.4, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.2, 6.3, 6.4
Visualizing	1.4	2.2	2.3	4.5, 6.1
Grammar, Usage, and Mechanics				
Adjectives	2.4	2.5b	6.3	
Adverbs	5.4	5.5b	6.5b	
Articles	3.1	3.5b	6.3	
Capitalization – Days and Months, Cities and States	3.2	3.5b	6.3	
Capitalization – First Letter in Sentence	1.5a	1.5b	6.2	
Capitalization – Greetings and Salutations in Letters	5.1	5.5b	6.5b	
Capitalization – Proper Nouns, Titles, and Initials	2.3	2.5b	6.3	
Colons	4.5a	4.5b	6.5a	
Commas – Dialogue	5.3	5.5b	6.5b	
Commas – Greetings and Salutations in Letters	5.1	5.5b	6.5b	
Commas – Items in a Series	3.3	3.5b	6.4	
Comparative Adjectives	3.1	3.5b	6.3	
Complete and Incomplete Sentences	2.1	2.5b	6.2	
Compound Sentences	4.3	4.5b	6.5a	
Conjunctions	4.3	4.5b	6.5a	
Contractions	3.5a	3.5b	6.4	
End Marks	2.2	2.5b	6.2	
Kinds of Sentences	2.2	2.5b	6.2	
Nouns – Common and Proper	1.1	1.5b	6.1	
Nouns – Singular and Plural	2.5a	2.5b	6.3	
Possessive Nouns and Pronouns	4.2	4.5b	6.4	
Pronouns	4.1	4.5b	6.4	

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Grammar, Usage, and Mechanics, continued				
Quotation Marks	5.2	5.5b	6.5b	
Subject and Predicate	1.4	1.5b	6.1	
Subject/Verb Agreement	3.4	3.5b	6.4	
Synonyms and Antonyms	4.4	4.5b	6.5a	
Verbs – Action	1.2	1.5b	6.1	
Verbs – Helping and Linking	1.3	1.5b	6.1	
Verb Tenses (past, present, and future)	5.5a	5.5b	6.5b	
Listening/Speaking/Viewing				
Conversations	4.4			
Describing Pictures	6.3			
Descriptive Sharing	5.2			
Determining the Purpose of a Presentation	6.2			
English Speech Patterns	2.1			
Fact and Opinion	6.5			
Large Group Discussions	2.2	2.4	6.4	
Learning from Pictures	1.4	3.2	4.1	
Listening for Details	4.5	5.1		
Making Connections	3.5			
Making Eye Contact	1.5			
Mass Media Communication	2.3	5.4		
Paraphrasing	6.1			
Presenting a Story	3.1			
Presenting a Summary	3.4			
Purposes of Listening	1.1			
Purposes of Speech	4.3			
Reading Aloud	2.5			
Speaking Clearly	1.2			
Using Facts to Support the Focus of a Presentation	3.3			
Using Gestures	5.3			
Using Synonyms and Antonyms to Enhance Speech	5.5			
Word Choice	1.3	4.2		
Penmanship				
a, o	1.5a	1.5b		
A, O	4.4	4.5a		
B, D	5.4	6.1		
b, k	3.3	4.1		
c, d	2.5b	3.2		
C, E	4.3	4.5a		
e, l	1.4	1.5b		
f, h	2.3	2.4		
F, Q	5.5a	6.1		
g, q	3.1	3.2		
G, S	4.5b	5.3		
H, K	5.5b	6.1		
i, t	1.3	1.5b		
I, T	4.2	4.5a		
J, L	6.2	6.5b		

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Penmanship, continued				
j, p	2.5a	3.2		
m, n	2.2	2.4		
M, N	5.1	5.3		
Overcurve (Going Up) Slant (Going Down)	1.2			
P, R	5.2	5.3		
r, s	2.1	2.4		
u, w	3.4	4.1		
U, W	6.3	6.5b		
Undercurve (Going Up) Overcurve (Going Down)	1.1			
v, y	3.5a	4.1		
V, Y	6.4	6.5b		
x, z	3.5b	4.1		
X, Z	6.5a	6.5b		
Phonics				
/ā/ Spelled <i>a</i> and <i>a_e</i>	1.1	1.3	1.5b	2.2, 2.3, 2.5b
/ā/ Spelled <i>ai_</i> and <i>_ay</i>	2.2	2.3	2.5b	
/aw/ Spelled <i>au_</i> and <i>aw</i>	5.1	5.5a	5.5b	
/aw/ Spelled <i>augh</i> , <i>ough</i> , <i>al</i> , <i>all</i>	5.2	5.5a	5.5b	
/ē/ Spelled <i>e</i> and <i>e_e</i>	1.4	2.1	2.3	2.4, 2.5b
/ē/ Spelled <i>ee</i> and <i>ea</i>	2.1	2.3	2.5b	
/ē/ Spelled <i>_y</i> , <i>_ie_</i> , <i>ey</i>	2.4	2.5b		
/f/ Spelled <i>ph</i>	1.5a	1.5b		
/ī/ Spelled <i>i</i> and <i>i_e</i>	1.1	1.3	1.5b	3.1, 3.3, 3.5b
/ī/ Spelled <i>_igh</i> , <i>_ie_</i> , <i>_y</i>	3.1	3.3	3.5b	
/j/ Spelled <i>ge</i> and <i>g_</i>	2.5a	2.5b		
/m/ Spelled <i>mb</i>	1.5a	1.5b		
/n/ Spelled <i>kn_</i>	1.5a	1.5b		
/ō/ Spelled <i>o</i> and <i>o_e</i>	1.2	1.3	1.5b	3.2, 3.3, 3.5b
/ō/ Spelled <i>oa_</i> and <i>_ow</i>	3.2	3.3	3.5b	
/oi/ Spelled <i>oi</i> and <i>_oy</i>	5.4	5.5a	5.5b	
/oo/ Spelled <i>oo</i>	4.3	4.5a	4.5b	
/ōō/ Spelled <i>oo</i>	4.1	4.5a	4.5b	
/ōō/ Spelled <i>u</i> , <i>u_e</i> , <i>_ew_</i> , <i>_ue</i>	4.2	4.5a	4.5b	
/ow/ Spelled <i>ow</i> and <i>ou_</i>	4.4	4.5a	4.5b	
/r/ Spelled <i>wr_</i>	1.5a	1.5b		
/s/ Spelled <i>ce</i> , <i>ci_</i> , <i>cy</i>	2.5a	2.5b		
/ū/ Spelled <i>u</i> and <i>u_e</i>	1.2	1.3	1.5b	3.4, 3.5a, 3.5b
/ū/ Spelled <i>_ew</i> and <i>_ue</i>	3.4	3.5a	3.5b	
Contrast /aw/ and /ow/	6.4	6.5b		
Contrast <i>oo</i> Spelling of /ōō/ and /oo/	6.1	6.5a	6.5b	
Contrast <i>ow</i> Spelling of /ō/ and /ow/	6.1	6.5a	6.5b	
Contrast <i>u</i> , <i>u_e</i> , <i>_ue_</i> , <i>_ew</i> Spellings of /ōō/ and /ū/	6.1	6.5a	6.5b	
Open and Closed Syllables	3.5a	3.5b		
<i>Ough</i> Spelling Pattern	5.3	5.5b		
Silent Letters	6.2	6.5a	6.5b	
Three-Letter Consonant Blends	6.3	6.5a	6.5b	

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Reading with a Writer's Eye				
Author's Purpose	3.5	4.5	6.1	6.5
Captions	3.2	3.4		
Characterization	1.3	1.5	3.5	5.2, 5.5
Descriptive Language	2.2	3.4	4.2	4.4
Dialogue	1.3	3.3	5.1	
Figurative Language	2.4	3.1	4.4	4.5, 5.4, 6.4
Genre	6.2	6.3		
Headings	2.1	2.3	2.5	4.1, 6.5
Illustrations/Photographs	2.1	4.1	4.3	5.4
Italics	2.4	3.1		
Mood	1.4	3.2		
Onomatopoeia	1.5	2.2	2.3	4.4, 5.4, 5.5, 6.4
Plot	2.4	5.3	6.4	
Repetition	1.1	2.2	2.5	4.2
Rhyme	1.2	4.3		
Setting	3.1	5.2		
Theme	3.1	3.2		
Time and Order Words	5.5	6.3		
Spelling				
/ā/ Spelled <i>a</i> and <i>a_e</i>	1.1	1.3	2.2	2.3
/ā/ Spelled <i>ai_</i> and <i>_ay</i>	2.2	2.3		
/aw/ Spelled <i>augh</i> , <i>ough</i> , <i>al</i> , <i>all</i>	5.2	5.5		
/aw/ Spelled <i>aw</i> and <i>au_</i>	5.1	5.5		
/ē/ Spelled <i>e</i> and <i>e_e</i>	1.4	2.1	2.3	
/ē/ Spelled <i>ee</i> and <i>ea</i>	2.1	2.3		
/ē/ Spelled <i>_ie_</i> and <i>_y</i>	2.5			
/f/ Spelled <i>ph</i>	1.5			
/ī/ Spelled <i>i</i> and <i>i_e</i>	1.1	1.3	3.1	3.3
/ī/ Spelled <i>_igh_</i> , <i>_y_</i> , <i>_ie</i>	3.1	3.3		
/j/ Spelled <i>ge</i> and <i>gi_</i>	2.4	2.5		
/n/ Spelled <i>kn_</i>	1.5			
/ō/ Spelled <i>o</i> and <i>o_e</i>	1.2	1.3	3.2	3.3
/ō/ Spelled <i>_ow</i> and <i>oa_</i>	3.2	3.3		
/oi/ Spelled <i>oi</i> and <i>_oy</i>	5.4	5.5		
/ōō/ Spelled <i>oo</i>	4.1	4.5		
/oo/ Spelled <i>oo</i>	4.3	4.5		
/ōō/ Spelled <i>u</i> , <i>u_e_</i> , <i>_ew_</i> , <i>_ue</i>	4.2	4.5		
/ow/ Spelled <i>ow</i> and <i>ou_</i>	4.4	4.5		
/r/ Spelled <i>wr_</i>	1.5			
/s/ Spelled <i>ce</i> and <i>ci_</i>	2.4	2.5		
/ū/ Spelled <i>u</i> and <i>u_e</i>	1.2	1.3	3.4	3.5
/ū/ Spelled <i>_ew</i> and <i>_ue</i>	3.4	3.5		
Contrast /aw/ and /ow/	6.4	6.5		
Contrast <i>oo</i> Spelling of /ōō/ and /oo/	6.1	6.5		
Contrast <i>ow</i> Spelling of /ō/ and /ow/	6.1	6.5		
Contrast <i>u</i> , <i>u_e_</i> , <i>_ue_</i> , <i>_ew</i> Spellings of /ōō/ and /ū/	6.1	6.5		
<i>Ough</i> Spelling Pattern	5.3			

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Spelling, continued				
Silent Letters	6.2	6.5		
Three-Letter Consonant Blends	6.3	6.5		
Study Skills				
Alphabetical Order	1.1			
Asking Questions	3.1			
Choosing Sources of Information	6.1			
Compiling Notes into Outlines	5.5			
Conducting an Interview	5.1			
Finding Information	4.4			
Follwing Directions	1.3			
Gathering Data	2.5			
Globes and Atlases	4.5			
Making Observations	1.2	5.2		
Parts of the Library or Media Center	3.2			
Polls and Bar Graphs	5.3			
Skimming Text	4.1			
Summarizing and Organizing Information	2.1			
Taking Notes	4.2			
Time Lines	2.4			
Using a Card Catalog	2.2			
Using a Dictionary, Glossary, and Thesaurus	1.5	5.4		
Using a Map	3.3			
Using a Table of Contents and Index	2.3	3.5	4.3	
Using an Encyclopedia	6.2			
Using Multiple Resources	6.3			
Using New Technology	6.5			
Using Newspapers and Magazines	1.4	3.4	6.4	
Word Structure				
Antonyms	4.1	4.5b	6.1	
Comparative Endings	4.5a	4.5b	6.3	
Compound Words	4.2	4.5b	6.1	
Contractions	4.2	4.5b	6.1	
Homographs	5.4	5.5b	6.5	
Homophones	5.4	5.5b	6.5	
Inflectional Endings	4.5a	4.5b	6.3	
Irregular Plurals	4.5a	4.5b	6.3	
Plurals	4.1	4.5b	6.1	
Prefix <i>dis-</i>	4.3	4.5b	6.2	
Prefix <i>mid-</i>	4.4	4.5b	6.2	
Prefix <i>mis-</i>	4.4	4.5b	6.2	
Prefix <i>un-</i>	4.3	4.5b	6.2	
Prefixes and Suffixes as Syllables	5.3	5.5b	6.5	
Related Words	5.5a	5.5b	6.5	
Suffix <i>-ed</i> with Double Final Consonant	5.2	5.5b	6.4	
Suffix <i>-er</i>	5.1	5.5b	6.3	
Suffix <i>-ful</i>	5.3	5.5b	6.4	
Suffix <i>-less</i>	5.3	5.5b	6.4	

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Word Structure, continued				
Suffix <i>-ly</i>	5.2	5.5b	6.4	
Suffix <i>-ness</i>	5.1	5.5b	6.3	
Suffix <i>-y</i>	5.2	5.5b	6.4	
Synonyms	4.1	4.5b	6.1	
Word Families	5.5a	5.5b	6.5	
Writing				
Action Tale	1.4			
Biography	6.5a	6.5b		
Book Review	4.3			
Compare/Contrast	2.2	2.4		
Descriptive Paragraph	2.1			
Explain a Process	3.3	4.1		
Fairy Tale	1.3			
Fantasy	4.5a	4.5b		
Folktale	4.4			
Informative Report	2.5a	2.5b		
Journal	1.2			
Letter	6.1	6.2	6.3	
List	1.1			
News Story	5.4			
Personal Narrative	1.5a	1.5b		
Persuasive Writing	3.5a	3.5b	4.2	
Play	5.5a	5.5b		
Poetry	5.1	5.2	5.3	
Realistic Story	6.4			
Summary	2.3	3.4		
Timed Writing	3.1	3.2		
Writing Strategy: Accessing Reference Material for Report Writing	6.5			
Writing Strategy: Brainstorming	1.1			
Writing Strategy: Choosing a Topic	1.5			
Writing Strategy: Coherent Paragraph	6.5			
Writing Strategy: Developing a Semantic Web	2.2	2.4		
Writing Strategy: Dialogue	5.5			
Writing Strategy: Evaluating Growth	3.5	5.5		
Writing Strategy: Evaluating If Purpose is Met	6.2			
Writing Strategy: Formality of Language	6.3			
Writing Strategy: Identifying Best Feature of Something Written and Share It	4.5			
Writing Strategy: Logical Sequence	1.5	3.3		
Writing Strategy: Proofreading Symbols	1.3			
Writing Strategy: Revising – Adding Details and Personal Thoughts	1.5	5.4	6.4	
Writing Strategy: Revising – Eliminating Irrelevant Information	4.1			
Writing Strategy: Revising – Making Dialogue More Vivid	5.5			
Writing Strategy: Revising – Precise Word Choice	5.1			
Writing Strategy: Rhythm and Rime	5.3			
Writing Strategy: Strategies for Timed-Writing Tests	3.1	3.2		
Writing Strategy: Taking Notes	2.3	2.5		

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Writing, continued				
Writing Strategy: Using Action and Describing Words When Writing	1.4	2.1		
Writing Strategy: Using Drawings to Generate Ideas	1.2			
Writing Strategy: Using Elements of Persuasion	3.5	4.2		
Writing Strategy: Using Multimedia Sources to Illustrate	2.5	5.2		
Writing Strategy: Using Multimedia Sources to Publish Paper	4.5			
Writing Strategy: Using Story Elements to Generate Content	4.5			
Writing Strategy: Using Transition Words	4.3			
Writing Strategy: Vary How Sentences Begin	4.4			
Writing Strategy: Vary Types of Sentences Used	3.4			
Writing Strategy: Writing for Different Audiences	6.1			





Comprehensive Scope and Sequence

Level 3



Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Comprehension Skills				
Author's Point of View	1.3	2.5	5.5	6.4, 6.5
Author's Purpose	1.2	2.1	3.1	4.2, 5.4, 6.1, 6.3
Cause and Effect	1.1	2.1	2.4	3.5, 4.3, 5.3, 5.4, 5.5b, 6.1
Classify and Categorize	2.5	3.1	4.1	5.1
Compare and Contrast	1.3	4.3	4.5	6.5
Drawing Conclusions	1.4	4.1	5.2	5.3, 6.3
Fact and Opinion	2.3	3.3	3.4	4.4, 5.1, 5.3, 6.4
Main Idea and Details	1.5	4.4	5.5	6.2
Making Inferences	2.3	4.2	4.4	6.2, 6.5
Reality and Fantasy	2.2	2.3	3.3	3.4
Sequence	1.2	3.2	4.2	6.4
Comprehension Strategies				
Adjusting Reading Speed	1.2	1.3	2.5	3.5, 4.1, 4.5, 5.1, 6.5
Asking Questions	1.1	1.2	1.4	2.1, 2.2, 2.4, 4.4, 6.5
Clarifying	1.5	2.1	2.5	3.1, 4.4, 5.4, 6.3
Making Connections	1.1	1.3	2.3	3.2, 4.3, 6.1, 6.4
Predicting	1.1	1.3	1.4	2.3, 3.3, 4.2, 6.1
Summarizing	1.2	1.5	2.4	3.1, 4.3, 5.2, 6.2
Visualizing	1.4	2.1	3.4	4.4, 5.1, 6.1, 6.3
Grammar, Usage, and Mechanics				
Adjectives	3.2	3.5b	6.4	
Adverbs	4.3	4.5b	6.5a	
Articles (a, an)	3.4	3.5b	6.4	
Commas in a Series and Commas When Using <i>Yes</i> and <i>No</i> at Beginning of Sentences	4.1	4.5b	6.4	
Complete Simple Sentence	1.4	1.5b	6.1	
Complex Sentences	5.5a	5.5b	6.5b	
Compound Sentences (Combining with <i>and</i> , <i>but</i> , <i>so</i> , <i>or</i> ; Use Comma; Coordinating Conjunction)	3.1	3.5b	6.4	
Compound Words	4.2	4.5b	6.4	
Contractions	4.2	4.5b	6.4	
Declarative, Interrogative, Exclamatory, and Imperative Sentences	2.3	2.5b	6.3	
Nouns	1.1	1.5b	6.1	
Plurals and Irregular Plurals	2.2	2.5b	6.2	
Possessive Nouns and Pronouns	2.1	2.5b	6.2	
Prepositions and Prepositional Phrases	5.2	5.5b	6.5b	
Present Noun as Subject and Object in a Sentence; Replace Noun as Object with a Pronoun	2.4	2.5b	6.3	
Pronouns	2.5	6.3		
Quotation Marks, Commas, and Capitalization	1.5a	1.5b	6.2	
Review Periods in Abbreviations, Punctuation and Capitalization in Dates; City and States (Locations), Addresses, Titles of Books, Geographical Names, Holidays, Historical Periods, Special Events	3.3	3.5b	6.4	
Sentence Tense	5.3	5.5b	6.5b	

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Grammar, Usage, and Mechanics , continued				
Sentences with Compound Subject or Compound Predicate	3.5a	3.5b	6.4	
Subject and Predicate	1.3	1.5b	6.1	
Subject and Verb Agreement	4.5a	4.5b	6.5a	
Synonyms and Antonyms	4.4	4.5b	6.5 a	
Verb Tense	5.1	5.5b	6.5b	
Verb <i>to be</i> and Irregular Verbs	5.4	5.5b	6.5b	
Verbs and Verb Phrases	1.2	1.5b	6.1	
Listening/Speaking/Viewing				
Analyzing Media Sources	4.3			
Asking Questions	2.1			
Being a Good Listener	1.1			
Conversations	3.1			
Descriptive Presentations	5.5			
Determining a Purpose	4.5			
Dramatic Presentations	6.3			
Effective Voice and Word Choice	5.3			
Elements of Grammar	3.4			
Expressing Ideas through Gestures	1.5			
Following Directions	5.2			
Formal/Informal Language	1.3			
Gaining Information and Meaning from Pictures	1.4			
Group Discussions	5.1			
Language Reflects Culture	4.2			
Listen and Respond to Presentations	2.2			
Listening for Mood	6.1			
Literary Devices	6.2			
Media Techniques	6.5			
Narrative Presentations	6.4			
Nonverbal Cues	3.3			
Organizing a Presentation	4.4			
Presenting in Chronological Order	2.5			
Recalling What We Heard	2.4			
Recognizing Facts and Opinions	3.5			
Relating to Content	3.2			
Sharing Information	4.1			
Speaking Clearly	1.2			
Using Multimedia	5.4			
Using Visual Aids	2.3			
Penmanship				
A, O	4.4	4.5a		
b, k	3.2	3.3		
c, d	2.5a	2.5b		
C, E	4.3	4.5a		

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Penmanship, continued				
D, B	5.4	6.1		
g, q	3.1	3.3		
h, f	2.2	2.3		
H, K	5.5b	6.1		
i, t	1.1	1.3		
I, T	4.2	4.5a		
J, L	6.2	6.5b		
l, e	1.2	1.3		
n, m	2.1	2.3		
N, M	5.1	5.3		
o, a	1.4	1.5b		
p, j	2.4	2.5b		
P, R	5.2	5.3		
Paper Postion	1.1			
Q, F	5.5a	6.1		
S, G	4.5b	5.3		
s, r	1.5a	1.5b		
u, w	3.4	4.1		
U, W	6.3	6.5b		
v, y	3.5	4.1		
V, Y	6.4	6.5b		
x, z	3.5a	4.1		
X, Z	6.5a	6.5b		
Phonics				
/ā/ Spelled <i>a</i> and <i>a_e</i> /ē/ Spelled <i>e</i> and <i>e_e</i> /ī/ Spelled <i>i</i> and <i>i_e</i> /ō/ Spelled <i>o</i> and <i>o_e</i> /ū/ Spelled <i>u</i> and <i>u_e</i>	1.1	1.3	1.5b	
/ā/ Spelled <i>ai_, _ay</i> ; /ē/ Spelled <i>ee, ea, _y, _ie_, _ey</i>	1.4	1.5a	1.5b	
/aw/ Spelled <i>au_, aw, augh, ough, al, all</i>	3.3	3.5b		
/ī/ Spelled <i>_igh, _y</i> , and <i>_ie</i> ; Consonant Blends at the Beginning and End of Words	2.1	2.4	2.5b	
/n/ Spelled <i>kn_</i> /r/ Spelled <i>wr_</i> /f/ Spelled <i>ph</i> /m/ Spelled <i>_mb</i> /s/ Spelled <i>cy</i>	1.5a	1.5b		
/ō/ Spelled <i>oa_, _ow</i>	2.2	2.4	2.5b	
/oi/ Spelled <i>oi, _oy</i>	3.4	3.5b		
/ōō/ Spelled <i>oo, u, u_e, _ew, _ue</i>	2.5a	2.5b		
/oo/ Spelled <i>oo</i> ; Review /ōō/ Spelled <i>oo</i>	3.1	3.5b		
/ow/ Spelled <i>ow, ou_</i>	3.2	3.5a	3.5b	
/s/ Spelled <i>ce, ci_</i> ; /j/ Spelled <i>ge, gi_</i>	1.2	1.3	1.5b	
/ū/ Spelled <i>_ew, _ue</i>	2.3	2.4	2.5b	

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Phonics, continued				
Review 1.1, 1.2	1.3			
Review 2.1, .2.2, 2.3	2.4			
Review: Contrast /ō/ Spelled <i>_ow</i> and /ow/ Spellings; Contrast /ōō/ Spellings and /ū/ Spellings	3.5a	3.5b		
Unit 1 Review	1.5a	1.5b		
Unit 2 Review	2.5a	2.5b		
Unit 3 Review	3.5a	3.5b		
Reading with a Writer's Eye				
Author's Purpose	1.4	2.3	3.3	3.4, 4.1, 4.5
Characterization	1.1	2.4	3.5	4.2, 6.1, 6.5
Genre Knowledge	1.2	1.4	3.1	3.2, 4.2, 4.4, 5.2, 5.5, 6.3
Language Use	1.5	2.1	2.5	5.4, 6.2, 6.5
Plot	1.3	2.4	3.3	5.1, 6.1
Setting	1.3	2.2	3.5	5.1
Setting Story Tone	1.2			
Text Structure: Technique	2.1	4.3	5.3	6.3
Text Structure: Types	2.5	4.1	4.5	
Theme	1.1	3.2	5.4	6.4
Spelling				
/ā/ Spellings	1.1	1.3	1.4	1.5, 6.1
/aw/ Spellings	3.3	6.3		
/ē/ Spellings	1.1	1.3	1.4	1.5, 6.1
/f/ Spelled <i>ph</i> ; /m/ Spelled <i>_mb</i>	1.5	5.4	6.1	
/i/ Spellings	1.1	1.3	2.1	2.4, 6.1, 6.2
/n/ Spelled <i>kn</i> ; /r/ Spelled <i>wr</i>	1.5	5.4	6.1	6.5
/ō/ Spellings	1.1	1.3	2.2	3.5, 6.1, 6.2
/oi/ Spellings	3.4	6.3		
/oo/ Spellings	3.1	6.3		
/ōō/ Spellings	2.5	3.5	6.2	6.3
/ow/ Spellings	3.2	3.5	6.3	
/s/ and /j/ Spellings	1.2	1.3	6.1	6.5
/ū/ Spellings	1.1	1.3	2.3	3.5, 6.1, 6.2
Affixes Used to Change Word Meaning	5.3	5.5	6.5	
Comparative and Superlative Adjectives	3.3	6.3		
Compound Words	1.2	6.1		
Consonant Blends	1.4	2.4	6.1	
Contractions	1.3	6.1		
Homographs	2.3	6.2		
Homophones	2.4	6.2		
Inflectional Ending <i>-ed</i>	3.2	4.2	4.5	6.3, 6.4
Inflectional Ending <i>-ing</i>	3.1	4.2	4.5	6.3, 6.4
Irregular Comparative and Superlative Adjectives	3.4			
Irregular Plurals	2.2	6.2		

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Spelling, continued				
Latin and Greek Roots	4.4	4.5	6.4	
Multisyllabic Words	5.4			
Place Words	5.2			
Plurals	2.1	6.2		
Prefix <i>auto-</i>	5.2	5.5		
Prefix <i>bi-</i>	5.2	5.5	6.5	
Prefix <i>dis-</i>	5.2	5.5	6.5	
Prefix <i>mid-</i>	5.2	5.5	6.5	
Prefix <i>mis-</i>	5.1	5.5	6.5	
Prefix <i>pre-</i>	5.1	5.5	6.5	
Prefix <i>re-</i>	5.1	5.5	6.5	
Prefix <i>un-</i>	5.1	5.5	6.5	
Related Words	1.4	6.1		
Suffix <i>-able</i>	4.2	4.5	6.4	
Suffix <i>-ful</i>	4.2	4.5	6.4	
Suffix <i>-ity</i>	4.3	4.5		
Suffix <i>-less</i>	4.3	4.5	6.4	
Suffix <i>-ly</i>	4.1	4.5	6.4	
Suffix <i>-ment</i>	4.1	4.5	6.4	
Suffix <i>-ness</i>	4.3	4.5	6.4	
Suffix <i>-sion</i>	4.3	4.5	6.4	
Suffix <i>-tion</i>	4.1			
Suffix <i>-y</i>	4.1	4.5		
Word Families	5.4	5.5	6.5	
Study Skills				
Alphabetical Order	1.3			
Bibliography	6.4			
Calendars	5.4			
Choosing Appropriate Sources	1.2	3.3		
Comparing Information across Sources	3.5	6.5		
Conducting an Internet Search	5.1			
Diagrams	2.3	4.3		
Following Directions	1.4	4.2		
Glossary	4.5			
Graphs	3.4			
Index	2.5			
Interviewing	1.1			
Interviews as a Research Skill	5.2			
Maps	5.3			
Note-Taking Skills	2.1	4.4		
Organizing Information Using Graphic Organizers	2.4			
Outlines	4.1			
Parts of a Book	1.5			

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Study Skills, continued				
Schedules	6.3			
Tables and Charts	2.2			
Tables, Charts, and Graphs	6.2			
Time Lines	3.1	5.5	6.1	
Using Guide Words in a Dictionary	3.2			
Word Structure				
Affixes as Syllables	5.3	5.5a	5.5b	6.5a, 6.5b
Affixes Used to Change Word Meaning	5.3	5.4	5.5a	5.5b, 6.5a, 6.5b
Antonyms	1.1	1.5a	1.5b	6.1, 6.5b
Comparatives and Superlatives	3.3	3.4	3.5a	3.5b, 6.3, 6.5b
Compound Words	1.2	1.3	1.5a	1.5b, 6.1, 6.5b
Contractions	1.3	1.4	1.5a	1.5b, 6.1, 6.5b
Homographs	2.3	2.4	2.5a	2.5b, 6.2, 6.5b
Homophones	2.4	2.5a	2.5b	3.1, 6.2, 6.5b
Inflectional Endings (-ed, -ing)	3.1	3.2	3.5a	3.5b, 4.2, 4.5a, 4.5b, 6.3, 6.4, 6.5b
Irregular Comparatives and Superlatives	3.4	3.5a	3.5b	6.3, 6.5b
Irregular Plurals	2.2	2.5a	2.5b	6.2, 6.5b
Multisyllabic Words	5.4	5.5a	5.5b	6.5a, 6.5b
Plurals	2.1	2.5a	2.5b	6.2, 6.5b
Prefix <i>auto-</i>	5.2	5.5a	5.5b	6.5a, 6.5b
Prefix <i>bi-</i>	5.2	5.5a	5.5b	6.5a, 6.5b
Prefix <i>dis-</i>	5.2	5.3	5.5a	5.5b, 6.5a, 6.5b
Prefix <i>mid-</i>	5.2	5.5a	5.5b	6.5a, 6.5b
Prefix <i>mis-</i>	5.1	5.5a	5.5b	6.5a, 6.5b
Prefix <i>pre-</i>	5.1	5.5a	5.5b	6.5a, 6.5b
Prefix <i>re-</i>	5.1	5.2	5.5a	5.5b, 6.5a, 6.5b
Prefix <i>un-</i>	5.1	5.5a	5.5b	6.5a, 6.5b
Related Words	1.4	1.5a	1.5b	2.1, 6.1, 6.5b
Silent Consonants	5.4	5.5a	5.5b	6.5a, 6.5b
Suffix <i>-able</i>	4.2	4.5a	4.5b	6.4, 6.5b
Suffix <i>-ful</i>	4.2	4.3	4.5a	4.5b, 6.4, 6.5b
Suffix <i>-ity</i>	4.3	4.5a	4.5b	6.4, 6.5b
Suffix <i>-less</i>	4.3	4.4	4.5a	4.5b, 6.4, 6.5b
Suffix <i>-ly</i>	4.1	4.5a	4.5b	6.4, 6.5b
Suffix <i>-ment</i>	4.1	4.5a	4.5b	6.4, 6.5b
Suffix <i>-ness</i>	4.3	4.5a	4.5b	6.4, 6.5b
Suffix <i>-sion</i>	4.3	4.5a	4.5b	6.4, 6.5b
Suffix <i>-tion</i>	4.1	4.2	4.5a	4.5b, 6.4, 6.5b
Suffix <i>-y</i>	4.1	4.2	4.5a	4.5b, 6.4, 6.5b
Synonyms	1.1	1.5a	1.5b	6.1, 6.5b
Word Families	5.4	5.5a	5.5b	6.5a, 6.5b
Words with Greek Roots	4.4	4.5a	4.5b	6.4, 6.5b
Words with Latin Roots	4.4	4.5a	4.5b	6.4, 6.5b

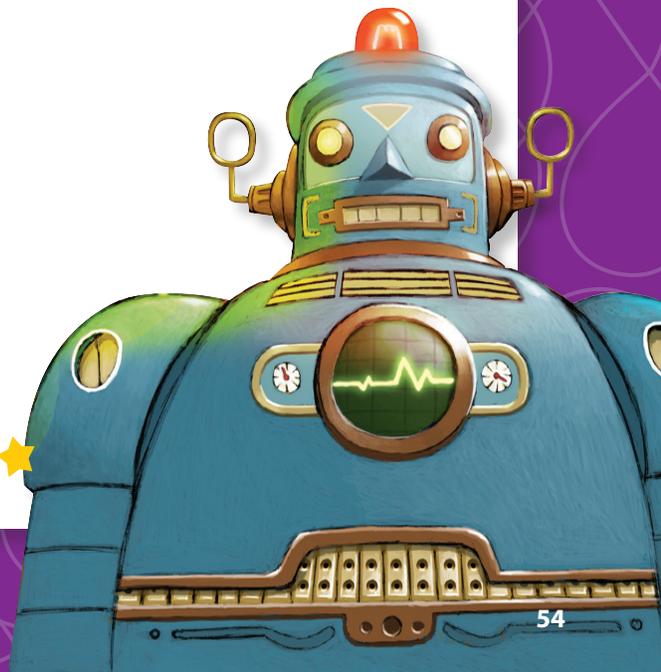
Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Writing				
Autobiography	1.5			
Business Letter	5.3			
Directions	4.3	5.4		
Explaining a Process	2.3	4.1		
Fantasy	1.3	1.4		
Fiction Book Review	6.4			
Friendly Letter	1.2			
Informative Report	2.5			
Invitation	3.4			
List	1.1			
Mystery	6.5			
News Story	3.5			
Nonfiction Book Review	2.2			
Persuasive Letter	5.2			
Persuasive Paragraph	4.4	5.1		
Play	5.5			
Poetry	6.1	6.2	6.3	
Realistic Story	2.4			
Summary	2.1	3.2		
Thank-You Note	3.3			
Timed Writing	3.1	4.5		
Trickster Tale	4.2			
Writing Strategy: Accessing Reference Material for Report Writing	2.5			
Writing Strategy: Brainstorming	1.1	3.5a		
Writing Strategy: Coherent Paragraph with Supporting Details	1.5b			
Writing Strategy: Creating a General Mood-Suspense	6.5a			
Writing Strategy: Evaluating if Purpose Established During Prewriting is Met	4.4	5.5b		
Writing Strategy: Formality of Language	3.4	5.3		
Writing Strategy: Identifying Best Feature	6.1			
Writing Strategy: Presenting Facts and Examples Objectively	4.4			
Writing Strategy: Proofreading	1.2			
Writing Strategy: Revising – Combining Ideas and Deleting Irrelevant Ideas	2.5b			
Writing Strategy: Revising – Eliminate Irrelevant Information	3.2			
Writing Strategy: Revising – Precise Word Choice	2.3	4.1	6.4	
Writing Strategy: Revising – Providing Personal Voice	3.5b			
Writing Strategy: Revising – Varying How Sentences Begin	1.4			
Writing Strategy: Revising for Sequence	5.4			
Writing Strategy: Taking Notes	2.1			
Writing Strategy: Taking Notes and Arranging in a Simple Outline	2.2			
Writing Strategy: Timed-Test Strategy	3.1	4.5		
Writing Strategy: Using a Graphic Organizer	1.1	3.5	4.4	
Writing Strategy: Using a Written Model to Guide Writing	1.5b			

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Writing, continued				
Writing Strategy: Using Action and Describing Words	4.2			
Writing Strategy: Using Dialogue When Writing a Story	2.4			
Writing Strategy: Using Drawings to Generate Ideas	4.3			
Writing Strategy: Using Elements of Persuasion to Generate and Organize Ideas	5.1	5.2		
Writing Strategy: Using Literary Elements Figurative Language	6.2	6.3		
Writing Strategy: Using Multimedia Sources to Illustrate a Paper	2.5b			
Writing Strategy: Using Multimedia Sources to Publish	5.5b			
Writing Strategy: Using Story Elements to Generate Content	1.3			
Writing Strategy: Using Transition Words in Expository Writing	2.5a			
Writing Strategy: Using Transition Words When Writing Narratives to Show Movement in Time	6.5b			
Writing Strategy: Varying Types of Sentences Used	5.2			
Writing Strategy: Webbing	1.5b			
Writing Strategy: Writing for Different Audiences	1.2	3.3		



Comprehensive Scope and Sequence

Level 4



Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Comprehension Skills				
Author's Point of View	1.1	3.4	5.3	6.2, 6.5
Author's Purpose	1.4	3.3	4.5	6.1
Cause and Effect	1.3	4.2	6.4	
Classify and Categorize	2.5	4.3	5.1	5.5
Compare and Contrast	2.3	3.1	4.1	6.3, 6.5
Drawing Conclusions	1.2	3.2	4.3	5.2, 6.1
Fact and Opinion	2.4	3.2	3.4	5.1
Main Idea and Details	2.2	3.1	4.4	5.5
Making Inferences	1.5	2.3	5.4	
Sequence	2.1	3.5	4.1	5.3
Comprehension Strategies				
Adjusting Reading Speed	1.4	2.4	3.2	3.5, 4.4, 4.5, 5.1, 5.5, 6.2, 6.4
Asking Questions	1.2	2.2	2.3	2.5, 3.1, 3.3, 4.2, 4.4, 5.3, 5.5, 6.2, 6.5
Clarifying	1.4	1.5	2.1	2.3, 3.2, 3.4, 3.5, 4.1, 4.3, 5.1, 5.2, 6.3, 6.5
Making Connections	1.1	1.2	1.3	2.1, 3.1, 3.3, 4.1, 4.4, 5.3, 5.4, 6.1, 6.4, 6.5
Predicting	1.1	1.3	1.5	2.5, 3.4, 4.3, 5.2, 5.4, 6.1, 6.2, 6.3
Summarizing	1.1	1.2	1.4	2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1, 4.2, 4.5, 5.1, 5.3, 5.5, 6.5
Visualizing	1.1	1.3	2.3	2.4, 2.5, 3.3, 3.4, 4.3, 5.2, 5.4, 6.1, 6.3, 6.4
Grammar, Usage, and Mechanics				
Adjectives (Define: Comparative)	3.4	3.5b	6.1	
Adjectives (Define: Superlative)	3.3	3.5b	6.5a	
Adverbs	3.5a	3.5b	6.5a	
Colons and Semicolons	2.2	2.5a	2.5b	
Combine Sentences with Participial Phrases	6.3	6.4	6.5b	
Combine Short Sentences with Prepositional Phrases	5.2	5.3	5.5b	
Combine Short, Related Sentences with Appositives – Sentence Combining	5.3	5.5b	6.1	
Commas in a Series, Dates, and Addresses	2.3	2.5b	4.3	
Complete Simple Sentence: Subject and Predicate; Capitalize First Letter, End Punctuation	2.1	2.5b	3.3	
Complex Sentences	4.5a	4.5b	6.5a	
Compound Sentences	2.5a	2.5b	5.3	
Correcting Run-Ons and Fragments	4.5a	4.5b	5.4	
Double Negatives	6.2	6.3	6.5b	
Homophones	6.1	6.2		
Irregular Verb <i>to be</i>	4.1	4.2	4.5b	
<i>Its/It's; There/Their/They're; To/Too/Two</i> Confusion	6.1	6.2	6.5b	
Keep Verb Tense Consistent	5.4	5.5a	5.5b	

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Grammar, Usage, and Mechanics, continued				
Nouns: Person, Place or Thing; Common Nouns; Common and Proper; Capitalization of Nouns	1.1	1.4	1.5b	
Nouns: Plural and Irregular	1.3	1.4	1.5b	
Objects: Noun and Pronoun	1.4	1.5b	2.1	
Other Irregular Verbs	4.1	4.2	4.5b	
Paragraph Indentation	2.1	2.5b	3.3	
Parentheses	3.4	3.5b	5.5a	
Prepositions and Prepositional Phrase	5.1	5.2	5.5b	
Pronoun Referent (Reflective) (Who, Whom, Whose, Which, That, What) Demonstrative Pronouns (This and These – Things That Are Near the Writer) Demonstrative Pronouns (Those and That – Things That Are Not Near the Writer)	3.2	3.5b	4.4	
Pronouns in Prepositional Phrases	5.1	5.2	5.5b	
Pronouns Replace Nouns in Subject (Nominative Case) (Agree in Number, Gender) Replace Noun as Object with a Pronoun (Objective Case)	3.1	3.5b	6.4	
Regular Verbs (Forms Past Tense by Adding <i>d</i> , or <i>ed</i> and Changing <i>y</i> to <i>ied</i>)	4.1	4.2	4.5b	
Review Apostrophes in Contractions	4.3	4.5b	6.4	
Review Apostrophes in the Possessive Case of Nouns	3.1	3.5b	6.4	
Review Predicate	1.5a	1.5b	2.1	
Review Quotation Marks, Commas in Direct Quotations, and Capitalization of First Word in Quotation	2.2	2.5b	5.5a	
Review Subject	1.5a	1.5b	2.1	
Sentence Tense – Change Present to Past; Present to Future; Past to Future; Future to Past	4.5a	4.5b	5.1	
Sentence with Compound Predicate – Sentence Combining (Bill ran. Bill jumped.)	2.4	2.5b	4.4	
Sentence with Compound Subject – Sentence Combining (Bill found Mary. John found Mary.) (Multiple Times)	2.3	2.5b	4.4	
Subject and Verb Agreement in Sentence Writing (with Nouns, Pronouns, Mixed Nouns and Pronouns)	4.3	4.5b	5.4	
Types of Sentences and End Punctuation	2.2	2.4	2.5b	
Underlining; Italics to Identify Titles of Documents	1.5a	1.5b	3.2	
Vary Sentence Types	5.4	5.5a	5.5b	
Verbs: Action Word	1.2	1.3	1.5b	
Verbs: Helping Verbs, Linking Verbs, Verb Phrases	1.2	1.3	1.5b	
Listening/Speaking/Viewing				
Asking and Answering Questions	3.4			
Asking for Opinions	5.5			
Effective Voice	4.5			
Effective Word Choice	2.5			
Engaging the Audience	2.3			
Fact and Opinion	2.4			
Giving and Following Directions	1.5			
Group Discussions	6.5			

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Listening-Speaking-Viewing, continued				
Interpreting the Media	3.3	5.1		
Listen and Respond	3.1			
Listening for Details	1.1			
Listening for Information	2.2	5.3		
Literary Devices	2.1			
Narrative Presentations	6.2			
Relating to Content	5.4	6.4		
Speaking Clearly	1.2			
Speaking Strategies	3.2			
Speaking to Groups	3.5	4.1		
Synonyms and Antonyms	4.3			
Synonyms and Shades of Meaning	5.2			
Understanding Gestures	1.4			
Using Multimedia	6.3			
Using Sentence Variety	4.4			
Verbal and Nonverbal Communication	4.2			
Viewing Pictures for Information	1.3			
Words Reflect Cultures	6.1			
Reading with a Writer's Eye				
Alliteration	2.1	4.3		
Audience	4.1			
Author's Purpose	1.2	2.1	2.3	2.5, 3.1, 3.2, 3.4, 3.5, 5.2, 5.4, 5.5, 6.4, 6.5
Beginnings	2.2	2.4	4.4	6.3
Cause and Effect	2.2			
Character	1.1	1.3	1.4	1.5, 4.3, 5.5, 6.3
Conflict	1.4			
Descriptive Language	1.3	2.4	2.5	3.2, 3.3, 3.4, 3.5, 5.2, 5.4, 5.5, 6.2
Dialogue	1.2	1.4	4.3	5.2, 6.5
Endings	2.2	2.4	3.5	4.4, 4.5
Examples	4.1	4.2	4.4	5.3
Foreshadowing	1.5	6.1		
Genre	1.5			
Hyperbole	4.3			
Language Use	1.1	2.3	3.4	
Metaphors	5.3			
Onomatopoeia	2.1			
Personification	2.1			
Persuasive Techniques	2.5			
Plot	1.3	1.4	6.1	6.2, 6.3
Point of View	1.1	5.5	6.1	6.2
Presentation	3.1			

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Reading with a Writer's Eye, continued				
Punctuation	2.4			
Question/Answer Format	4.1			
Quotations	5.3			
Quoting Other Sources	3.1	5.1		
Repetition	2.1	6.3		
Setting	1.1	1.3	6.2	
Stage Directions	1.4			
Structuring an Article	4.1	4.2	4.5	
Symbols	6.3			
The Lesson of a Fable	6.4			
Tone	4.3			
Voice	4.4			
Word Choice	5.2			
Spelling				
Antonyms	2.4	5.4		
Comparatives	3.3	6.3		
Compound Words	1.5	4.5		
Contractions	3.5	6.5		
Greek Roots	2.1	5.1		
Homographs	2.5	5.5		
Homonyms/Multiple-Meaning Words	3.2	6.2		
Homophones	3.1	6.1		
Inflectional Endings	1.4	4.4		
Latin Roots	2.2	5.2		
Root Word Plus Prefix	1.2	4.2		
Root word Plus Suffix	1.1	4.1		
Spelling Changes with Affixes	1.3	4.3		
Superlatives	3.4	6.4		
Synonyms	2.3	5.3		
Study Skills				
Asking Additional Questions	1.5			
Asking Questions to Find Information	4.5			
Choosing a Question to Investigate	6.2			
Choosing Appropriate Sources	1.1			
Chronological Order in Expository Writing	3.4			
Comparing Information across Sources	3.5			
Diagrams	2.4			
Drawing Conclusions from Information	5.5	6.4		
Evaluating Questions for Investigation	4.2			
Exploring Online Media	6.1			
Framing Questions to Find Information	1.2			
Interviewing	5.3			
Map Skills	3.3			

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Study Skills, continued				
Maps and Atlases	1.4	5.1		
Observing and Recording Details	5.2			
Organizing Information into Subtopics	4.4			
Parts of a Book	2.1			
Parts of a Library	4.1			
Primary and Secondary Sources	6.5			
Summarizing and Organizing Information	2.2	5.4		
Taking Notes	1.3			
Time Lines	3.1			
Using Encyclopedias and Other Media	2.3			
Using Indexes to Find Magazine Articles	4.3			
Using Magazines and Other Printed Resources	3.2			
Using the Card or Computer Catalog	6.3			
Using Visual Aids	2.5			
Word Structure				
Antonyms	2.4	3.4	4.3	5.4
Comparatives	3.3	4.2	4.5	6.5
Compound Words	1.5	2.1	3.2	4.5
Contractions	3.5	4.5	5.5	6.4
Greek Roots	2.1	3.1	3.4	5.1
Homographs	2.5	4.4	5.2	5.5
Homonyms/Multiple-Meaning Words	3.2	4.1	5.3	6.2
Homophones	3.1	3.5	5.1	6.1
Inflectional Endings	1.4	2.1	2.5	4.4
Latin Roots	2.2	2.5	3.3	5.2
Root Word Plus Prefix	1.2	2.2	2.4	4.2
Root word Plus Suffix	1.1	1.3	2.2	4.1
Spelling Changes with Affixes	1.3	2.3	2.4	4.3
Superlatives	3.4	4.3	5.4	6.3
Synonyms	2.3	3.2	4.2	5.3
Writing				
Book Review	5.3	5.4		
Creating an Advertisement	1.5b			
Describe an Experience	6.1	6.2		
Describe How to Do Something	2.1	2.2		
Explain a Scientific Process	4.5a	4.5b		
Historical Fiction	3.5a	3.5b		
Informative Report	2.3	2.4		
List	5.1			
Narrative Writing: Biography	1.3			
Narrative Writing: Realistic Fiction	1.1	1.2		
Narrative Writing: Tall Tale	5.2			
News Story	5.5a	5.5b		

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Writing, continued				
Note Card and Summary (from 1 text, Main Idea and Detail)	4.2			
Note Cards and Summary (from 2 texts, Compare and Contrast, Do Reference for Both Sources)	4.4			
Note Cards and Summary (from 2 texts, Compare and Contrast)	4.3			
Personal Letters via E-mail	6.3			
Persuasive Letter	3.4			
Persuasive Report	2.5a	2.5b		
Play Involving a Fantasy Theme	1.4	1.5		
Poetry (Free Verse, Diamante, and Patterned)	6.4	6.5a	6.5b	
Summary	4.1			
Timed Writing	3.1	3.2	3.3	
Writing Strategy: Add Sensory Details	6.2			
Writing Strategy: Adding Dialogue	3.5b			
Writing Strategy: Character Sketch	1.4			
Writing Strategy: Choosing a Topic	5.5			
Writing Strategy: Cogent Opening Paragraph	1.1			
Writing Strategy: Combining Ideas and Deleting Irrelevant Details	5.4			
Writing Strategy: Conveying a General Mood	3.5			
Writing Strategy: Create a Summary from Multiple Sources	4.4			
Writing Strategy: Create a Summary from a Single Source	4.2			
Writing Strategy: Drafting – Varying How Sentences Begin	4.5			
Writing Strategy: Evaluate Personal Growth as a Writer Using Journal	1.1			
Writing Strategy: Evaluating Whether Purpose Established During Prewriting is Met	2.5b			
Writing Strategy: Formality of Language	1.4	6.3		
Writing Strategy: Generate Additional Ideas	1.2			
Writing Strategy: Highlight a Memorable Event	6.1			
Writing Strategy: Locating Information from Multiple Sources	1.3	2.3		
Writing Strategy: Making the Context Real	3.5			
Writing Strategy: Model How to Do Timed Test	3.1	3.2	3.3	
Writing Strategy: Organizing a Multi-Paragraph Composition	5.3			
Writing Strategy: Presenting Facts and Examples Objectively	2.3	2.4		
Writing Strategy: Proofread Using Symbols	1.2			
Writing Strategy: Referencing a Source	2.4			
Writing Strategy: Revising – Adding Sensory Detail	1.5	6.5b		
Writing Strategy: Revising – Precise Word Choice	4.5b	6.5a		
Writing Strategy: Revising for Importance	5.1			
Writing Strategy: Revising to Eliminate Irrelevant Information	2.1			
Writing Strategy: Revising Using a Checklist	5.5b			
Writing Strategy: Taking Notes from a Single Source	4.1			
Writing Strategy: Taking Notes from Multiple Sources	4.3			
Writing Strategy: Understanding Main Idea and Details	4.2			
Writing Strategy: Use Transition Devices within a Paragraph	2.2			

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Writing, continued				
Writing Strategy: Use Transition Devices between Paragraphs	2.2			
Writing Strategy: Using a Graphic Organizer	4.4			
Writing Strategy: Using a Problem/Solution Organizer	4.5			
Writing Strategy: Using a Semantic Web	6.4			
Writing Strategy: Using a Story Structure that Includes a Beginning, Middle, Climax, and End	5.2			
Writing Strategy: Using Elements of Persuasion	3.4			
Writing Strategy: Using Multimedia Sources to Publish Paper	2.5b	4.5b		
Writing Strategy: Using Outline to Organize Information	2.5			
Writing Strategy: Using Visualization to Add Concrete Sensory Detail	3.5b			
Writing Strategy: Vary Types of Sentences Used	1.4			
Writing Strategy: Writing for Different Audiences	1.5b			





Comprehensive Scope and Sequence

Level 5



Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Comprehension Skills				
Author's Point of View	1.1	1.2	1.3	3.2, 4.4
Author's Purpose	1.1	2.2	2.3	3.4, 5.2, 6.1
Cause and Effect	2.1	2.3	2.4	3.1, 5.4, 5.5, 6.2
Classify and Categorize	2.5	3.1	4.1	
Compare and Contrast	1.2	1.5	3.2	4.2, 5.1
Drawing Conclusions	1.4	3.3	4.4	5.4, 5.5, 6.4
Fact and Opinion	3.4	4.2	4.3	5.3
Main Idea and Details	1.5	3.5	4.1	4.3, 5.1
Making Inferences	1.3	3.3	4.5	5.3, 6.3, 6.5
Sequence	1.4	4.5	5.2	6.1, 6.4
Comprehension Strategies				
Adjusting Reading Speed	1.4	2.1	2.2	3.2, 4.3, 4.4, 5.1, 5.5, 6.1, 6.4
Asking Questions	1.2	1.5	2.1	2.3, 2.4, 2.5, 3.1, 4.2, 4.3, 5.1, 6.1, 6.2, 6.5
Clarifying	1.2	1.3	1.5	2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 6.1, 6.2, 6.5
Making Connections	1.1	1.3	1.5	3.3, 3.4, 4.1, 5.2, 5.4, 5.5, 6.3
Predicting	1.2	3.3	4.5	5.2, 5.3, 6.1, 6.2, 6.3, 6.4
Summarizing	1.1	1.4	1.5	2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 5.1, 5.3, 5.4, 5.5, 6.4, 6.5
Visualizing	1.1	1.3	1.4	2.1, 2.2, 3.2, 3.5, 4.1, 4.4, 4.5, 5.3, 5.4, 5.5, 6.3
Grammar, Usage, and Mechanics				
Action Verbs	2.1	1.5	6.1	
Adjectives	1.3	1.5	3.1	6.1
Adjectives (Comparative and Superlative)	3.1	3.5	6.3	
Adverbs	1.3	1.5	6.1	
Adverbs (Comparative and Superlative)	3.1	3.5	6.3	
Appositives	5.1	5.5	6.5	
Capitalization	1.4	3.4	5.3	6.3, 6.5
Clauses (Dependent and Independent)	4.3	6.4		
Colons and Semicolons	5.3	5.5	6.5	
Commas	1.4	5.3		
Common Nouns	1.1	1.5	6.1	
Complex Sentences	4.3	6.4		
Compound Sentences	2.4	2.5	6.2	
Conjunctions	2.2	2.5		
Demonstrative Pronouns	4.1	4.5	6.4	
Formatting	4.2			
Helping Verbs	2.1	1.5	6.1	
Hyphens	4.1			
Linking Verbs	2.1	1.5		
Misused Modifiers	5.2			

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Grammar, Usage, and Mechanics , continued				
Misused Pronouns	5.2	5.5		
Misused Verbs	5.2	5.5	6.5	
Nouns	1.1	1.5	6.1	
Objects	1.1	6.1		
Participial Phrases	5.4	5.5		
Possessive Nouns	2.1	2.5	6.2	
Predicate	1.2	6.1		
Prepositional Phrases	3.2	3.5	6.3	
Prepositions	3.2	3.5	6.3	
Pronouns	2.3	2.5	6.2	
Pronouns (Possessive)	2.3	2.5	6.2	
Pronouns (Subject and Object)	2.3	2.5	6.2	
Proper Nouns	1.1	1.5	6.1	
Punctuation: Apostrophe	4.4	4.5	6.3	
Punctuation: Quotation Marks	4.4	4.5	6.4	
Regular/Irregular Plurals	2.1	2.4	6.2	
Run-Ons and Fragments	4.4	4.5		
Sentence Tense	5.1			
Sentence Types	1.2	1.3	1.5	5.2
Simple Sentences	1.2	1.5	6.1	
Subject	1.2	6.1		
Subject-Verb Agreement	4.4	4.5	6.4	
Transition Words	5.4	5.5		
Uses Electronic Technology to Create Text and Revise Documents	3.3	3.5	6.3	
Uses Electronic Technology to Retrieve and Review Information	2.2	6.2		
Verb Phrases	1.1	1.5	6.1	
Verb Tense	5.1	5.5	6.5	
Verbs	1.1	1.5	6.1	
Listening/Speaking/Viewing				
Interacting: Asking and Answering Questions	5.2			
Interacting: Asking Questions	2.1			
Interacting: Engaging an Audience	3.5			
Interacting: Group Summaries	2.3			
Interacting: Small Group Discussion	3.3			
Language: Descriptive Words	5.1			
Language: Evaluation of Content	4.3			
Language: Figurative Language	1.4			
Listening and Speaking: Reaching a Group Consensus	6.2			
Listening: Drawing Conclusions and Making Inferences	5.3			
Listening: Listen to Directions	1.1			
Listening: Listening and Responding	4.1			
Presenting: Choosing and Organizing Presentations	3.4			
Presenting: Informative Presentations	2.4			

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Listening-Speaking-Viewing, continued				
Presenting: Narrative Presentations	6.5			
Presenting: Responding to Literature	1.5			
Speaking: Clear Communication	1.2	3.2		
Speaking: Fact and Opinion in the Media	4.2			
Speaking: Oral Presentations	4.5			
Speaking: Proper Grammar	6.4			
Speaking: Scientific Presentations	2.5			
Speaking: Using Elements of Grammar	2.2			
Viewing: Analyzing Media	3.1			
Viewing: Culture and Media	1.3	5.4		
Viewing: Exaggerations	5.5			
Viewing: Media Messages	6.1			
Viewing: Using Multimedia Sources	4.4			
Viewing: Viewing the Media	6.3			
Reading with a Writer's Eye				
Character Development	1.2	2.3	4.5	
Descriptive Details	5.1			
Dialect	5.3			
Direct Quotations	3.3			
Explaining Visuals	4.1			
Expository Writing Techniques	4.3			
Figurative Language, Frame Story	1.4			
First-Hand Accounts	5.4			
First-Person Narrator	5.2			
Genre	1.3	4.4		
Headings, Credibility	4.2			
Idiom	5.5			
Influencing Perspectives	6.1			
Language Use	1.5	2.2	3.4	
Metaphor	6.2			
Moral, Theme	6.3			
Realistic Dialogue, Third-Person Narration	6.5			
Sensory Details	3.5			
Setting	1.1			
Stage Direction, Plot Structure	6.4			
Text Structure	1.5	2.1	2.5	3.1
Text Structure Techniques	2.4			
Word Choice	3.2			

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Spelling				
Antonyms	4.4			
Base Word Families	5.4	6.3		
Changing y to i	5.5			
Comparatives and Superlatives	3.5			
Compound Words	1.1	2.1	3.2	5.3
Homographs	5.3			
Homophones	5.1			
Inflectional <i>-ed</i> Endings	2.3	3.1		
Inflectional <i>-ing</i> Endings	3.4			
Irregular Plurals	3.2	4.1		
Irregular Verbs	3.1	6.2		
Multiple-meaning words	6.4			
Prefix <i>con-</i>	3.4			
Prefix <i>dis-</i>	1.2	2.2		
Prefix <i>en-</i>	1.3			
Prefix <i>il-</i>	2.3			
Prefix <i>im-</i>	6.1			
Prefix <i>in-</i>	2.1			
Prefix <i>inter-</i>	4.3			
Prefix <i>ir-</i>	2.2			
Prefix <i>mid-</i>	3.1			
Prefix <i>non-</i>	2.5			
Prefix <i>pre-</i>	6.4			
Prefix <i>re-</i>	2.4			
Prefix <i>tele-</i>	1.2			
Prefix <i>un-</i>	1.3			
Root Words	1.1	1.2	2.2	4.5, 6.1
Suffix <i>-able</i>	3.3			
Suffix <i>-ant</i>	1.4	5.2		
Suffix <i>-ence</i>	1.5			
Suffix <i>-ent</i>	5.2			
Suffix <i>-ful</i>	3.3			
Suffix <i>-ic</i>	5.5			
Suffix <i>-ity</i>	1.4			
Suffix <i>-less</i>	3.2			
Suffix <i>-ly</i>	1.5	4.3		
Suffix <i>-ment</i>	3.3			
Suffix <i>-ness</i>	6.3			
Suffix <i>-sion</i>	4.3			
Suffix <i>-tion/-ion</i>	4.2			
Suffix <i>-y</i>	1.4			
Synonyms	2.3	3.5	4.4	5.4
Words with Greek Roots	2.4	4.1	6.2	
Words with Latin Roots	2.5	5.1	6.5	

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Study Skills				
Cause-and-Effect Charts	3.5			
Chain-of-Events Chart	5.2			
Chains and Webs	2.5			
Character Analysis	6.5			
Charts	4.4			
Cluster Chart	5.1			
Conducting an Interview	3.2			
Diagrams	4.1			
Drawing Conclusions	3.3			
Drawing Conclusions from Multiple Sources	2.1			
Expository Structure	4.2			
Illustrations	5.3			
Inference Chart	1.3	3.4		
Making Connections	5.4			
Making Inferences	6.3			
Note Taking	1.5			
Outlines	2.4			
Paragraph Structure	1.1			
Paraphrasing	2.3			
Photographs	4.3			
Pie Charts	2.2			
Plotline Diagrams	6.4			
Predictions Chart	4.5			
Story Map	1.2			
Summarizing	5.5			
Time Lines	3.1			
Using Captions	6.2			
Using Visual Aids	6.1			
Venn Diagrams	1.4			
Word Structure				
Antonyms	1.1	1.5	4.4	4.5, 5.4, 5.5, 6.1, 6.5
Base Word Families	3.3	3.5	4.1	4.5, 5.4, 5.5, 6.3, 6.5
Comparatives and Superlatives	2.4	2.5	3.1	3.5, 4.2, 4.5, 6.5
Compound Words	1.1	1.5	2.1	2.5, 3.2, 3.5, 4.2, 4.5, 5.3, 5.5, 6.2, 6.5
Homographs	1.5	2.5	4.5	5.3, 5.5
Homophones	3.2	3.5	5.1	5.5, 6.5
Inflectional <i>-ed</i> Endings	2.3	2.5	3.1	3.5
Inflectional <i>-ing</i> Endings	1.5	3.4	3.5	
Irregular Plurals	3.2	3.5	4.1	4.5, 5.1, 5.5, 6.3, 6.5
Irregular Verbs	3.1	3.5	4.5	5.3, 5.5, 6.2, 6.5
Language/Word Structure	1.5	2.4	2.5	5.5

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Word Structure, continued				
Levels of Specificity	1.4	1.5	2.1	2.5, 4.3, 4.4, 4.5, 5.4, 5.5, 6.2, 6.3, 6.5
Multiple-Meaning Words	1.3	1.5	4.2	4.5, 5.2, 5.5, 6.4, 6.5
Plurals	1.1	1.5	2.1	2.5, 3.4, 3.5, 4.1, 4.5, 5.1, 5.5, 6.4, 6.5
Possessives	1.2	1.5	2.5	4.4, 4.5, 5.5, 6.4, 6.5
Prefix <i>con-</i>	3.4	3.5		
Prefix <i>dis-</i>	1.2	1.5	2.2	2.5
Prefix <i>en-</i>	1.3	1.5		
Prefix <i>il-</i>	2.3	2.5		
Prefix <i>im-</i>	6.1	6.5		
Prefix <i>in-</i>	2.1	2.5		
Prefix <i>inter-</i>	4.3	4.5		
Prefix <i>ir-</i>	2.2	2.5		
Prefix <i>mid-</i>	3.1	3.5		
Prefix <i>non-</i>	2.5			
Prefix <i>photo-</i>	4.5			
Prefix <i>pre-</i>	6.4	6.5		
Prefix <i>re-</i>	2.4	2.5		
Prefix <i>tele-</i>	1.2	1.5		
Prefix <i>un-</i>	1.3	1.5		
Root Words	1.1	1.2	1.5	2.2, 2.5, 4.5, 5.2, 5.5, 6.1, 6.5
Suffix <i>-able</i>	3.3	3.5		
Suffix <i>-ant</i>	1.4	1.5	5.2	5.5
Suffix <i>-ence</i>	1.5			
Suffix <i>-ent</i>	5.2	5.5		
Suffix <i>-ful</i>	3.3	3.5		
Suffix <i>-ic</i>	5.5			
Suffix <i>-ity</i>	1.4	1.5		
Suffix <i>-less</i>	3.2	3.5		
Suffix <i>-ly</i>	1.5	4.3	4.5	
Suffix <i>-ment</i>	3.3	3.5		
Suffix <i>-ness</i>	6.3	6.5		
Suffix <i>-sion</i>	4.3	4.5		
Suffix <i>-tion</i>	4.2	4.5		
Suffix <i>-y</i>	1.4	1.5		
Synonyms	1.3	1.5	2.3	2.5, 3.4, 3.5, 4.4, 4.5, 5.4, 5.5, 6.1, 6.5
Word Origins	2.2	2.5	4.3	4.5, 5.5
Word Relationships	2.3	2.5	5.3	5.5, 6.5
Words with Greek Roots	2.4	2.5	4.1	4.5, 6.2, 6.5
Words with Latin Roots	2.5	5.1	5.5	6.5
Book Review	2.3	4.2		
Describing an Object	1.4			

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Writing				
Describing Two Objects	5.1			
Gardener's Almanac	2.2			
Invitations	6.2			
Letter of Request	4.1			
List	1.1			
Magazine Articles	1.5			
Personal Letter via the Web	6.1			
Persuasive Letter	2.4			
Persuasive Report	2.5			
Plays	6.3	6.4		
Poetry	5.2	5.3	5.4	
Realistic Story	6.5			
Research Report	3.4	3.5		
Research Reports: Biography	4.5			
Science Fiction Story	4.3	4.4		
Science Observation Report	2.1			
Summarizing Single Text	1.2			
Summarizing Two Texts	1.3			
Tall Tales	5.5			
Timed Writing	3.1	3.2	3.3	
Writing Strategy: Addressing Audience Needs	2.4	2.5	3.1	3.2, 3.3, 6.1, 6.2, 6.3, 6.4
Writing Strategy: Combining Ideas and Deleting Irrelevant Ideas	6.5			
Writing Strategy: Evaluating Growth	6.5			
Writing Strategy: Locating Information from Multiple Sources	3.4			
Writing Strategy: Making the Setting Real	6.5	6.5		
Writing Strategy: Opening Paragraphs	1.5			
Writing Strategy: Proofreading	1.4	1.5	6.2	6.4
Writing Strategy: Revising for Missing Detail	5.1			
Writing Strategy: Revising for Precise Word Choice	5.2	5.3		
Writing Strategy: Revising to Add Detail	5.5			
Writing Strategy: Revising to Eliminate Wordiness	5.5	6.1		
Writing Strategy: Summarization	2.3	4.2		
Writing Strategy: Taking Notes and Using Note Cards	3.4			
Writing Strategy: Taking Notes from Multiple Sources and Referencing Properly	2.2	3.5		
Writing Strategy: Using a Cause and Effect Graphic Organizer	4.5			
Writing Strategy: Using a Compare/Contrast Graphic Organizer	1.3	1.4		
Writing Strategy: Using a Learning Log	2.1	2.2		
Writing Strategy: Using a Model as a Guide to Writing	5.2	5.3	5.4	
Writing Strategy: Using a Thesaurus to Generate Alternate Word Choices	4.2	4.4		
Writing Strategy: Using a Time Line to Plan Writing	1.5	4.5		
Writing Strategy: Using an Outline to Organize Ideas	2.5			

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Writing, continued				
Writing Strategy: Using Facts, Examples, and Explanations to Answer a Question	3.4			
Writing Strategy: Using Formal Language	2.4	2.5	3.1	3.5, 4.1, 4.2
Writing Strategy: Using Main Ideas and Supporting Details	1.2	1.3		
Writing Strategy: Using Multimedia Sources to Enhance Paper	3.5			
Writing Strategy: Using Multimedia Sources to Publish a Paper	3.5	4.1		
Writing Strategy: Using Realistic Dialogue	6.3	6.5		
Writing Strategy: Using Sensory Detail to Establish Mood	5.4	5.5		
Writing Strategy: Using Story Structure that has a Beginning, Middle, Climax, and End	4.3	4.4		
Writing Strategy: Using Transition Devices within and between Paragraphs	3.2	3.3		
Writing Strategy: Using Visualization to Add Concrete Sensory Detail	4.5	5.1		
Writing Strategy: Varying Sentence Beginnings	1.5			
Writing Strategy: Varying Sentence Type and Length	1.5	2.1		
Writing Strategy: Working Together	1.1	1.2		
Writing Strategy: Writing a Cogent Paragraph	2.3	2.5		
Writing Strategy: Writing from a Specific Point of View	4.3	4.5		





Comprehensive Scope and Sequence

Level 6



Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Comprehension Skills				
Author's Point of View	1.3	4.1	4.4	6.5
Author's Purpose	1.2	1.5	2.5	3.2, 4.4, 5.5
Cause and Effect	1.1	2.3	3.5	4.5, 5.2, 5.3, 5.5, 6.3
Classify and Categorize	2.4	3.1	5.2	5.4
Compare and Contrast	1.4	2.2	3.3	4.3, 5.1, 5.4, 6.2
Drawing Conclusions	1.3	1.5	3.4	4.2, 5.3, 6.2
Fact and Opinion	2.1	2.4	3.1	4.1, 6.4
Main Idea and Details	1.2	2.2	2.5	3.2, 3.3, 4.2, 5.1, 6.1
Making Inferences	1.4	2.1	3.4	4.3, 6.4, 6.5
Sequence	1.1	2.3	3.5	4.5, 6.1, 6.3
Comprehension Strategies				
Adjusting Reading Speed	1.2	2.3	2.5	3.2, 3.3, 4.2, 4.5, 5.5, 6.4
Asking Questions	1.1	1.2	1.3	1.4, 2.1, 2.3, 2.4, 2.5, 3.1, 3.3, 4.1, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 6.2, 6.3, 6.5
Clarifying	1.1	1.2	1.3	2.1, 2.2, 2.4, 2.5, 3.2, 3.3, 3.5, 4.2, 4.5, 5.1, 5.4, 6.2, 6.4
Making Connections	1.3	1.4	1.5	2.2, 2.3, 2.5, 3.2, 3.4, 3.5, 4.3, 4.4, 4.5, 5.2, 5.3, 5.5, 6.2, 6.3, 6.5
Predicting	1.1	1.5	2.2	3.4, 3.5, 4.1, 4.4, 5.3, 5.4, 6.1, 6.5
Summarizing	1.2	1.3	1.5	2.1, 2.2, 2.3, 3.2, 3.4, 3.5, 4.2, 4.4, 5.2, 5.4, 5.5, 6.1, 6.4
Visualizing	1.1	1.4	2.4	3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 6.1, 6.2, 6.3
Grammar, Usage, and Mechanics				
Adjectives	1.3	1.5b	6.1	
Adverbs	2.3	2.5a	2.5b	6.2
Apostrophes	2.1	2.5a	2.5b	6.2
Capitalization	1.4	1.5b	6.1	
Colons and Semicolons	3.1	3.5b	6.3	
Complex Sentences	3.4	3.5b	6.3	
Compound Sentences	1.5a	1.5b	6.1	
Compound-Complex Sentences	5.5a	5.5b	6.5a	
Dependent and Independent Clauses	3.2	3.5b	6.3	
Fragments and Run-Ons	4.1	4.5b	6.4	
Hyphens and Dashes	2.5a	2.5b	6.2	
Plurals – Regular and Irregular	3.5a	3.5b	6.3	
Prepositions and Prepositional Phrases – Meaning and Sentence Combining	4.4	4.5b	6.4	
Pronouns – Indefinite, Relative, Interrogative	4.3	4.5b	6.4	
Pronouns – Subject, Object, and Possessive	3.3	3.5b	6.3	
Quotation Marks	2.4	2.5a	2.5b	6.2
Sentence Tense – Perfect and Progressive Tenses	5.4	5.5b	6.5a	

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Grammar, Usage, and Mechanics, continued				
Simple Sentence	1.1	1.5a	6.1	
Subject-Verb Agreement	2.2	2.5a	2.5b	6.2
Types of Sentences	1.2	1.5b	6.1	
Use Electronic Technology to Retrieve Information	4.5a	4.5b	6.4	
Use Electronic Technology to Verify Information	5.3	5.5b	6.5a	
Vary Sentence Structure to Achieve Purpose	5.2	5.5b	6.5a	
Vary Sentence Types to Achieve Purpose	4.2	4.5b	6.4	
Voice (Active/Passive)	5.1	5.5b	6.5a	
Listening/Speaking/Viewing				
Appropriate Word Choice	3.4	6.1		
Asking for Information	1.2			
Communicating with Respect	6.3			
Effective Listening	5.5a			
Effective Speech	2.2	3.2		
Evaluating the Media	2.3			
Evaluating Visual Sources	5.2			
Getting at the Meaning	2.5b	3.5b	5.5b	6.5b
Giving and Following Directions	6.5a			
Group Conversations	3.1			
Improving an Oral Presentation	5.4			
Informative Presentations	5.3			
Listening for Emotion	1.1			
Listening for Mood	4.5b			
Listening to Tone and Mood	1.4			
Listening: Story Elements	2.4	4.4		
Literary Devices	4.5a			
Main Ideas in Pictures	3.3	6.2		
Misleading Information	4.1			
Nonverbal Gestures	5.1			
Persuasive Presentations	4.3			
Presenting for Different Purposes	1.5a			
Presenting: Problems and Solutions	4.2			
Recognizing Propaganda	6.4			
Speaking: Proper Grammar	2.5a			
The Development of Words	2.1			
Viewing Photographs and Illustrations	1.5b			
Visual Communication	1.3			
Words and Gestures	3.5a			

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Reading with a Writer's Eye				
Alliteration	6.3			
Analyzing Character Traits and Motivations	1.4			
Analyzing Characters' Relationships	1.5	4.1	6.5	
Author's Organization and Presentation of Ideas	2.1	5.1		
Bridge Paragraphs	6.2			
Captions	1.2	2.5	3.1	
Choice of Words and Phrases	2.3			
Diagrams	4.2			
Figurative Language	4.3			
Flashback	5.4			
Genre Knowledge	4.4			
Headings	1.2	2.5	3.1	6.2
Idiom	6.4			
Internal and External Rhyme	6.3			
Language	3.4			
Metaphor	1.3	3.3	6.4	
Mood	1.1	5.3		
Onomatopoeia	3.5	5.5	6.3	
Personification	3.5	5.2	5.5	
Problem and Resolution	1.4	4.2		
Setting	2.2	4.5		
Sidebar	2.5			
Simile	1.3	3.2	3.3	5.2, 6.4
Style	1.1	2.4		
Theme	4.4			
Visual Aids	2.3			
Voice	6.1			
Spelling				
Antonyms	1.3	5.3		
Base Word Families	1.2			
Compound Words	1.4	1.5b	5.4	
Concept Words: Great Expectations	4.2	4.4	4.5b	
Connotation and Denotation	6.1			
Content Words: Archaeology	2.1	2.5b		
Content Words: Art and Impact	6.2	6.5b		
Content Words: Earth in Action	5.1	5.5b		
Content Words: Ecology	3.1	3.5b		
Foreign Words and Phrases	1.4			
Gerunds	6.5a			
Greek Root <i>arch</i>	2.5a			
Greek Root <i>gen</i>	5.3			
Greek Root <i>photo</i>	1.2			
Homographs	3.2	6.1	6.5b	

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Spelling, continued				
Homophones	1.5a	1.5b	3.4	3.5b
Inflectional Ending <i>-ed</i>	1.3			
Inflectional Ending <i>-ing</i>	1.1	1.5b		
Latin Root <i>form</i>	2.5a	2.5b		
Latin Root <i>liber</i>	1.3			
Latin Root <i>mem</i>	4.3	4.5b		
Latin Root <i>scribe</i>	2.3	2.5b		
Latin Root <i>sens</i>	4.5a			
Latin Root <i>terra</i>	5.3	5.5b		
Location Prefixes	3.2	3.5b		
Multiple-Meaning Words	4.1	4.5b		
Negative Prefixes	2.2	2.5b	6.2	
Number Prefixes	2.1	6.4	6.5b	
Prefix <i>dis-</i>	5.2	5.5b		
Prefix <i>en-/em-</i>	2.3			
Prefix <i>ex-</i>	1.3	1.5b		
Prefix <i>pre-</i>	5.4	5.5b		
Prefix <i>re-</i>	4.3	6.5a		
Prefix <i>semi-</i>	5.1			
Prefixes <i>col-, com-, con-</i>	2.1	6.4		
Shades of Meaning	1.1			
Suffix <i>-able</i>	3.3	3.5b		
Suffix <i>-al</i>	1.1			
Suffix <i>-ance</i>	1.2	1.5b		
Suffix <i>-en</i>	6.3			
Suffix <i>-ful</i>	2.2	6.5a	6.5b	
Suffix <i>-ic</i>	2.3	4.4	4.5b	
Suffix <i>-ity</i>	2.4	2.5b	6.4	
Suffix <i>-ive</i>	3.5a	3.5b		
Suffix <i>-less</i>	2.2	5.4		
Suffix <i>-ly</i>	3.1			
Suffix <i>-ment</i>	5.2			
Suffix <i>-ness</i>	4.5a	4.5b		
Suffix <i>-or</i>	1.2			
Suffix <i>-ous</i>	2.4	6.3	6.5b	
Suffix <i>-y</i>	5.5a	5.5b		

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Study Skills				
Assessing a Spoken Message	1.3			
Assessing Messages in Mass Media	5.4			
Choosing a Suitable Question or Problem to Pursue	3.2			
Choosing Appropriate Sources	6.2			
Citing Sources in a Bibliography	2.3			
Conducting a Literature Search	5.3			
Conducting an Interview	5.1	6.1		
Creating a Bibliography	1.5			
Evaluating Research Sources	3.5			
Finding Useful Information and Taking Notes	5.2			
Generating Questions to Investigate	1.1			
Graphic Organizers	3.4			
Interpreting Diagrams	4.1			
Interpreting Graphic Sources of Information	4.2			
Interpreting Maps	2.2			
Organizing Information in a Chart	3.1			
Planning a Survey	6.3			
Presenting Information Using Available Technology	2.5			
Taking Notes	1.2			
Test-Taking Strategies	5.5			
Using a Card Catalog	1.4			
Using a Dictionary to Draw Conclusions	4.5			
Using a Glossary	2.4			
Using a Planning Calendar	2.1			
Using a Thesaurus	4.3	6.4		
Using Multiple Sources	3.3			
Using Online Searches to Find Information	4.4			
Using Text Organizers	6.5			
Word Structure				
Antonyms	1.3	3.3	5.3	6.5
Base Word Families	1.2	3.5	4.1	4.5
Compound Words	1.4	3.1	3.5	4.1, 5.4
Concept Words: Great Expectations	4.2	4.4		
Connotation and Denotation	1.4	5.2	6.1	
Content Words: Archaeology	2.1	2.4	2.5	
Content Words: Art and Impact	6.2	6.3		
Content Words: Earth in Action	5.1	5.2	5.5	
Content Words: Ecology	3.1	3.3		
Foreign Words and Phrases	1.4	3.1	3.5	
Gerunds	1.1	4.1	6.5	
Homographs	3.2	4.2	6.1	
Homophones	1.5	3.4	5.3	6.3
Inflectional Ending -ed	1.3	3.4	6.1	

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Word Structure, continued				
Inflectional Ending <i>-ing</i>	1.1	4.3	5.4	
Multiple-Meaning Words	4.1	5.5	6.1	
Prefix <i>dis-</i>	5.2			
Prefix <i>en-/em-</i>	2.3			
Prefix <i>ex-</i>	1.3			
Prefix <i>pre-</i>	5.4			
Prefix <i>re-</i>	4.3	6.5		
Prefix <i>semi-</i>	5.1			
Prefixes <i>con-, col-, com-</i>	2.1	3.2	6.4	
Prefixes (Location) <i>under-, trans-, inter-, sub-, mid-</i>	3.2	4.5	6.2	
Prefixes (Negative) <i>ir-, im-, in-, il-, non-, un-</i>	2.2	2.3	6.2	
Prefixes (Number) <i>uni-, bi-, tri-, quad-, multi-, poly-, mono-</i>	2.1	2.4	6.4	
Roots: Greek Root <i>arch</i>	2.5	6.4		
Roots: Greek Root <i>gen</i>	5.3			
Roots: Greek Root <i>log</i>	2.2			
Roots: Greek Root <i>photo</i>	1.2	3.2		
Roots: Greek Root <i>poli</i>	1.4			
Roots: Latin Root <i>form</i>	2.5	3.3		
Roots: Latin Root <i>liber</i>	1.3			
Roots: Latin Root <i>mem</i>	4.3			
Roots: Latin Root <i>scribe</i>	2.3			
Roots: Latin Root <i>sens</i>	4.5			
Roots: Latin Root <i>sign</i>	2.1			
Roots: Latin Root <i>terra</i>	5.3			
Shades of Meaning	1.1	3.4	5.1	
Suffix <i>-able</i>	3.3	3.4		
Suffix <i>-al</i>	1.1	2.5	4.4	
Suffix <i>-ance</i>	1.2	3.5		
Suffix <i>-en</i>	1.5	6.3		
Suffix <i>-ful</i>	2.2	6.5		
Suffix <i>-ic</i>	2.3	4.4		
Suffix <i>-ion/-tion</i>	1.5	4.2	4.4	
Suffix <i>-ity</i>	2.4	6.4		
Suffix <i>-ive</i>	3.5	5.1		
Suffix <i>-less</i>	2.2	5.4		
Suffix <i>-ly</i>	3.1	4.2		
Suffix <i>-ment</i>	5.2	5.5		
Suffix <i>-ness</i>	4.5			
Suffix <i>-or</i>	1.2			
Suffix <i>-ous</i>	2.4	6.3		
Suffix <i>-y</i>	5.5			
Synonyms	1.5	4.3	6.2	

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Writing				
Adventure Story	4.4–4.5a	4.5b		
Biography	6.1–6.2			
Book Review	5.5a–5.5b			
Compare and Contrast	3.3–3.4			
Condolence Letter	5.4			
Describing a Place	6.3			
Describing an Emotion	1.4			
Historical Fiction	2.3–2.4			
Historical Report	2.1–2.2			
List	1.1			
Magazine Article	1.2–1.3			
Observe/Explain a Process	3.1			
Persuasive Business Letter	4.1			
Persuasive Report	4.2–4.3			
Poetry	6.4	6.5a	6.5b	
Research Report	5.1–5.3			
Scientific Observation	3.2			
Sketches for a Play	3.5a–3.5b			
Summary	1.5a–1.5b			
Timed Writing	2.5a–2.5b			
Writing Strategy: Categorizing Ideas via Semantic Web	1.2			
Writing Strategy: Choosing Topics	3.2			
Writing Strategy: Combining Ideas and Deleting Irrelevant Ideas	1.5a			
Writing Strategy: Creating Suspense	4.4			
Writing Strategy: Establishing the Setting	2.3			
Writing Strategy: Evaluating Growth	6.5b			
Writing Strategy: Formality of Language	5.4			
Writing Strategy: Locating Information from Multiple Sources	4.2–4.3			
Writing Strategy: Methods of Publication	5.5b			
Writing Strategy: Ordering Ideas by Importance	1.5b			
Writing Strategy: Considering Audience	2.5a–2.5b			
Writing Strategy: Creating an Effective Opening Paragraph	2.5a			
Writing Strategy: Proofreading	1.3			
Writing Strategy: Revising for Missing Detail	6.5a			
Writing Strategy: Revising: Eliminating Wordiness	4.1	4.3		
Writing Strategy: Revising: Precise Word Choice	3.2	6.4		
Writing Strategy: Summarization	1.4			
Writing Strategy: Taking Notes	3.1	4.3	6.1	
Writing Strategy: Transitional Devices within and between Paragraphs	2.2			
Writing Strategy: Troubleshooting	3.4			
Writing Strategy: Using a Compare and Contrast Graphic Organizer	3.3			
Writing Strategy: Using a Model as a Writing Guide	5.5a			

Comprehensive Scope and Sequence	Introduce	Review 1st time	Review 2nd time	Review 3+ times
Writing, continued				
Writing Strategy: Creating an Effective Beginning, Middle, and End	2.4			
Writing Strategy: Using an Outline	2.1			
Writing Strategy: Using Facts, Examples, and Explanations to Answer a Question	5.1			
Writing Strategy: Using Multimedia Sources to Enhance a Paper	5.2			
Writing Strategy: Using Multimedia Sources to Publish a Paper	5.3			
Writing Strategy: Using Realistic Dialogue	3.5b			
Writing Strategy: Using Sensory Details to Establish Mood	6.3			
Writing Strategy: Using Visualization to Add Concrete Sensory Detail	4.5a			
Writing Strategy: Varying Types of Sentences	6.2			
Writing Strategy: Working Together	1.1	1.2	1.3	
Writing Strategy: Writing from a Specific Point of View	4.5b			



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