

Scope and Sequence Level K

	U1	U2	U3	U4	U5	U6	U7	U8
LISTENING								
Comprehension								
Understand and follow one- and two-step oral directions.	■	■	■	■	■	■	■	■
Listen to information and identify important details.	■	■	■	■	■	■	■	■
Answer simple questions.	■	■	■	■	■	■	■	■
SPEAKING								
Oral Language Development								
Recognize and use complete, coherent sentences when speaking.		■	■	■	■	■	■	
Orally communicate basic needs.		■	■	■			■	
Use common social greetings and simple repetitive phrases.	■	■	■	■	■	■	■	■
Ask and answer simple questions.	■	■	■	■	■	■	■	■
Use simple repetitive phrases.	■	■	■	■	■	■	■	■
Oral Fluency								
Describe people, places, things, locations, and events.	■	■	■	■	■	■	■	■
Share information and ideas.	■	■	■	■	■	■	■	■
Recite short poems, rhymes, or songs.	■	■	■	■	■	■	■	■
Retell stories and the sequence of story events by answering <i>wh-</i> and <i>how</i> questions.	■	■	■	■	■	■	■	■
Relate an experience in a logical sequence.			■	■		■	■	
READING								
Recognize and read numbers.	■	■		■		■	■	■
Concepts About Print								
Identify front cover, back cover, and title page of a book.	■	■	■	■	■	■	■	■
Identify title, name of author, and name of illustrator	■	■	■	■	■	■	■	■
Follow words from left to right and from top to bottom.	■	■	■	■	■	■	■	■
Distinguish letters from words.	■	■	■		■	■		
Recognize and name all uppercase and lowercase letters of the alphabet.	■	■	■		■	■		
Match oral words to printed words.	■	■	■	■	■	■	■	■
Identify letters and words.	■	■	■	■	■	■	■	■

	U1	U2	U3	U4	U5	U6	U7	U8
READING (continued)								
Phonemic Awareness								
Blend vowel-consonant sounds orally.			■	■		■	■	
Identify and produce rhyming words.				■	■	■	■	■
Distinguish and classify words into beginning or ending sounds.	■	■	■	■	■			
Track auditorily words in a sentence and syllables in a word.						■	■	■
Decoding and Word Recognition								
Match short-vowel sounds to letters.			■	■	■	■		
Match consonant sounds to letters.				■	■	■		
Read simple one-syllable and high-frequency words.	■		■	■	■	■		■
Vocabulary and Concept Development								
Identify and sort common words in basic categories.	■			■			■	
Describe common objects and events in both general and specific language.	■	■	■	■		■	■	■
Comprehension and Analysis								
Use pictures and context to make predictions about story content.	■	■	■	■	■	■	■	■
Connect to life experiences the information and events in texts.		■	■	■	■	■	■	■
Ask and answer questions about essential elements of a text.	■	■	■	■	■	■	■	■
Respond to <i>wh-</i> and <i>how</i> questions.	■	■	■	■	■	■	■	■
Follow one-step written instructions.	■	■	■	■	■	■	■	■
Narrative Analysis of Grade-Level-Appropriate Text								
Identify characters, settings, and important events.	■	■	■	■	■	■	■	■
WRITING								
Write numbers.	■	■		■		■	■	■
Organization and Focus								
Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.				■	■	■	■	■
Write consonant-vowel-consonant, vowel-consonant-vowel words.	■	■	■	■	■	■	■	■
Write by moving from left to right and from top to bottom.	■	■	■	■	■	■	■	■
Penmanship								
Write uppercase and lowercase letters of the alphabet independently.	■	■	■	■	■	■	■	■
Print legibly and space letters and words appropriately.		■	■	■	■	■	■	■
Spelling								
Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.				■			■	■

Scope and Sequence Level 1

	U1	U2	U3	U4	U5	U6	U7	U8
LISTENING								
Comprehension								
Listen attentively.	■	■	■	■	■	■	■	■
Follow simple directions.	■	■	■	■	■	■	■	■
SPEAKING								
Oral Language Development								
Identify and correctly use singular and plural nouns.	■	■						
Identify and correctly use singular and plural pronouns.	■	■	■					
Identify and correctly use singular possessive pronouns.	■							
Identify and correctly use contractions.	■		■					
Identify and use subject-verb agreement.	■	■	■	■	■			
Stay on the topic when speaking.	■	■	■	■	■			
Use descriptive words when speaking about people, places, things, or events.	■	■	■	■	■			
Ask questions for clarification and understanding.				■				
Speak in complete, coherent sentences.	■	■	■	■	■	■	■	■
Give and restate simple directions.				■				
Oral Fluency								
Recite poems, rhymes, songs, or stories.	■	■	■	■	■	■	■	■
Retell stories using basic story grammar and relating the sequence of story.	■	■	■	■	■	■	■	■
Relate an important life event or personal experience in a simple sequence.		■	■	■	■			
Provide descriptions with careful attention to sensory detail.		■		■	■			
Make oneself understood when speaking by using English grammatical forms and sounds.	■	■	■	■	■	■	■	■
Share feelings or emotions.	■	■						
Respond to <i>wh</i> - questions.	■	■	■	■	■	■	■	■
Answer simple questions.	■	■	■	■	■	■	■	■
READING								
Concepts About Print								
Match oral words to printed words.	■	■	■	■	■	■	■	■
Identify the title, author, and illustrator of a reading selection.	■	■	■	■	■	■	■	■
Identify letters, words, and sentences.	■	■	■	■				

	U1	U2	U3	U4	U5	U6	U7	U8
READING (continued)								
Distinguish between declarative and interrogative sentences			■	■				
Phonemic Awareness								
Distinguish initial, medial, and/or final sounds.	■	■	■	■				
Distinguish long- and short-vowel sounds in orally stated single-syllable words.	■	■				■		
Create and state a series of rhyming words.	■	■	■					
Add, delete, or change target sounds to change words.		■		■			■	
Blend phonemes into recognizable words.		■	■			■		
Segment words into their components.	■	■	■			■		
Decoding and Word Recognition								
Generate the sounds from all the letters and letter patterns, and blend those sounds into recognizable words.	■	■	■	■	■			
Read common, irregular sight words.	■	■		■	■			
Use knowledge of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words.		■						
Read compound words and contractions.	■		■		■			
Read inflectional forms.		■	■	■	■			
Read root words.			■	■	■			
Read common word families.	■							
Read aloud with fluency.		■	■		■			
Vocabulary and Concept Development								
Classify grade-appropriate categories of words.	■	■	■	■				
Comprehension and Analysis								
Identify text that uses sequence or other logical order.			■	■	■			
Respond to <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>how</i> questions.	■	■	■	■	■	■	■	■
Follow one-step written instructions.	■	■	■	■	■	■	■	
Use context to resolve ambiguities about word and sentence meanings.				■	■			
Confirm predictions about what will happen next in a text by identifying key words.		■						
Relate prior knowledge to textual information.			■	■	■			
Make inferences.			■	■	■			
Retell the central ideas.	■			■	■			
Narrative Analysis of Grade-Level-Appropriate Text								
Identify and describe the elements of plot, setting, and characters in a story.	■	■	■	■	■	■	■	■
Identify and describe story's beginning, middle, and ending.	■	■	■	■	■	■	■	■

	U1	U2	U3	U4	U5	U6	U7	U8
READING (continued)								
Describe the roles of authors and illustrators and their contributions to print materials.	■	■	■	■	■	■	■	■
Recollect, talk, and write about a story read.	■	■	■	■	■	■	■	■
WRITING								
Organization and Focus								
Select a focus when writing.			■	■	■			
Use descriptive words.		■	■	■	■			
Write in complete, coherent sentences		■	■	■	■			
Penmanship								
Print legibly and space letters, words, and sentences appropriately.	■	■	■	■	■	■	■	■
Writing Applications								
Write brief narratives describing an experience.			■					
Write brief expository descriptions using sensory details.		■			■			
Sentence Structure								
Identify and correctly use singular and plural nouns.	■							
Identify and correctly use singular and plural pronouns.	■	■						
Identify and correctly use contractions.	■		■		■			
Identify and correctly use the possessive form.			■					
Identify and use correct subject-verb agreement.	■		■					
Punctuation								
Distinguish between declarative, exclamatory, and interrogative sentences.			■	■				
Use an exclamation point or question mark at the end of sentences.				■				
Use knowledge of the basic rules of punctuation and capitalization.	■	■	■	■	■			
Capitalization								
Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	■	■	■	■	■			
Spelling								
Spell grade-level sight words correctly.	■	■	■	■	■			

Scope and Sequence Level 2

	U1	U2	U3	U4	U5	U6	U7	U8
LISTENING								
Comprehension								
Listen to obtain information.	■	■	■	■	■	■	■	■
Listen for enjoyment.	■	■	■	■	■	■	■	■
Follow directions.	■	■	■	■	■	■	■	■
SPEAKING								
Oral Language Development								
Ask for clarification and explanation of stories or ideas.		■	■	■	■	■	■	■
Paraphrase information that has been shared orally by others.	■	■	■	■	■			
Give and/or follow oral directions.	■	■	■	■	■	■	■	■
Oral Fluency								
Organize presentations to maintain a clear focus.	■			■				
Speak clearly and at an appropriate pace.	■	■	■	■	■	■	■	■
Use descriptive words to speak about people.	■	■	■	■	■			■
Recount experiences in a logical sequence.	■	■	■	■	■	■	■	■
Retell stories, including characters, setting, and plot.	■	■	■	■	■	■	■	■
Report on a topic with supportive facts and details.	■				■	■	■	■
Recount experiences or present stories: Move through a logical sequence of events and/or describe story elements.	■	■	■	■	■	■	■	■
READING								
Word Recognition								
Match oral words to printed words.	■	■	■	■	■	■	■	■
Recognize and use knowledge of spelling patterns.	■	■	■	■	■	■	■	■
Decode two-syllable words and regular multisyllable words.	■		■	■	■	■		
Recognize common abbreviations.		■						
Identify and correctly use regular and irregular plurals.			■			■	■	
Identify and correctly use singular possessives.	■							
Blend initial and final consonants.	■		■					
Identify and use rhyming words.	■		■	■		■		
Distinguish initial and/or ending sounds in words.	■				■			■
Distinguish long-vowel sounds in orally stated words.			■					■

	U1	U2	U3	U4	U5	U6	U7	U8
READING (continued)								
Distinguish short-vowel sounds in orally stated words.					■			■
Distinguish medial sounds.							■	
Count syllables.		■				■		
Identify and use homophones.					■			
Read aloud fluently and accurately and with appropriate intonation and expression.	■	■	■	■	■	■	■	■
Vocabulary Development								
Understand and explain common antonyms and synonyms.					■			
Use knowledge of individual words in unknown compound words to predict the meaning.			■	■	■			
Know the meaning of simple prefixes and suffixes.			■			■	■	■
Identify simple multiple-meaning words.	■	■					■	
Identify and use inflectional forms.			■			■	■	■
Adds, delete, or change sounds at the beginning of words to change meaning.		■				■		
Use small words or chunks of letters to make other words.				■				
Reading Comprehension								
Use titles to locate information.	■	■	■	■	■	■	■	■
State the purpose in reading.	■	■	■	■	■	■	■	■
Use knowledge of the author's purpose(s) to comprehend text.	■	■				■		■
Restate facts and details in the text.	■	■	■	■	■	■	■	■
Recognize cause-and-effect relationships in a text.			■			■		
Interpret information from diagrams, charts, or graphs.	■	■	■	■	■	■	■	■
Identify literary elements such as character, plot, and setting.	■	■	■	■	■	■	■	■
Follow two-step written directions.	■	■	■	■	■	■	■	■
Make inferences.		■		■				■
Draw conclusions.	■				■			
Move through a logical sequence of events	■	■	■	■	■	■	■	■
Literary Response								
Compare and contrast plots, settings, and characters.			■				■	
Generate alternative endings to plots.				■				
Identify the use of rhyme in poetry.							■	

	U1	U2	U3	U4	U5	U6	U7	U8
WRITING								
Writing Strategies								
Group related ideas and maintain a consistent focus.	■	■	■	■	■	■	■	■
Create readable documents with legible handwriting.	■	■	■	■	■	■	■	■
Understand the purposes of reference materials.	■	■		■	■	■	■	■
Revise original drafts to improve sequence and provide more descriptive detail.		■	■			■		
Write based on personal experiences.	■	■	■		■			■
Describe the setting, characters, objects, and/or events in detail.	■	■	■	■	■	■	■	■
Write friendly letters complete with the date, salutation, body, closing, and signature.			■					
Distinguish between complete and incomplete sentences.	■	■	■	■	■	■	■	■
Recognize and use correct word order in sentences.	■	■	■	■	■	■	■	■
Identify and correctly use various parts of speech.	■	■	■	■	■	■	■	■
Identify and use contractions.			■	■	■	■	■	■
Use commas in the greeting and closure of a letter, with dates or items in a series.		■	■					
Identify and use inflectional forms.			■			■	■	■
Capitalize all proper nouns.	■	■	■	■	■	■	■	■
Capitalize words at the beginning of sentences or greetings.	■	■	■	■	■	■	■	■
Capitalize months and days of the week.	■	■	■	■	■	■	■	■
Capitalize abbreviations.		■						
Spell frequently used, irregular words correctly.	■	■	■	■	■	■	■	■
Spell basic short-vowel, long-vowel,-r-controlled, and consonant-blend patterns correctly.	■	■			■		■	
Use correct spelling of homophones.					■			
Identify and correctly use singular possessives.	■	■	■		■	■		■

Scope and Sequence Level 3

	U1	U2	U3	U4	U5	U6	U7	U8
LISTENING								
Listening Comprehension								
Retell, paraphrase, and explain what has been said by a speaker.	■	■	■	■	■	■	■	■
Connect and relate prior experiences, insights, and ideas to those of a speaker.	■	■	■	■	■	■	■	■
Respond to questions with appropriate elaboration.	■	■	■	■	■	■	■	■
Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).	■	■	■	■	■	■	■	■
SPEAKING								
Oral Language Development								
Organize ideas chronologically or around major points of information.	■	■	■	■	■	■	■	■
Provide a beginning, a middle, and an end, including concrete details that develop a central idea.	■	■	■	■	■	■	■	■
Use clear and specific vocabulary to communicate ideas and establish the tone.	■	■	■	■	■	■	■	■
Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).		■				■		■
Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.	■	■	■	■	■	■	■	■
Compare ideas and points of view expressed in broadcast and print media.	■	■	■	■	■	■	■	■
Distinguish between the speaker's opinions and verifiable facts.				■			■	
Identify subjects and verbs that are in agreement.			■		■			■
Identify and use pronouns, adjectives, compound words, and articles correctly.	■	■	■					
Identify and use past, present, and future verb tenses properly.	■			■	■	■		■
Understand and use complete and correct declarative, interrogative, imperative, and exclamatory sentences.	■	■	■	■	■	■	■	■
Oral Fluency								
Make brief narrative presentations: Provide a context for an incident that is the subject of the presentation; Provide insight into why the selected incident is memorable; Include well-chosen details to develop character, setting, and plot.		■						■
Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.	■	■	■	■	■	■	■	■
Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	■	■	■	■	■	■	■	■



	U1	U2	U3	U4	U5	U6	U7	U8
READING								
Decoding and Word Recognition								
Know and use complex word families when reading to decode unfamiliar words.			■					
Decode regular multisyllabic words.	■			■	■	■		■
Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	■	■	■	■	■	■	■	■
Vocabulary Development								
Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.			■		■		■	
Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog / mammal / animal / living things</i>).	■	■	■		■	■	■	■
Use sentence and word context to find the meaning of unknown words.	■	■	■	■		■	■	■
Use a dictionary to learn the meaning and other features of unknown words.	■	■	■	■	■	■	■	■
Use knowledge of prefixes and suffixes to determine the meaning of words.		■		■		■		
Reading Comprehension								
Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.						■	■	
Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	■	■	■		■	■	■	■
Demonstrate comprehension by identifying answers in the text.	■	■	■	■	■	■	■	■
Recall major points in the text and make and modify predictions about forthcoming information.	■	■	■	■	■	■	■	■
Distinguish the main idea and supporting details in expository text.	■	■	■	■				
Extract appropriate and significant information from the text, including problems and solutions.	■	■	■	■	■	■	■	■
Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).			■	■		■	■	■
Literary Response								
Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.					■	■		
Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	■	■	■	■	■	■	■	■
Determine the underlying theme or author's message in fiction and nonfiction text.			■	■		■		■
Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.					■	■	■	
Identify the speaker or narrator in a selection.		■	■					■
Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	■	■	■	■	■	■	■	■





	U1	U2	U3	U4	U5	U6	U7	U8
WRITING								
Writing Strategies								
Create a single paragraph by developing a topic sentence, and include simple supporting facts and details.	■	■	■	■	■	■	■	■
Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	■	■	■	■	■	■	■	■
Understand the structure and organization of various reference materials.	■	■	■	■	■	■	■	■
Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	■	■	■	■	■	■	■	■
Write narratives that provide a context within which an action takes place, include well-chosen details to develop the plot, and provide insight into why the selected incident is memorable.				■				■
Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	■	■	■	■	■	■	■	■
Write personal and formal letters, thank-you notes, and invitations that show awareness of the knowledge and interests of the audience and establish a purpose and context.						■		
Write personal and formal letters, thank-you notes, and invitations that include the date, proper salutation, body, closing, and signature.						■		
Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly.	■		■		■			■
Identify and use past, present, and future verb tenses properly.	■	■		■	■	■		■
Identify and use subjects and verbs correctly in simple sentences.	■	■	■	■				■
Punctuate dates, city and state, and titles of books correctly.					■	■		
Use commas in dates, locations, and addresses and for items in a series.					■	■		
Capitalize geographical names, holidays, historical periods, and special events correctly.					■			
Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>).	■		■	■		■		
Arrange words in alphabetical order.	■	■	■	■	■	■	■	■



Scope and Sequence Level 4

	U1	U2	U3	U4	U5	U6	U7	U8
Listening								
Listening Comprehension								
Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	■	■	■	■	■	■	■	■
Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	■	■	■	■	■	■	■	■
Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.					■	■		
Give precise directions and instructions.	■		■	■			■	■
Speaking								
Oral Language Development								
Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.	■	■	■	■	■	■	■	■
Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).	■	■	■	■	■	■	■	■
Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.	■	■	■	■	■	■	■	■
Use details, examples, anecdotes, or experiences to explain or clarify information.	■	■	■	■	■	■	■	■
Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.	■	■		■	■	■	■	■
Use simple and compound sentences.	■	■	■	■	■	■	■	■
Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.				■		■		■
Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions.		■		■	■			■
Oral Fluency								
Make narrative presentations: Relate ideas, observations, or recollections about an event or experience; Provide a context that enables the listener to imagine the circumstances of the event or experience; Provide insight into why the selected event or experience is memorable.	■	■	■	■	■	■	■	■
Make informational presentations: Frame a key question; Include facts and details that help listeners to focus; Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).	■	■	■	■	■	■	■	■
Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	■	■	■	■	■	■	■	■
Recite brief poems (e.g., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.	■	■	■	■	■	■	■	■



	U1	U2	U3	U4	U5	U6	U7	U8
Reading								
Word Recognition								
Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	■	■	■		■	■	■	■
Vocabulary Development								
Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	■	■	■		■	■	■	■
Use knowledge of root words to determine the meaning of unknown words within a passage.	■	■	■		■	■	■	
Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).	■	■	■			■	■	■
Use a thesaurus to determine related words and concepts.					■	■	■	■
Distinguish and interpret words with multiple meanings.		■		■				
Reading Comprehension								
Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	■	■	■	■	■	■	■	■
Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	■	■	■	■	■	■	■	■
Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	■	■	■	■	■	■	■	■
Evaluate new information and hypotheses by testing them against known information and ideas.	■	■		■	■	■	■	■
Compare and contrast information on the same topic after reading several passages or articles.		■	■	■	■		■	■
Distinguish between cause and effect and between fact and opinion in expository text.		■	■	■	■			
Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).			■	■	■		■	■
Literary Response								
Identify the main events of the plot, their causes, and the influence of each event on future actions.	■	■	■					■
Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.		■	■			■	■	
Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	■			■		■		
Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	■	■	■	■	■	■		





	U1	U2	U3	U4	U5	U6	U7	U8
Writing								
Writing Strategies								
Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	■	■	■	■	■	■	■	■
Create multiple-paragraph compositions: Provide an introductory paragraph; Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; Include supporting paragraphs with simple facts, details, and explanations; Conclude with a paragraph that summarizes the points; Use correct indentation.	■	■	■	■	■	■	■	■
Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).	■	■	■	■	■	■	■	■
Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).	■	■	■		■	■	■	■
Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	■	■	■	■	■	■	■	■
Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.				■			■	
Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).		■						■
Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	■	■	■	■	■	■	■	■
Write narratives: Relate ideas, observations, or recollections of an event or experience; Provide a context to enable the reader to imagine the world of the event or experience; Use concrete sensory details; Provide insight into why the selected event or experience is memorable.	■	■	■	■	■	■	■	■
Write responses to literature: Demonstrate an understanding of the literary work; Support judgments through references to both the text and prior knowledge.	■	■	■	■	■	■	■	■
Write information reports: Frame a central question about an issue or situation; Include facts and details for focus; Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).	■	■	■	■	■	■	■	■
Write summaries that contain the main ideas of the reading selection and the most significant details.	■	■	■	■	■	■	■	■
Use simple and compound sentences in writing.	■	■	■	■	■	■	■	■
Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.				■		■	■	
Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions.	■	■						■
Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.			■	■	■			
Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	■				■	■	■	
Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	■	■	■	■	■		■	■



Scope and Sequence Level 5

	U1	U2	U3	U4	U5	U6	U7	U8
Listening								
Listening Comprehension								
Retell, paraphrase, and explain what has been said by a speaker.	■	■		■	■		■	■
Connect and relate prior experiences, insights, and ideas to those of a speaker.	■	■	■		■	■	■	■
Respond to questions with appropriate elaboration.	■	■	■	■	■	■	■	■
Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).	■			■		■		
Spell roots, inflections, suffixes and prefixes, and syllable constructions correctly.				■		■		
Ask questions that seek information not already discussed.	■	■	■	■	■	■	■	■
Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.		■	■	■	■	■	■	■
Make inferences or draw conclusions based on an oral report.	■	■	■	■	■	■	■	■
Speaking								
Oral Language Development								
Ask questions that seek information not already discussed.	■	■	■	■			■	■
Select a focus, organizational structure, and point of view for an oral presentation.	■	■	■		■	■	■	■
Clarify and support spoken ideas with evidence and examples.	■	■	■	■	■	■	■	■
Engage the audience with appropriate verbal cues, facial expressions, and gestures.	■	■	■	■	■	■	■	■
Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.			■					■
Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.			■					■
Oral Fluency								
Deliver narrative presentations: Establish a situation, plot, point of view, and setting with descriptive words and phrases; Show, rather than tell, the listener what happens.	■	■	■	■	■		■	■
Deliver informational presentations about an important idea, issue, or event by the following means: Frame questions to direct the investigation; Establish a controlling idea or topic; Develop the topic with simple facts, details, examples, and explanations.	■	■	■	■	■	■	■	■
Deliver oral responses to literature: Summarize significant events and details; Articulate an understanding of several ideas or images communicated by the literary work; Use examples or textual evidence from the work to support conclusions.	■	■	■	■	■	■	■	■

	U1	U2	U3	U4	U5	U6	U7	U8
Reading								
Word Recognition								
Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.	■	■	■	■	■	■	■	■
Vocabulary Development								
Use word origins to determine the meaning of unknown words.	■				■			
Understand and explain frequently used synonyms, antonyms, and homographs.			■		■		■	
Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).		■	■	■	■		■	■
Understand and explain the figurative and metaphorical use of words in context.	■	■				■		
Reading Comprehension								
Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	■	■	■	■	■	■	■	■
Analyze text that is organized in sequential or chronological order.			■		■	■	■	■
Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	■	■	■	■	■	■	■	■
Make inferences, draw conclusions, or state generalizations about text and support them with textual evidence and prior knowledge.	■	■	■	■	■	■	■	■
Distinguish facts, supported inferences, and opinions in text.			■					■
Literary Response								
Identify the main problem or conflict of the plot and explain how it is resolved.	■						■	
Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.			■		■			
Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.			■		■		■	
Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).		■	■	■		■		
Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	■					■	■	
Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.					■			
Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.				■				■

	U1	U2	U3	U4	U5	U6	U7	U8
Writing								
Writing Strategies								
Create multiparagraph narrative compositions: Establish and develop a situation or plot; Describe the setting; Present an ending.	■	■	■		■		■	■
Create multiparagraph expository compositions: Establish a topic, important ideas, or events in sequential or chronological order; Provide details and transitional expressions that link one paragraph to another in a clear line of thought; Offer a concluding paragraph that summarizes important ideas and details.	■	■	■	■	■	■	■	■
Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.	■	■		■				
Use a thesaurus to identify alternative word choices and meanings.					■	■	■	■
Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	■	■	■	■	■	■	■	■
Write narratives: Establish a plot, point of view, setting, and conflict; Show, rather than tell, the events of the story.	■	■	■	■	■		■	■
Write responses to literature: Demonstrate an understanding of a literary work; Support judgments through references to the text and to prior knowledge; Develop interpretations that exhibit careful reading and understanding.	■	■	■	■	■	■	■	■
Write research reports about important ideas, issues, or events by using the following guidelines: Frame questions that direct the investigation; Establish a controlling idea or topic; Develop the topic with simple facts, details, examples, and explanations.	■	■	■			■	■	■
Write persuasive letters or compositions: State a clear position in support of a proposal; Support a position with relevant evidence; Follow a simple organizational pattern; Address reader concerns.	■		■	■		■		■
Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns.		■				■		
Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.				■		■		
Use correct capitalization.	■	■		■	■	■	■	■
Spell roots, prefixes, suffixes, contractions, and syllable constructions correctly.	■	■	■	■	■	■	■	■

Scope and Sequence Level 6

	U1	U2	U3	U4	U5	U6	U7	U8
Listening								
Listening Comprehension Strategies								
Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).	■	■	■	■	■	■	■	■
Identify the tone, mood, and emotion conveyed in the oral communication.	■	■	■	■	■	■	■	■
Restate and execute multiple-step oral instructions and directions.	■	■	■	■	■	■	■	■
Make inferences or draw conclusions based on an oral report.	■		■		■		■	
Retell, paraphrase, and explain what has been said by a speaker.	■		■		■		■	
Speaking								
Speaking Strategies								
Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.	■	■		■	■	■		■
Emphasize salient points to assist the listener in following the main ideas and concepts.	■	■	■	■	■	■	■	■
Support opinions with detailed evidence and with visual or media displays that use appropriate technology.	■	■	■	■	■	■	■	■
Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.	■	■	■	■	■	■	■	■
Identify persuasive and propaganda techniques used in television and identify false and misleading information.	■							
Speaking Applications								
Deliver narrative presentations: Establish a context, plot, and point of view; Include sensory details and concrete language to develop the plot and character; Use a range of narrative devices (e.g., dialogue, tension, or suspense).	■	■	■	■	■		■	
Deliver informative presentations: Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered; Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).	■	■	■	■	■	■	■	■
Deliver oral responses to literature: Develop an interpretation exhibiting careful reading, understanding, and insight; Organize the selected interpretation around several clear ideas, premises, or images; Develop and justify the selected interpretation through sustained use of examples and textual evidence.	■		■				■	
Deliver persuasive presentations: Provide a clear statement of the position; Include relevant evidence; Offer a logical sequence of information; Engage the listener and foster acceptance of the proposition or proposal.	■	■	■					

	U1	U2	U3	U4	U5	U6	U7	U8
Speaking (continued)								
Deliver presentations on problems and solutions: Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution; Offer persuasive evidence to validate the definition of the problem and the proposed solutions.	■		■		■			
Reading								
Fluency								
Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	■	■	■	■	■	■	■	■
Word Analysis								
Identify and interpret figurative language and words with multiple meanings.	■							
Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	■	■	■	■	■	■	■	■
Vocabulary Development								
Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	■	■	■	■	■	■	■	■
Understand and explain “shades of meaning” in related words (e.g., <i>softly</i> and <i>quietly</i>).	■	■	■	■	■	■	■	■
Reading Comprehension								
Make and confirm predictions about text.	■	■	■	■	■	■	■	■
Analyze text that uses the compare-and-contrast organizational pattern.			■		■			
Connect and clarify main ideas by identifying their relationships to other sources and related topics.	■	■	■		■	■	■	■
Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	■	■	■	■	■	■	■	■
Make reasonable assertions about a text through accurate, supporting citations.	■	■	■	■	■	■	■	■
Literary Analysis								
Identify the forms of fiction and describe the major characteristics of each form.	■						■	
Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.	■							
Literary Response								
Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.	■		■		■		■	
Writing								
Writing Strategies								
Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.	■	■			■			

	U1	U2	U3	U4	U5	U6	U7	U8
Writing (continued)								
Create multiple-paragraph expository compositions: Engage the interest of the reader and state a clear purpose; Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader; Conclude with a detailed summary linked to the purpose of the composition.	■	■	■	■	■	■	■	■
Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.	■	■	■	■	■	■	■	■
Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.	■		■		■			
Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).	■		■		■		■	
Revise writing to improve the organization and consistency of ideas within and between paragraphs.	■	■	■	■	■	■	■	■
Writing Applications								
Write narratives: Establish and develop a plot and setting and present a point of view that is appropriate to the stories; Include sensory details and concrete language to develop plot and character; Use a range of narrative devices (e.g., dialogue, suspense).	■		■	■	■	■	■	■
Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): State the thesis or purpose; Explain the situation; Follow an organizational pattern appropriate to the type of composition; Offer persuasive evidence to validate arguments and conclusions.	■	■	■	■	■	■	■	■
Write research reports: Pose relevant questions with a scope narrow enough to be thoroughly covered; Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches); Include a bibliography.		■						■
Write responses to literature: Develop an interpretation exhibiting careful reading, understanding, and insight; Organize the interpretation around several clear ideas, premises, or images; Develop and justify the interpretation through sustained use of examples and textual evidence.	■		■		■			
Write persuasive compositions: State a clear position on a proposition or proposal; Support the position with organized and relevant evidence; Anticipate and address reader concerns and counterarguments.	■	■					■	
Language Conventions								
Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.	■	■	■	■	■	■	■	■
Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.				■		■	■	
Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.	■	■	■	■	■	■	■	■
Use correct capitalization.	■		■		■		■	
Spell frequently misspelled words correctly (e.g., <i>their</i> , <i>they're</i> , <i>there</i>).	■		■		■			