

Language Arts Scope & Sequence

Concepts About Print 3.1.A	Pre	K	1	2	3	4	5	6	7	8
One-to-One Correspondence	E	I	P							
Directionality/Spacing	E	I left-right; top-bottom	P directionality; appropriate spacing							
Concept of Letter/Word/Sentence/	E letters	I letters, words	P letters, words, sentences							
Concept of Paragraph				I	D	P				
Book Characteristics	E cover	I front,back of book, title page	D title, author, illustrator	D table of contents, chapter headings	D table of contents, glossary, index	D glossary, index	D glossary, index	D independently use all parts	P	
Book Handling	E hold book, turn pages	I	P							
Text Features		E	I concept of end punctuation	D simple graphs, charts	D end punctuation, paragraphing, bold print, graphs, charts, diagrams	D use end punctuation, paragraphing, bold print, graphics	D headings, captions, introductory paragraphs, graphics	D headings, introductory/ concluding paragraphs, graphics	P use headings, introductory, concluding paragraphs, graphics	
Print Formats					E fiction/ nonfiction/ newspapers	I identify nonfiction, periodical, reference sources	D use nonfiction, periodical, reference sources	D use books, periodicals, reference, electronic sources	D understand chronological, sequential, procedural structure	P understand logical, compare/contrast, cause/effect structure
Phonological/Phonemic Awareness 3.1.B	Pre	K	1	2	3	4	5	6	7	8
Rhyme Awareness	E	I	D	P						
Rhyme Production	E	I	D	P						
Letter/Sound Correspondence	E	I understand alphabetic principle	D understand all sound-symbol relationships	P sound out unknown words						
Syllable Clapping		I	D identify number of syllables	P						
Phoneme Segmenting and Blending		I segment vcv words	D blend/segment one-syllable words	P						
Phoneme Substitution		I	D beginning/ending sounds	P medial sounds						

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Decoding/Word Recognition 3.1.C	Pre	K	1	2	3	4	5	6	7	8
Recognize/Read/Write Own Name	I	P								
Recognize/Read/Write Upper/Lower Case Letters	E	I Write alphabet - teacher copy	P Write all letters - memory							
Beginning/Ending Consonant Sounds		I	D	P						
Consonant Blends/Digraphs			I beginning 2- letter/3-letter blends	D final blends, all consonant digraphs	P all blends, digraphs					
Medial Consonant Sounds				I/D	P					
Short Vowels (Word Families)		I simple word families	D one-syllable & nonsense words	P						
Long Vowels			I magic “e”	D common patterns	P					
Vowel Digraphs			I	D	D all digraphs	P				
R-Controlled Vowels			I	D	D	P				
Vowel Diphthongs			E	I <i>ou-ow; oy-oi</i>	D all diphthongs	P				
Plurals			I	D <i>s, es</i>	D all regular, introduce irregulars	P <i>y to i; f to ves;</i> irregulars				
Inflectional Endings			I	D <i>ed; ing</i>	D <i>ed; ing</i>	P <i>er, est; all</i> spelled correctly				
Contractions			I simple	D	D	D spelled correctly	P			
Compound Words			E	I	D	P				
Identify Root Words/Affixes				I	D sound out prefixes, suffixes	D use prefixes, suffixes to decode	D use prefixes, suffixes to decode	D use word parts and origins to decode/spell	P apply knowledge of word structure to decode/spell	
Syllabication				I	D	D know syllable rules	D use syllable rules to decode	D use syllable rules to decode	P apply rules to spell correctly	P apply rules to spell correctly

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Vocabulary/Concept Development 3.1.F	Pre	K	1	2	3	4	5	6	7	8
High Frequency Words		I	D 300-500 sight and phonetically regular words	P 500-800 regular and irregular sight words	P most spelled correctly	P spelled correctly				
Meanings of Roots/Affixes				I simple prefixes, suffixes	D <i>un, re, pre, dis, mis, less, ness</i>	D <i>ion, ful, or, ist, er</i>	D infer meanings from roots, affixes	D infer meanings from roots, affixes	P	
Multiple Meanings/Context Clues			E	I	D use pictures and context clues	D infer meanings from context	D infer meanings from context	D infer meanings from context	P	
Synonyms/Antonyms		E sort words by categories	I use common synonyms/antonyms	I understand concept	D understand concept	D identify/correctly use	D identify/correctly use	D understand word relationships	P connotation, denotation, word relationships	
Homophones				I	D	D	D	D	P spelled correctly	
Homographs				I	D	P				
Technical/Specialized Vocabulary								I	D	D
Dictionary/Thesaurus				I with assistance	D with assistance	D definitions	D pronunciation key, definitions	D pronunciations, definitions, word origins, parts of speech	P apply previous skills; word choice, etymology	P

Fluency/Comprehension /Strategies										
3.1.D/3.1E/3.1.G	Pre	K	1	2	3	4	5	6	7	8
FLUENCY		E	I	D	D	D	D	D	D	P
• Oral Reading Fluency - Rate/Prosody		E begin to track/follow print during read aloud/shared reading	I read simple fiction/nonfiction; some expression/phrasing	D appropriate pacing, pausing, inflection	D proper phrasing, inflection, rate	D appropriate rhythm, flow, pronunciation, inflection	D appropriate rate and prosody	D appropriate rate and prosody	D use previous skills to engage listener	P previous skills with high accuracy
• Silent Reading Fluency			E independent reading of leveled text	I without finger/lip movement	D longer text, chapter books	D scan, skim, or read carefully	D adjust rate for purpose	D adjust rate for purpose	D adjust rate according to text type and difficulty	P adjust rate according to text type and difficulty
STORY/LITERARY ELEMENTS	E characters; act out plot	I retell character, setting, problem/solution	D retell character, setting, problem/solution	D identify setting, characters, problem/solution, major events	D identify character, setting, plot elements	D identify character, setting, plot elements, mood	D recognize setting, plot, characters, mood, point of view	D recognize setting, plot, characterization, theme, point of view, mood	D critical analysis of elements with text support	P critical analysis of elements, structure, style with text support
• Characterization		I identify main character	D identify/describe characters	D portray characters	D character traits	D character dynamics	D character analysis	D antagonist vs. protagonist	D how characters influence plot	D analyze how characters influence plot

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Fluency/Comprehension /Strategies 3.1.D/3.1E/3.1.G	Pre	K	1	2	3	4	5	6	7	8
• Setting/Mood		E orally describe setting	I identify/describe setting	D	D	D recognize mood	D	D infer mood	P	
• Plot		E orally identify main events	I identify/describe plot events	D describe plots	D	D	D major conflicts, plot maps	D conflicts, climax, resolution, plot maps	P	
• Theme					I discuss	D discuss across cultures	D recognize stated/ implied	D analyze through characters/ actions/images	D analyze recurring themes in texts	D analyze recurring themes across traditional/ contemporary works
• Point of View/Tone					I first person; humorous tone	D first/third person; understand author's opinion	D recognize point of view; identify views/beliefs	D infer tone; respond critically to views/ideas/ beliefs	D analyze tone/ attitudes/beliefs of author	P analyze tone/ attitudes/beliefs of author
• Literary Devices/Figurative Language					E imagery	I simile, personification	D previous & alliteration, metaphor; interpret idioms	D previous plus flashback, foreshadowing, symbolism	D identify/analyze figurative language, meter, stylistic text features	D identify/analyze figurative language, meter, rhetorical, stylistic text features
GENRE STUDY		E	E	I	D	D	D	D	D	P
• Fantasy vs. Reality				I	D	P				
• Nonfiction/Other Genre					E	I recognize differences in genre	D distinctive elements of most genre; analyze nonfiction text types/formats	D distinctive elements of most genre; analyze nonfiction text types/formats/ elements	D articulate genre characteristics; critical nonfiction analysis with text support	P critical nonfiction analysis with text support: elements/ structure/purpose
• Poetry/Drama		E respond through creative arts	E	E	I	D recognize differences in genre; identify structures	D identify drama structure; poetry elements of sound	D analyze setting, plot, characterization in plays; poetry sound/structure	D articulate features/structure	P critical analysis of poetic forms/use of figurative language
STRATEGIES/SKILLS	E	I	D	D	D	D	D	D	D	P
• Self-Monitor/Fix-It Strategies		E picture clues	I reread, skip words, picture/ context clues to make sense of text	D reread, skip words, picture/ context clues	D reread, clarify, self-correct; picture/context clues	D clarify, self-correct using decoding/ vocabulary strategies	D reread, clarify, self-correct to make sense of difficult text	D reread, clarify, self-correct to make sense of difficult text	D set purpose, predict, ask essential questions, relate new to known	P set purpose, predict, ask essential questions, relate new to known
• Prior Knowledge/Making Connections	E use personal experiences	I character to self	D use prior knowledge; text-self	D use prior knowledge; text-self	D use prior knowledge; text-self; text-text	D use prior knowledge; text-self; text-text	D prior knowledge; text-self & text-text	D prior knowledge; text-self; text-text & text-world	D	P

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Fluency/Comprehension /Strategies 3.1.D/3.1E/3.1.G	Pre	K	1	2	3	4	5	6	7	8
• Questioning Strategies	E before/after read aloud	E before, during, after orally	I before/during/after: survey, question, read	D before/during/after; how/why/what-if	D before/during/after; how/why/what-if	D before/during/after: use organizers	D generate questions	D generate variety of questions	P generate literal/inferential	
• Inferring/Visualizing Strategies		I simple inferences	D	D infer with text support	D	D	D infer with text information/evidence	D infer with text information/evidence	P	
* Making Predictions	E what will happen next	I use illustrations/portions of text	D to set purpose for reading	D	D to set purpose; verify/change predictions	D with evidence	D to anticipate what will be read; confirm/revise during/after reading	P confirm/revise during/after reading with text support		
* Generalizing/Making Judgments							I	D	D everyday texts: schedules/brochures	P everyday texts: schedules/brochures
* Drawing Conclusions			I simple conclusions	D	D with evidence	D with evidence	D about research	D	P	
• Determine Importance Strategies			I	D	D	D	D	D	D	D
* Use Graphic Organizers			I	D	D	D	D apply to illustrate key concepts/relationships	D apply to illustrate key concepts/relationships	D complex guides to understand organizational patterns	D complex guides to understand organizational patterns
* Main Ideas/Details			I	D recall facts/details	D	D identify central ideas in fiction/nonfiction	D distinguish major/minor details	D distinguish major/minor details	P distinguish essential/nonessential information	
* Sequence			I	D to retell facts	D	D follow simple multi-step directions	D to gain meaning	P to gain meaning		
* Summarize Text					I major points from fiction/nonfiction	D central ideas-informational text	D apply to research	D paraphrase	P	
* Paraphrase Text						I	D	D	P	
* Compare/Contrast			I	D characters, settings	D story plots, characters, settings	D plots, characters, settings, themes	D characters, setting, ideas across texts	D themes, settings, characters, ideas across texts	D several authors' perspectives of literary element	D several authors' perspectives of literary elements; conduct author study
* Cause/Effect				I	D	D	D	D	P	

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Fluency/Comprehension /Strategies										
3.1.D/3.1E/3.1.G	Pre	K	1	2	3	4	5	6	7	8
* Author's Purpose (Entertain/Inform/Persuade)					I	D	D identify	D respond critically; analyze drama purpose	P articulate purpose: different genre	
* Fact/ Opinion				I concept	D examine opinions	D examine hypotheses	D differentiate in texts	D differentiate in texts	D differentiate in periodicals/ electronic sources	P differentiate in periodicals/ electronic sources
* Bias/Propaganda					E	E	I recognize cultural biases; persuasive techniques	D understand cultural/ historical bias	D differential in periodicals/ electronic sources	P differential in periodicals/ electronic sources
• Synthesis Strategies - New Interpretations							I	D	D	D
Response to Text		I through expressive arts; identify favorite books	D orally; in writing	D	D creative responses	D with personal connection	D with insight and text reference	D with insight and text support	D interpret/respond critically/ creatively; textual evidence	P interpret text; respond critically/ creatively; textual evidence
Inquiry and Research 3.1.H										
	Pre	K	1	2	3	4	5	6	7	8
Task Definition (What do you want to know?)			I explore questions	D	D	D favorite author	D develop/revise questions	D	D literary analysis/ compare two works	P literary analysis/ compare two works
Information Seeking (Reliable Sources)		E books of interest	E fiction/nonfiction	I fiction/nonfiction	D fiction/nonfiction	D print/nonprint	D multiple sources	D multiple sources	D self-select	P appropriate sources
Data Gathering/Processing			I	D	D	D draw conclusions from data	D summarize/draw conclusions	D summarize/draw conclusions	D	P
Organization					I	D	D take notes, outline, make charts	D take notes, outline, make charts	D	P
Graphics/Technology						E	I gather data from graphics/media	D interpret data from graphics/ media	D	P
Presentation						I	D projects, reports, media presentations	D use visuals, media, technology	D written/oral- variety of formats	P
Reference Skills			I ABC order	D ABC order	D explore classification systems	D use classification systems	D works consulted	D works consulted	D works consulted	P primary sources, works cited

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Writing as a Process 3.2.A	Pre	K	1	2	3	4	5	6	7	8
Prewriting		I share ideas for story	D share, draw ideas	D brainstorm, draw, recall experiences	D discuss, read, brainstorm, recall experiences, use graphic organizers	D explore models, brainstorm, question, use graphic organizers	D use models, graphic organizers; brainstorm, read, question,	D read, make connections, use variety of strategies	P use variety of strategies; consider form, purpose, audience	
Drafting	E “write” messages, name using variety of materials	I label pictures, early sentence writing; shared/ interactive writing	D pictures, developmental	D readable first drafts	D from prewriting	D for audience, purpose	D for audience, purpose, in selected genre	P for audience, purpose, in selected genre, with appropriate voice		
Revising		E revisit pictures to add details; share with teacher, peers, family	I revisit pictures & writing to add details; share with peers, teacher, family	D reread for meaning, add details; peer sharing	D for meaning, details, sequence, narrow focus; peer sharing	D for focus, organization, openings, word choice; peer sharing	D for focus, organization, openings/ closings, word choice, voice; peer review	D for focus, elaboration, organization, word choice, voice	D for content, organization, fluency, voice, word choice, usage/mechanics; peer review	P for content, organization, fluency, voice, word choice, all conventions
Editing/Proofreading			I simple checklist with teacher	D simple checklist	D basic spelling/ mechanics; use dictionary/ checklist/rubric	D use dictionary, thesaurus, software - for spelling, mechanics, fluency	D variety of reference tools: spelling, usage, clarity, organization, fluency	D variety of reference tools: spelling, usage, clarity, organization, fluency	D	P
Publishing/Postwriting			E simple computer applications	I computer applications for some parts	D word-processing some parts	D word process ; reflect; use rubric to evaluate	D word process; reflect; use rubric to evaluate/improve	D word process; reflect; use rubric to evaluate/improve	D word process all; use rubric to evaluate/improve	P word process all; use rubric to evaluate/improve
Portfolio		E writing folder-favorite work	I writing folder-favorite work	D portfolio-favorite writing samples	D develop portfolio	D maintain portfolio	D maintain portfolio	D maintain portfolio	D maintain portfolio; reflect personal career choices	P maintain portfolio; reflect personal career choices

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Writing Craft - Products, Forms, and Traits 3.2.B,D	Pre	K	1	2	3	4	5	6	7	8
Narrative			I from personal experiences; with beginning, middle, end	D from personal experiences; beginning, middle, end; simple story structure	D personal narrative; realistic/humorous stories	D characters, setting, sequence of events, description,	D with dialogue; developed plot/setting description/ending; point of view	D with dialogue, developed plot/characters, sensory description; point of view	D well-developed characters/setting/conflict/resolution; dialogue; description	P well-developed characters/setting/conflict/resolution; dialogue; description
Expository				I procedures; science/social studies topics	D procedures; topics across curriculum	D focused topic with facts/details; use more than one source	D multiple paragraphs important ideas, details, conclusion	D clear purpose, developed topic/paragraphs, summary conclusion	D clear topic development; logical organization; effective details	P clear topic development; logical organization; effective details; sentence variety
Descriptive			E	E	I of person, place, object	D	D sensory description	D sensory description	D literary devices, sensory words/phrases	P literary devices, sensory words/phrases
Persuasive					I	D	D clear position; relevant/organized evidence	D clear position; relevant evidence; valid arguments/conclusions	D stated issue; evidence, examples, justification; cited sources	P stated issue; convincing evidence, examples, justification; cited sources
Journal/Reflective/Open-ended		E	I	D	D	D reflect, clarify; thoughtful open-ended	D with clarity, insight	D with clarity, insight, synthesis	D support analysis with details and connections	D support analysis with details and connections
Response to Literature/Analysis		I draw, tell, write	D	D	D demonstrate understanding of text	D demonstrate understanding; make connections	D personal connection with clarity/textual examples	D personal connection with clarity/textual examples/insight	D insight, interpretations, connections, textual references	P insight, interpretations, connections, textual references
Report			E simple report	I simple informational report	D	D	D support topic with facts, examples, explanations; works consulted	D refine topic; research facts/examples/explanations; cite reliable sources	D primary sources; citations, quotations, works consulted	P primary/secondary sources; citations, quotations, works cited
Letter				I friendly	D	D formal/informal	D friendly/business	P business		
Other Genre/Products					I	D poetry, summaries	D poetry, critiques, workplace writing	D poetry, critiques, issue-based essays, workplace writing	D poetry, critiques, issue-based/speculative essays; workplace/technical writing	P poetry, critiques, issue-based/speculative essays; workplace/technical writing
Use Relevant Graphics					E	I	D	P		

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Writing Products and Traits 3.2.B,D										
Products, Forms, and Traits 3.2.B,D	Pre	K	1	2	3	4	5	6	7	8
TRAITS		E	E	I	D	D	D	D	D	P
• Ideas/Content - Focus (On-Topic)+Clarity					I	D on topic	D	D	D clear, coherent	P clear, coherent
* Supporting Details			E relate illustration to written text	I	D	D add, delete, rearrange; use dialogue	D relevant facts, examples, explanations	D specific/relevant facts, examples, explanations	P specific, relevant	
• Organization - Sequence/Structure		E sequence events orally	E simple story structure	I simple story structure	D events sequenced	D logical; refined structure	D logical, refined structure	D logical, refined structure	P	
* Topic Sentence/Thesis/Opening					I	D interesting	D interesting	D clear, engaging	P	
* Paragraphing				E	I understand concept; strong construction	D indent	D indent multiple paragraphs correctly	P paragraphing correct		
* Closing/Conclusion					I	D satisfying	D satisfying	D satisfying	P	
* Transitions						I between paragraphs	D between/within paragraphs	D refine transitions	P	
* Grammatical Devices									E subordination, coordination, apposition, parallelism	I/D develop/refine use of grammatical devices
* Organization Pattern/Structure						E sequence, chronology, cause/effect	I add problem/ solution; hypothesis/ results	D add compare/ contrast	D add pro/con	D add parody
• Word Choice - Precise/Active/Descriptive					I	D specific nouns/ verbs/descriptive words	D precise nouns, verbs, adjectives, adverbs	D precise nouns, verbs, adjectives, adverbs	P	
• Voice - Appropriate					I begin to develop	D personal style	D personal style	D appropriate voice	D appropriate voice/tone	P appropriate voice/ tone
• Sentence Fluency - Complete Sentences		E	I 3-5 sentences	D 5-6 related sentences	D	D vs. fragment	P vs. fragment			
* Compound					I	D	D	P		
* Complex						I	D	D	P	
* Variety in Writing (Structure/Beginnings)					I sentence types	D length, complexity	D length, complexity	D simple, compound, complex	D varied clauses, phrases, sentence openings	P refined use of varied structures/ beginnings

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Grammar/Usage/Mechanics/ Spelling 3.2.C	Pre	K	1	2	3	4	5	6	7	8
Inventive Spelling		I	D	P						
Conventional Spelling			I	D	D	D	D	D	P	
Spelling Strategies		E letter-sound to attempt to write	I letter-sound; rhyming; short-vowel families	D letter-sound; basic patterns; chunking multi-syllable	D letter-sound; patterns; high frequency words; structural analysis	D phonics; structural analysis; common word families/homophones	D phonics; structural analysis; syllabication; context; pronunciation key	P phonics; structural analysis; syllabication; clues; dictionary	P structural and context analysis	P structural and context analysis
Penmanship	E	I grip, paper position, beginning strokes	D legible manuscript	D write legibly in manuscript	D manuscript or cursive	P write legibly in manuscript or cursive				
Nouns - Concept			I	D	D	D	D	D	P	
• Singular/Plural			I	D	D	D	D	D	P	
• Common/Proper				I	D	D	D	P		
• Possessive					I	D	D	D	P	
• Subject Nouns					I	D	D	P		
• Predicate Nouns/Object Nouns							I	D	P	
Verbs - Concept (Action)			I	D	D	D	D	D	P	
• Linking						I	D	D	P	
• Present/Past Tense				I	D	D	D	D	P	
• Future Tense					I	D	D	D	P	
• Perfect Tense								I	D	P
• Helping/Auxiliary					I	D	D	D	P	
• Transitive/Intransitive								I	D	P
• Principle Parts								I	D	D
• Irregular Verbs					I	D	D	D	P	
• Subject/Verb Agreement					I	D	D	D	D	P
• Maintaining Tense in Writing								I	D	D
Pronouns - Concept					I	D	D	D	P	
• Pronoun/Antecedent Agreement					I	D	D	D	D	P
• Subject/Object Pronouns					I	D	D	D	P	
• Possessive						I	D	D	P	
Adjectives - Concept				I	D	D	D	P		
• Comparative/Superlative					I	D	P			
• Articles/Demonstratives				I	D	D	D	D	P	
• Predicate Adjectives						I	D	D	P	

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Grammar/Usage/Mechanics 3.2.C	Pre	K	1	2	3	4	5	6	7	8
Adverbs - Concept					I	D	D	D	P	
• Comparative/Superlative						I	D	D	P	
• Negatives							I	D	D	P
• Adjective vs. Adverb						I	D	D	D	P
Conjunctions - Concept (Coordinating)					I	D	D	D	P	
• Subordinating/ Correlative								I	D	D
Prepositions - Concept							I	D	P	
• Phrases							I	D	P	
Interjections							E	I	D	P
Capitalization - Beginning of Sentence			I	D	D	P				
• Proper Nouns		I	D	D	D	D	D	D	P	
• Titles			I	D	D	D	D	D	P	
• Direct Quotations					I	D	D	D	P	
• Salutations/Closings in Letters				I	D	D	D	P		
Punctuation - Sentence Endings (.,!?)			I	D	D	P				
• Periods			I	D	D	D	P			
• Commas (To Separate Words and Ideas)				I	D	D	D	D	P	
* Dates/Addresses			I	D	D	D	D	D	P	
* Salutations/Closings in Letters				I	D	D	D	D	P	
* Direct Address					I	D	D	D	P	
* Series					I	D	D	D	P	
* Introductory Word, Phrases, Clauses						I	D	D	P	
* Compound Sentences					I	D	D	D	P	
* Direct Quotations					I	D	D	D	P	
* Appositives							I	D	D	P
• Colon/Semicolon							E	I	D	P
• Apostrophe			I	D	D	D	D	D	D	P
• Quotation Marks					I	D	D	D	D	P

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Speaking 3.3	Pre	K	1	2	3	4	5	6	7	8
Discussion	E share ideas, take turns, engage in dramatic play	I share ideas, experiences; respond to stories	D retell personal experiences, offer opinions, role-play in complete sentences	D wait turn, elaborate ideas, begin to stay on topic	D contribute appropriately, stay on topic, support opinions	D take turns without dominating, stay focused, support ideas/point of view	D stay focused, respond to literature, accept others' opinions appropriately	D ask relevant questions, support position, acknowledge/respond appropriately	D respond spontaneously, support position/acknowledge opposing views	D participate appropriately: discussions, responses, supporting positions
Questioning/Contributing	E ask questions	I ask questions	D ask/answer questions; respond to others	D ask to clarify; restate; identify steps to solve problem	D develop appropriate questions; contribute ideas	D questioning/interviewing techniques (5 W's), group problem-solving;	D develop interview/inquiry skills; explain how/why things happen	D reflect/evaluate inquiry results; use variety of questions	D explore issues/problems with others paraphrase to clarify	D integrate relevant information from discussions/interviews/inquiry for presentations
Word Choice	E use new vocabulary	I describe events, objects, people	D describe to clarify/extend	D recognize words creating vivid images	D use new vocabulary, figurative language	D use appropriate vocabulary/dialogue/figurative language for situation	D use suitable/ varied vocabulary to clarify, elaborate, illustrate	D use varied/ purposeful word choice/figurative language	D use advanced vocabulary, varied sentence structure, correct grammar	D engage audience; paraphrase/clarify/ expand/illustrate topics or ideas
Oral Presentations	E sing, chant, retell, invent stories	I sing songs/ rhymes; use social conventions	D recite poetry, choral read, retell stories, read aloud	D dramatize, role play, talk in small group; look at speaker	D use pictures to support oral presentation	D read aloud fluently; develop formal presentation; use rubric	D props, visual/ nonverbal elements; use logical organization, clear language	D incorporate peer/ teacher feedback to revise content, organization, delivery	D variety of purposes/ audiences; use rubric to prepare/improve	D acknowledge audience, improve speaking techniques/use of visuals/media

Listening 3.4	Pre	K	1	2	3	4	5	6	7	8
Following Directions	E	I simple oral directions	D simple oral directions	D 1-2 steps	D 2-3 steps	D 3-4 steps	D 3-4 steps	P		
Active Listening/Feedback	E eye contact	I answer questions from read aloud	D for sounds/ rhymes; to track print	D identify main idea/details	D connect to prior knowledge	D for variety of purposes: enjoy, inform	D critically; give feedback; evaluate speaker with rubric	D critically evaluate; clarify message; determine purpose	D analyze information, ideas, opinions; critique	D critique, analyze, recognize persuasion, determine credibility
Listening Comprehension	E	I literal details	D listen and recall, retell, respond	D develop strong listening vocabulary	D summarize/ paraphrase story or information heard	D make inferences; use information to solve problems	D develop questioning, note taking, responding strategies	D develop questioning, note taking, responding, inferring strategies	P probing questions, inferences, critiquing	P probing questions, inferences, critiquing

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Language Arts Scope & Sequence

Viewing 3.5	Pre	K	1	2	3	4	5	6	7	8
Construct Meaning		I from book illustrations	D pretend vs. real; retell favorite story from media	D characters, setting, events from film/TV program	D identify main ideas	D discuss central themes, interpret illustrations	D identify central themes, respond to illustrations	D understand political cartoons, persuasive text	D compare/contrast various media forms	D analyze use of elements in media presentations
Respond to Visual/Verbal Message		I sequence illustrations	D simple messages/ads	D media characters	D explore media messages/ads	D interpret messages/ads	D judge credibility; interpret emotional impact	D identify media purpose, target audiences	D analyze, consider pros/cons of ads	D analyze/infer media messages
Evaluate Media			E favorite illustrator	I simple rating of media products	D simple rating of media products	D evaluate use of illustrations	D advertising, different points of view	D advertising, different points of view	D use rubrics to evaluate media forms	D develop criteria/rubric to judge effectiveness
Create Media					E	I	D choose appropriate presentation media; evaluate	D choose appropriate presentation media; evaluate with rubric	D create multi-media presentations	D create multi-media presentations

E Explore I Introduce D Develop P Proficient