

# Scope and Sequence



**Transforming Literacy Instruction**



**School Education Group**



## Scope and Sequence Overview

### Reading

- Print Awareness
- Phonological and Phonemic Awareness
- Decoding: Phonics
- Decoding: Structural Analysis

### Fluency

### Vocabulary and Concepts

- Use Vocabulary Strategies
- Build Vocabulary
- Word Recognition
- Word Structure

### Comprehension

- Comprehension Strategies
- Comprehension Skills
- Critical Thinking

### Literary Analysis, Response, and Appreciation

- Recognize Genres
- Identify and Analyze Literary Elements
- Identify Literary Devices
- Respond to Literature
- Appreciate Literature
- Cultural Awareness

### Spelling

### Handwriting/Penmanship

### Writing

- Writing Strategies
- Traits of Writing
- Types of Writing
- Writing Habits

### Language Conventions

- Grammar in Speaking and Writing
- Usage in Speaking and Writing
- Mechanics in Writing

### Listening/Speaking

- Listening Skills and Strategies
- Speaking Skills and Strategies

### Viewing/Media

### Inquiry, Research, and Study Skills

- Study Skills
- Inquiry and Research

<b>READING</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Print Awareness</b>						
Understand that print represents spoken language and carries meaning	•	•	•			
Track print from left to right and top to bottom; sweep back left for next line	•	•				
Hold print materials in the correct orientation	•					
Identify front and back covers, title page, contents, page numbers, name of author and illustrator	•	•	•			
Identify letters in words, words, spaces between words, sentences	•	•	•			
Match oral to printed words	•	•	•			
Know uppercase and lowercase letters of the alphabet	•	•				
Know the order of the alphabet and alphabetize words	•	•	•			
Understand how readers use capitalization and punctuation to get meaning from text	•	•				
Use illustrations to reinforce printed text	•	•				
Recognize some environmental print, such as signs and labels	•	•				
<b>Phonological and Phonemic Awareness</b>						
Identify and produce rhymes	•	•	•	•		
Track/count sounds in a syllable, syllables in a word, and words in a sentence	•	•				
Identify, segment and blend syllables in spoken words	•	•				
Identify, segment and blend onsets and rimes in spoken words	•	•				
Track and represent the number, order, sameness or difference of isolated phonemes	•	•				
Identify and match initial, medial, and final phonemes in spoken words	•	•	•			
Identify and isolate initial, medial, and final sounds in spoken words	•	•				
Blend phonemes to make new words	•	•				
<b>Decoding: Phonics</b>						
Use the alphabetic principle (words are composed of sounds that are represented by letters)	•	•	•			
Use letter-sound relationships to decode	•	•	•	•		
Blend sounds into recognizable words	•	•				
Use strategies to decode, including knowledge of:						
<i>Consonants, consonant blends, consonant digraphs</i>	•	•	•			
<i>Short, long, r-controlled vowels; vowel digraphs; diphthongs; common vowel patterns</i>	•	•	•	•	•	
<i>Phonograms</i>	•	•	•	•		
<b>Decoding: Structural Analysis</b>						
Use word structure to decode words:						
<i>Base words and inflected endings</i>		•	•	•	•	•
<i>Contractions and compounds</i>		•	•	•	•	•
<i>Prefixes and suffixes</i>		•	•	•	•	•
<i>Greek and Latin roots</i>		•	•		•	•
Use syllable rules and patterns to decode		•	•	•	•	•

<b>FLUENCY</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Read aloud with accuracy, appropriate volume, phrasing, expression, and rate	●	●	●	●	●	●
Use text clues, such as punctuation and key words, to read aloud fluently	●	●	●	●	●	●
Practice reading fluently in different ways, such as choral reading, partner/paired reading, reader's theater, and tape-assisted reading	●	●	●	●	●	●
Read aloud regular and irregular words automatically	●	●	●	●	●	●
<b>VOCABULARY AND CONCEPTS</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Learn vocabulary through direct instruction	●	●	●	●	●	●
Learn/build vocabulary by listening to selections read aloud, reading independently through discussion, using resources and references, and by drawing on concrete experiences		●	●	●	●	●
<b>Use Vocabulary Strategies:</b>						
<i>Prior knowledge</i>	●	●	●	●	●	●
<i>Picture clues</i>	●	●	●			
<i>Context clues</i>	●	●	●	●	●	●
<i>Structure clues</i>	●	●	●	●	●	●
<i>Homophones</i>		●	●	●	●	●
<i>Homographs (Multiple meanings)</i>		●	●	●	●	●
<i>Synonyms</i>		●	●	●	●	●
<i>Antonyms</i>		●	●	●	●	●
<i>Analogies</i>			●	●	●	●
<i>Descriptive language</i>	●	●	●	●	●	●
<i>Simile</i>		●	●	●	●	●
<i>Metaphor</i>		●	●	●	●	●
<i>Idioms</i>			●	●	●	●
<b>Build Vocabulary</b>						
Classify words	●	●	●	●	●	●
Comparatives/superlatives	●	●	●	●	●	●
Word relationships or shades of meaning (dog/mammal/animal, etc.)	●	●	●	●	●	●
Denotation and connotation				●	●	●
Latin & Greek roots		●	●		●	●
Words from other languages				●	●	●
<b>Word Recognition</b>						
High-frequency words	●	●	●	●	●	
Academic language: Words for numbers, shapes, colors, directions	●	●				
Academic language: Words of time, order, position	●	●	●	●	●	●
Academic language: Content-area words	●	●	●	●	●	●

<b>Word Structure</b>						
Root words		•	•	•	•	•
Prefixes		•	•	•	•	•
Suffixes		•	•	•	•	•
Compounds		•	•	•	•	•
Contractions		•	•	•	•	•
<b>COMPREHENSION</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Comprehension Strategies</b>						
Make predictions	•	•	•	•	•	•
Determine important information	•	•	•	•	•	•
Summarize	•	•	•	•	•	•
Make (and support) inferences	•	•	•	•	•	•
Visualize (use text to make mental images)	•	•	•	•	•	•
Ask and answer questions	•	•	•	•	•	•
Monitor comprehension (self-question, use fix-up strategies: reread, read on, ask questions, adjust reading rate, summarize, ask for help)	•	•	•	•	•	•
Make connections	•	•	•	•	•	•
<b>Comprehension Skills</b>						
Preview text (included in every lesson)	•	•	•	•	•	•
Activate prior knowledge (included in every lesson)	•	•	•	•	•	•
Set purposes (included in every lesson)	•	•	•	•	•	•
Determine author's purpose		•	•	•	•	•
Persuasive techniques			•	•	•	•
Distinguish fact and opinion	•	•	•	•	•	•
Draw conclusions	•	•	•	•	•	•
Categorize and classify	•	•	•	•	•	•
Compare and contrast	•	•	•	•	•	•
Recall and retell	•	•	•	•	•	•
Identify details and facts	•	•	•			
Generalize				•	•	•
Identify cause-effect	•	•	•	•	•	•
Identify main ideas and details	•	•	•	•	•	•
Identify text structure:						
<i>sequential</i>	•	•	•	•	•	•
<i>description/definition</i>	•	•	•	•	•	•
<i>compare/contrast</i>	•	•	•	•	•	•
<i>problem/solution</i>	•	•	•	•	•	•

Comprehension Skills (continued)						
Paraphrase				•	•	•
Sequence events	•	•	•	•	•	•
Identify steps in a process	•	•	•	•	•	•
Use graphic organizers to organize and/or represent text information (story maps, graphs, charts, to understand text structure)	•	•	•	•	•	•
Use text features	•	•	•	•	•	•
Critical Thinking						
Analyze	•	•	•	•	•	•
Evaluate and discuss ideas and texts	•	•	•	•	•	•
Make judgments about ideas and texts	•	•	•	•	•	•
Make connections: Text-to-self	•	•	•	•	•	•
Make connections: Text-to-text	•	•	•	•	•	•
Make connections: Text-to-world	•	•	•	•	•	•
Synthesize				•	•	•
LITERARY ANALYSIS, RESPONSE, AND APPRECIATION						
	K	1	2	3	4	5
Recognize Genres						
Distinguish fiction from nonfiction	•	•	•	•	•	•
Distinguish fantasy from realistic text	•	•	•	•	•	•
Identify characteristics of fiction genres:						
<i>Drama</i>	•	•	•	•	•	•
<i>Fantasy</i>	•	•	•	•	•	•
<i>Traditional literature (fables, folktales, fairy tales, legends)</i>	•	•	•	•	•	•
<i>Realistic fiction</i>	•	•	•	•	•	•
<i>Historical fiction</i>				•	•	•
<i>Science fiction</i>				•	•	•
Identify characteristics of nonfiction genres:						
<i>Autobiography</i>			•	•	•	•
<i>Biography</i>			•	•	•	•
<i>Expository/informative</i>		•	•	•	•	•
<i>Descriptive</i>				•	•	•
<i>Functional writing (directions)</i>	•	•	•	•	•	•
<i>Letters</i>				•	•	•
<i>Magazines and newspapers</i>	•	•	•	•	•	•
Identify characteristics of poetry and song	•	•	•	•	•	•

<b>Identify and Analyze Literary Elements</b>						
<b>Character:</b>						
<i>Recognize traits, actions, motives, and conflicts</i>	•	•	•	•	•	•
<i>Analyze characters' relationships</i>			•	•	•	•
<i>Determine how and why characters change</i>				•	•	•
<b>Setting:</b>						
<i>Describe elements of setting</i>	•	•	•	•	•	•
<i>Explain the importance of setting to a story's meaning</i>		•	•	•	•	•
<b>Plot:</b>						
<i>Beginning, middle, end</i>	•	•	•	•		
<i>Problem and solution</i>		•	•	•	•	•
<i>Conflict and resolution</i>		•	•	•	•	•
Theme or author's message			•	•	•	•
<b>Identify Literary Devices</b>						
Point of view		•	•	•	•	•
Dialogue				•	•	•
Exaggeration				•	•	•
Flashback and foreshadowing						•
Figurative language (See <i>Vocabulary and Concepts</i> )	•	•	•	•	•	•
Imagery				•	•	•
Analogies			•	•	•	•
Symbolism						•
Mood/tone				•	•	•
Sound devices (rhythm, rhyme, repetition, alliteration, onomatopoeia)	•	•	•	•	•	•
<b>Respond to Literature</b> (See also <i>Critical Thinking</i> )						
Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud	•	•	•	•	•	•
Interpret text ideas and respond through art, discussion, writing, drama, and research	•	•	•	•	•	•
Ask and answer questions about text	•	•	•	•	•	•
Generate alternate endings to plots	•	•	•	•	•	•
Use evidence to support observations, opinions, and interpretations	•	•	•	•	•	•
Evaluate and critique author's writing: style, ideas, accuracy, logic			•	•	•	•
<b>Appreciate Literature</b>						
Read widely across different genres	•	•	•	•	•	•
Self-select literature for independent reading	•	•	•	•	•	•
Read regularly	•	•	•	•	•	•
Read silently for extended periods of time	•	•	•	•	•	•

<b>Appreciate Literature (continued)</b>						
Become an expert on topic	•	•	•			
Develop personal preferences for reading	•	•	•	•	•	•
<b>Cultural Awareness</b>						
Compare language and oral traditions of different regions and cultures			•	•	•	•
Compare and connect experiences across different cultures		•	•	•	•	•
Recognize that universal themes cross cultures			•	•	•	•
<b>SPELLING</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Use spelling approximations and some conventional spelling	•	•	•	•	•	•
Spell independently by using alphabetic principle, pre-phonetic knowledge, and knowledge of letter names	•	•	•			
Recognize that words have a correct spelling	•	•	•	•	•	•
Use strategies to spell words:						
<i>Spelling patterns</i>	•	•	•	•		
<i>Sound-letter knowledge (phonetically regular words)</i>	•	•	•	•		
<i>Word structure:</i>						
<i>Base words and affixes</i>		•	•	•	•	•
<i>Greek and Latin roots</i>					•	•
<i>Syllable patterns</i>		•	•	•	•	•
<i>Contractions</i>		•	•	•	•	•
<i>Compounds</i>		•	•	•	•	•
<i>Resources, such as word lists, dictionary, thesaurus</i>		•	•	•	•	•
Spell high-frequency irregular words		•	•	•	•	•
Spell frequently misspelled words, such as homophones and homonyms		•	•	•	•	•
<b>HANDWRITING/PENMANSHIP</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Gain control of penmanship, including pencil grip, paper position, stroke, and posture	•	•				
Write left-to-right and top-to-bottom	•	•				
Write legibly controlling spacing (letter, word, sentence), slant, letter size, and formatting (indentation, margins)	•	•	•			
Write uppercase and lowercase letters and numbers	•	•	•			
<b>WRITING</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Draw or use letters and phonetically spelled words to write about experiences, stories, people, places, events, etc.	•	•	•			
<b>Writing Strategies</b>						
Use the writing process:						
<i>Prewrite strategies</i>	•	•	•	•	•	•
<i>Draft single and multi-paragraph texts</i>	•	•	•	•	•	•
<i>Revise for clarity, progression, and support of ideas</i>	•	•	•	•	•	•
<i>Edit/proofread (spelling, grammar, usage, mechanics)</i>	•	•	•	•	•	•
<i>Publish</i>	•	•	•	•	•	•

Evaluate own writing and the writing of others	•	•	•	•	•	•
Analyze published writing for use as models	•	•	•	•	•	•
Use technology to compose texts	•	•	•	•	•	•
Participate in collaborative writing	•	•	•	•	•	•
<b>Traits of Writing</b>						
Focus and ideas:						
<i>Focus on a central idea or storyline</i>		•	•	•	•	•
<i>Use sensory details and concrete examples</i>		•	•	•	•	•
Organization/paragraphs:						
<i>Organize ideas in a logical sequence with a beginning, middle, and end</i>		•	•	•	•	•
<i>Use graphic organizers to group ideas</i>		•	•	•	•	•
<i>Support ideas with details or examples</i>		•	•	•	•	•
<i>Write coherent paragraphs with topic sentences and supporting sentences</i>		•	•	•	•	•
<i>Write a multi-paragraph composition with introductory and concluding paragraphs</i>				•	•	•
<i>Use transitions to connect story events or to relate ideas (sentences and paragraphs)</i>			•	•	•	•
<i>Use literary devices (suspense, dialogue, figurative language, etc.)</i>				•	•	•
Voice:						
<i>Develop an identifiable voice in personal writing</i>		•	•	•	•	•
<i>Match voice to type and purpose of writing and audience</i>				•	•	•
Word choice:						
<i>Use appropriate, clear, and precise language</i>		•	•	•	•	•
<i>Use descriptive language</i>	•	•	•	•	•	•
<i>Use figurative language</i>			•	•	•	•
Sentences:						
<i>Write topic sentences, descriptive sentences, concluding sentences</i>		•	•	•	•	•
<i>Improve sentences (elaborate subjects, combine related sentences)</i>			•	•	•	•
<i>Vary types of sentences when writing</i>	•	•	•	•	•	•
<i>Use correct word order</i>	•	•	•	•	•	•
Conventions:						
<i>Use correct spelling, grammar, usage, and mechanics</i>	•	•	•	•	•	•
<i>Correct sentence fragments and run-ons</i>		•	•	•	•	•
<b>Types of Writing</b>						
Narrative (including journals, stories, autobiographies, personal narratives)	•	•	•	•	•	•
Expository (including directions, essays, explanations, news stories, research reports)	•	•	•	•	•	•
Descriptive (including captions, labels, lists, poems)	•	•	•	•	•	•
Persuasive (including letters to the editor, opinions, editorials, ads, essays)	•	•	•	•	•	•

<b>Writing Habits</b>						
Write daily	•	•	•	•	•	•
Write for a variety of purposes and audiences	•	•	•	•	•	•
Reviews own written work to monitor growth as a writer	•	•	•	•	•	•
<b>LANGUAGE CONVENTIONS</b>						
<b>Grammar in Speaking and Writing</b>						
Parts of Speech:						
<i>Nouns</i>	•	•	•	•	•	•
<i>Pronouns</i>		•	•	•	•	•
<i>Verbs and verb tenses</i>	•	•	•	•	•	•
<i>Adjectives</i>	•	•	•	•	•	•
<i>Adverbs</i>			•	•	•	•
<i>Prepositions and Conjunctions</i>					•	•
Sentences:						
<i>Types of sentences</i>	•	•	•	•	•	•
<i>Structure of sentences (parts of sentences; sentence variety)</i>	•	•	•	•	•	•
<i>Identify fragments and run-on sentences</i>		•	•	•	•	•
<b>Usage in Speaking and Writing</b>						
Speak and write in complete sentences	•	•	•	•	•	•
Use correct subject-verb agreement in speaking and writing		•	•	•	•	•
Use correct pronoun agreement/referents in speaking and writing	•	•	•	•	•	•
<b>Mechanics in Writing</b>						
Capitalization:						
<i>First word in a sentence</i>	•	•	•	•	•	•
<i>Own name</i>	•	•				
<i>Days, months, holidays</i>		•	•	•		
<i>Cities and states</i>		•	•	•	•	•
Punctuation:						
<i>End punctuation</i>	•	•	•	•	•	•
<i>Abbreviations</i>		•	•	•	•	•
<i>Commas</i>			•	•	•	•
<i>Quotation marks</i>			•	•	•	•
<i>Semi-colons, colons</i>		•	•	•	•	•
<i>Dashes, ellipses, brackets, hyphens, parenthesis</i>					•	•
<i>Apostrophes</i>		•	•	•	•	•

<b>LISTENING/SPEAKING</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Listening Skills and Strategies</b>						
Listen attentively to different types of oral communication, including conversation and text read aloud	●	●	●	●	●	●
Listen for a purpose:						
<i>For enjoyment</i>	●	●	●	●	●	●
<i>To build vocabulary and concepts</i>	●	●	●	●	●	●
<i>To participate in discussions and conversations</i>	●	●	●	●	●	●
<i>To connect experiences and ideas with those of others</i>	●	●	●	●	●	●
<i>To get information</i>	●	●	●	●	●	●
<i>To solve problems and answer questions</i>	●	●	●	●	●	●
<i>To follow directions</i>	●	●	●	●	●	●
<i>To identify musical elements of oral literary language</i>	●	●	●	●		
Self-monitor comprehension while listening	●	●				
Listen critically, for example, to identify main ideas and supporting details, separate fact from opinion, identify persuasive techniques, make inferences, draw conclusions, determine author's purpose	●	●	●	●	●	●
<b>Speaking Skills and Strategies</b>						
Speak clearly and fluently using appropriate volume, rate, pitch, phrasing, expression, and projection	●	●	●	●	●	●
Use complete sentences and English language conventions while speaking	●	●	●	●	●	●
Stay on topic and organize ideas when speaking		●	●	●	●	●
Use language appropriate to the audience, purpose, setting, and situation	●	●	●	●	●	●
Use gestures, facial expressions, and nonverbal communication to enhance meaning	●	●	●	●	●	●
Speak for a purpose:						
<i>To share experiences, ideas, and information</i>	●	●	●	●	●	●
<i>To summarize and explain</i>	●	●	●	●	●	●
<i>To participate in discussions and conversations</i>	●	●	●	●	●	●
<i>To ask and answer questions</i>	●	●	●	●	●	●
<i>To give precise directions</i>	●	●	●	●	●	●
<i>To give dramatic interpretations (rhymes, poems, songs, stories)</i>	●	●	●	●	●	●
<i>To give presentations and oral reports (narrative, descriptive, informational)</i>	●	●	●	●	●	●
<b>VIEWING/MEDIA</b>						
Interpret and evaluate artistic images	●	●	●	●	●	●
Interpret informational visuals (charts, graphs, maps, etc.)	●	●	●	●	●	●
Identify and respond to various print and nonprint media formats	●	●	●	●	●	●
<i>Identify the main ideas and supporting details in a nonprint media message</i>	●	●	●	●	●	
<i>Compare and contrast print, visual, and electronic media formats</i>		●	●	●	●	●
<i>Recognize the purpose, bias, and persuasive techniques in media</i>	●	●	●	●	●	●

<b>VIEWING/MEDIA (continued)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Select, organize, and/or produce images to complement or extend oral or written text	●	●	●	●	●	●
Use technology to produce media (class newspaper, video reports, etc.)		●	●	●	●	●
<b>INQUIRY, RESEARCH, AND STUDY SKILLS</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Study Skills</b>						
Follow directions	●	●	●	●	●	●
Take notes, paraphrase, summarize			●	●	●	●
Use graphic sources:						
<i>Charts and tables</i>	●	●	●	●	●	●
<i>Maps</i>		●	●	●	●	●
<i>Graphs</i>	●	●	●	●	●	●
<i>Time lines</i>				●	●	●
<i>Diagrams</i>		●	●	●	●	●
<i>Illustrations, photos, captions, labels</i>	●	●	●	●	●	●
Use graphic organizers	●	●	●	●	●	●
Practice test-taking strategies				●	●	●
<b>Inquiry and Research</b>						
Choose and narrow a topic	●	●	●	●	●	●
Formulate questions to guide research	●	●	●	●	●	●
Locate and collect information	●	●	●	●	●	●
Choose reference sources appropriate to the research purpose				●	●	●
Recognize and use the parts of a book to locate information (contents, chapter titles, guide words, indices)		●	●	●	●	●
Use alphabetical order	●	●	●	●	●	●
Understand the structure, organization, and purpose of reference materials:						
<i>Atlas</i>		●	●	●	●	●
<i>Almanac</i>				●	●	●
<i>Card catalog</i>				●	●	●
<i>Encyclopedia</i>			●	●	●	●
<i>Dictionary/glossary</i>		●	●	●	●	●
<i>Thesaurus</i>			●	●	●	●
<i>Technology</i>		●	●	●	●	●
Use a variety of reference sources (including electronic texts, experts, and print resources) to locate information	●	●	●	●	●	●
Compile notes/outline/organize information	●	●	●	●	●	●
Quote, paraphrase, and cite sources properly		●	●	●	●	●
Draw conclusions based on gathered information	●	●	●	●	●	●
Evaluate own research and raise new questions			●	●	●	●
Produce research products in effective formats	●	●	●	●	●	●