

Program Scope and Sequence

Foundational Skills

K	1	2	3	4	5
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Phonemic Awareness (Recognize Discrete Sounds in Words)

Long and Short Vowels Differentiation	•	•				
Phoneme Addition: Final Sounds	•	•				
Phoneme Addition: Initial Sounds	•	•				
Phoneme Addition: Medial Sounds	•					
Phoneme Blending: All Sounds in a Words	•	•				
Phoneme Blending: Final Sounds	•	•				
Phoneme Blending: Initial Sounds	•	•				
Phoneme Blending: Medial Sounds	•	•				
Phoneme Blending: Onset and Rime	•	•				
Phoneme Blending: Syllables	•	•				
Phoneme Blending: Vowel Substitution	•	•				
Phoneme Blending: Words/Word Parts	•	•				
Phoneme Isolation: Final Sounds	•	•				
Phoneme Isolation: Initial Sounds	•	•				
Phoneme Isolation: Medial Sounds	•	•				
Phoneme Substitution: Final Sounds	•	•				
Phoneme Substitution: Initial Sounds	•	•				
Phoneme Substitution: Medial Sounds	•	•				
Phoneme Matching: Final Sounds	•	•				
Phoneme Matching: Initial Sounds	•	•				
Phoneme Matching: Medial Sounds	•	•				
Phoneme Pronunciation: Final Sounds	•	•				
Phoneme Pronunciation: Initial Sounds	•	•				
Phoneme Pronunciation: Medial Sounds	•	•				
Produce Rhyming Words	•	•				
Recognize Rhyming Words	•	•				
Segmentation: Final Consonants	•	•				
Segmentation: Identifying All Sounds in a Word in Sequence	•	•				
Segmentation: Initial Consonants/Blends		•				
Segmentation: Medial Consonants	•	•				
Segmentation: Onset and Rime	•	•				
Segmentation: Syllables	•	•				
Segmentation: Words/Word Parts	•	•				

Print and Book Awareness (Recognize and Understand the Concepts of Print and Books)

Capitalization	•	•				
Differentiate Between Letters and Words	•					
Differentiate Between Words and Sentences	•					
End Punctuation	•	•				
Follow Words Left-to-Right	•	•				
Follow Words Page by Page	•	•				
Follow Words Top-to-Bottom	•	•				
Follow Letter Formation	•	•				

Foundational Skills

	K	1	2	3	4	5
Print and Book Awareness (continued)						
Page Numbering	•					
Parts of a Book	•	•				
Picture/Text Relationship	•	•				
Punctuation	•	•				
Quotation Marks	•	•				
Recognize First Word in Sentence	•	•				
Relationship Between Spoken and Printed Language	•	•				
Sentence Recognition	•	•				
Spacing Between Sentences	•	•				
Spacing Between Words	•	•				
Word Length	•	•				
Write Left-to-Right	•	•				
Write Top-to-Bottom	•	•				
Alphabetic Knowledge						
Letter Order (Alphabetic Order)	•	•				
Letter Sounds	•	•				
Lowercase Letters	•	•				
Sounds in Words	•	•				
Uppercase Letters	•	•				
Phonics and Word Analysis						
Antonyms		•	•	•	•	•
Base Words or Roots			•	•	•	•
Blending Sounds into Words	•	•	•	•	•	•
Comparatives/Superlatives			•	•	•	
Compound Words		•	•	•	•	•
Consonant Blends	•	•	•	•	•	•
Consonant Digraphs		•	•	•	•	•
Contractions		•	•	•		
Distinguish Between Long and Short Vowels	•	•	•	•		
Distinguish Between Similarly Spelled Words	•					
Greek and Latin Roots				•	•	•
High-Frequency Words	•	•	•	•		
Homographs		•		•	•	
Homophones		•	•	•	•	
Inflectional Endings	•	•	•	•	•	•
Irregular Plurals			•	•	•	
Irregularly Spelled Words		•	•	•		
Letter-Sound Correspondence	•	•	•	•	•	•
Multiple-Meaning Words			•	•	•	•
Plurals	•	•	•	•	•	
Position Words	•					
Prefixes	•	•	•	•	•	•
Shades of Meaning/Levels of Specificity				•	•	•

Foundational Skills

K

1

2

3

4

5

Phonics and Word Analysis (continued)

Silent Letters		•	•	•		
Suffixes	•	•	•	•	•	•
Syllables: Vowels in Words		•	•	•	•	•
Syllables: Multisyllabic Words		•	•	•	•	•
Synonyms		•	•	•	•	•
Vowel Diphthongs		•	•	•	•	•
Vowels: <i>i</i> -controlled		•	•	•	•	•
Vowels: Long Sounds and Spellings	•	•	•	•	•	•
Vowels: <i>r</i> -controlled		•	•	•	•	•
Vowels: Short Sounds and Spellings	•	•	•	•	•	•
Words with the Same Base	•	•	•	•	•	•

Fluency

Purpose	•	•	•	•		
Rate	•	•	•	•		
Self-Correct	•	•	•	•		
Successive Readings	•	•	•	•		
Understanding	•	•	•	•		
Word Recognition	•	•	•	•		

Dictation

Antonyms				•		
Comparatives/Superlatives				•		
Compound Words				•		
Contractions				•		
Greek and Latin Roots				•		
High-Frequency Words				•		
Homographs				•		
Homophones				•		
Inflectional Endings	•	•	•	•		
Irregular Plurals			•	•		
Irregular Verbs				•		
Letter/Sound Relationships	•	•	•	•		
Long-Vowel Spellings	•	•	•	•		
Multiple-Meaning Words				•		
Multisyllabic Words		•	•	•		
Phonograms			•	•		
Prefixes		•		•		
<i>r</i> -Controlled Vowel Spellings		•	•	•		
Root Words				•		
Shades of Meaning				•		
Short-Vowel Spellings	•	•	•	•		
Silent Letters			•	•		
Special Spelling Patterns/Rules			•	•		
Special-Vowel Spellings		•	•	•		
Suffixes		•		•		
Synonyms				•		

Foundational Skills

	K	1	2	3	4	5
Penmanship						
Print Letters	•	•				
Print Numbers	•	•				
Oral Language Development						
Answer Questions	•	•	•	•	•	•
Ask Questions		•	•	•	•	•
Extend Sentences	•	•	•	•	•	•
Listen and Respond	•	•	•	•	•	•
Participate in Group Discussion	•	•	•	•	•	•
Read Orally	•	•	•	•	•	•
Related Words					•	•
Share Information		•	•	•	•	•
Speak Clearly at Appropriate Volume	•	•	•	•		
Use Complete Sentences	•	•	•	•	•	•

Reading

K
1
2
3
4
5

Accessing Complex Text Skills

Cause and Effect	•	•	•	•	•	•
Classify and Categorize	•	•	•	•	•	•
Compare and Contrast	•	•	•	•	•	•
Fact and Opinion		•	•	•	•	•
Main Idea and Details	•	•	•	•	•	•
Making Inferences		•	•	•	•	•
Sequence	•	•	•	•	•	•

Comprehension Strategies

Asking Questions/Answering Questions	•	•	•	•	•	•
Clarifying	•	•	•	•	•	•
Making Connections	•	•	•	•	•	•
Predicting/Confirming Predictions	•	•	•	•	•	•
Summarizing	•	•	•	•	•	•
Visualizing	•	•	•	•	•	•

Writer's Craft

Author's Purpose		•	•	•	•	•
Genre Knowledge	•	•	•	•	•	•
Language Use: Adages and Proverbs					•	•
Language Use: Alliteration	•	•	•	•	•	
Language Use: Content Words		•	•	•	•	•
Language Use: Descriptive Words	•	•	•	•	•	
Language Use: Dialogue	•	•	•	•	•	•
Language Use: Exaggeration					•	•
Language Use: Figurative Language	•	•	•	•	•	•
Language Use: Formal vs. Informal Language					•	
Language Use: Idioms				•	•	•
Language Use: Metaphors and Similes			•	•	•	•
Language Use: Onomatopoeia	•	•	•	•		
Language Use: Personification	•	•	•	•	•	
Language Use: Quotations					•	•
Language Use: Repetition	•	•	•	•	•	•
Language Use: Rhyme	•	•	•	•	•	•
Language Use: Rhythm		•	•	•		
Language Use: Sensory Details	•	•	•	•	•	•
Language Use: Suspense						•
Language Use: Symbolism					•	
Language Use: Word Choice		•	•	•	•	•
Mood and Tone			•	•		
Point of View: Informational or Persuasive Text		•	•	•	•	•
Point of View: Narrative Text		•	•	•	•	•
Sentence Variety		•	•	•	•	•
Stage Directions		•		•	•	
Story Elements: Character	•	•	•	•	•	•
Story Elements: Plot	•	•	•	•	•	•
Story Elements: Setting	•	•	•	•	•	•

Reading

	K	1	2	3	4	5
Writer's Craft (continued)						
Style			●	●	●	●
Text Features: Diagrams and Charts	●	●	●	●	●	●
Text Features: Excerpts						●
Text Features: Headings and Subheadings	●	●	●	●	●	●
Text Features: Illustrations	●	●	●	●	●	●
Text Features: Maps		●	●	●	●	●
Text Features: Photographs and Captions	●	●	●	●	●	●
Text Features: Punctuation	●	●	●	●	●	●
Text Features: Sidebars				●	●	●
Text Features: Time Lines					●	●
Theme		●	●	●	●	
Transitions		●	●			
Vocabulary						
Apposition		●	●	●	●	●
Concept Words	●	●	●	●	●	●
Context Clues		●	●	●	●	●
Extend Vocabulary		●	●	●	●	●
High-Frequency Words	●	●				
Multiple-Meaning Words	●	●	●	●	●	●
Selection Vocabulary	●	●	●	●	●	●
Time and Order Words	●	●	●	●	●	
Utility Words (Colors, Classroom Objects, etc.)	●	●				
Fluency						
Accuracy		●	●	●	●	●
Automaticity		●	●	●	●	●
Expression		●	●	●	●	●
Prosody		●	●	●	●	●
Purpose		●	●	●	●	●
Rate		●	●	●	●	●
Self-Correct		●	●	●	●	●
Successive Readings		●	●	●	●	●
Understanding		●	●	●	●	●
Word Recognition		●	●	●	●	●
Research/Inquiry						
Comparing Information Across Sources	●	●	●	●	●	●
Charts, Graphs, and Diagrams/Visual Aids	●	●	●	●	●	
Collaborative Inquiry	●	●	●	●	●	●
Communicating Research Progress Results	●	●	●	●	●	●
Compile Notes		●	●	●	●	●
Conducting an Interview	●	●	●	●	●	●
Creating Slideshows						●
Creating a Wiki						●
Finding Needed Information	●	●	●	●	●	●

Reading

K 1 2 3 4 5

Research/Inquiry (continued)						
Following Directions	•	•	•	•	•	•
Formulating Conjectures	•	•	•	•	•	•
Formulating Questions for Inquiry and Research	•	•	•	•	•	•
Giving Reports	•	•	•	•	•	•
Making Outlines			•	•	•	•
Parts of a Book	•	•	•	•	•	
Planning Inquiry	•	•	•	•	•	•
Recognizing Information Needs	•	•	•	•	•	•
Revising Questions and Conjectures	•	•	•	•	•	•
Summarizing and Organizing Information	•	•	•	•	•	•
Taking Notes		•	•	•	•	•
Time Lines				•		•
Use Appropriate Resources (Media Sources, Reference Books, Experts, Internet)	•	•	•	•	•	•
Using a Dictionary/Glossary	•	•	•	•	•	•
Using a Media Center/Library	•	•	•	•	•	•
Using a Thesaurus		•	•	•	•	
Using an Encyclopedia	•	•	•	•	•	•
Using Newspapers and Magazines	•	•	•	•	•	•
Using Technology	•	•	•	•	•	•
Print and Book Awareness						
Capitalization	•	•				
Differentiate Between Letters and Words	•	•				
Differentiate Between Words and Sentences	•	•				
End Punctuation	•	•				
Follow Words Left to Right	•	•				
Follow Words Page by Page	•	•				
Follow Words Top to Bottom	•	•				
Follow Letter Formation	•					
Page Numbering	•	•				
Parts of a Book	•	•				
Picture/Text Relationship	•	•				
Punctuation	•	•				
Quotation Marks	•	•				
Recognize First Word in Sentence	•	•				
Relationship Between Spoken and Printed Language	•	•				
Sentence Length	•					
Sentence Recognition	•	•				
Spacing Between Sentences	•	•				
Spacing Between Words	•	•				
Word Length	•	•				

Program Scope and Sequence

Language Arts Writing/Composition

	K	1	2	3	4	5
Approaches						
Collaborative Writing	•	•	•	•	•	•
Individual Writing	•	•	•	•	•	•
Writing Process						
Brainstorming/Prewriting	•	•	•	•	•	•
Drafting	•	•	•	•	•	•
Revising	•	•	•	•	•	•
Editing	•	•	•	•	•	•
Proofreading	•	•	•	•	•	•
Publishing	•	•	•	•	•	•
Writing Genres						
Action Tale			•			
Autobiography/Biography	•	•	•	•	•	•
Business Letter			•	•	•	
Comparing and Contrasting					•	
Descriptive Writing	•	•	•	•	•	•
Explaining a Process					•	•
Expository/Informational Text	•	•	•	•	•	•
Fantasy	•	•	•	•		
Folklore (Folktales, Fairy Tales, Tall Tales, Legends, Myths)				•		•
Friendly Letter			•			
Historical Fiction						•
Instructions		•				
Making a List		•	•			
Narrative	•	•	•	•	•	•
News Story	•	•			•	
Opinion Statement	•	•	•	•	•	•
Personal Writing			•			•
Persuasive Writing	•	•	•	•	•	•
Poetry	•		•	•	•	•
Realistic Fiction	•	•	•	•		•
Report	•	•	•	•	•	•
Responding to Literature	•	•	•	•	•	•
Responding to Nonfiction				•	•	•
Summary	•	•	•	•	•	•
Writing Strategies						
Action and Describing Words	•	•	•	•	•	
Adding Details	•	•	•	•	•	•
Audience and Purpose	•	•	•	•	•	•
Cause and Effect			•	•	•	
Choosing a Topic	•	•	•	•	•	•
Compare and Contrast			•	•	•	•

Language Arts Writing/Composition

K
1
2
3
4
5

Writing Strategies (continued)

Creating Vivid Images		•	•	•	•	
Dialogue	•	•	•	•	•	•
Effective Beginnings/Endings		•	•	•	•	•
Elements of a Letter			•	•	•	•
Elements of Persuasion	•	•	•	•	•	•
Eliminating Irrelevant Information	•	•	•	•	•	•
Evaluate Personal Growth as a Writer			•	•	•	•
Formality of Language			•	•	•	•
Generate Additional Ideas	•	•	•	•	•	•
Identifying Best Feature of Something Written			•			
Illustrations and Drawings	•	•	•	•	•	•
Information from Multiple Sources	•	•	•	•	•	•
Main Idea and Details	•	•	•	•	•	•
Organizing a Multi-Paragraph Composition			•	•	•	•
Plot Structure—Beginning, Middle, Climax, and End	•	•	•	•	•	•
Point of View			•	•	•	•
Presenting Facts and Examples Objectively			•	•	•	
Purpose	•	•	•	•	•	•
Realism				•		•
Referencing a Source				•	•	•
Rhythm and Rhyme	•		•	•	•	•
Sensory Details	•	•	•	•	•	•
Sentence Combining		•	•	•	•	
Sequence	•	•	•	•	•	
Story Elements	•	•	•	•	•	•
Taking Notes		•	•	•	•	•
Transition Words/Devices		•	•	•	•	•
Using a Checklist	•	•	•	•	•	•
Using a Graphic Organizer	•	•	•	•	•	•
Using a Model as a Guide to Writing	•	•	•	•	•	•
Using Outlines to Organize Information				•	•	•
Using Multimedia Sources	•	•	•	•	•	•
Vary Sentence Beginnings	•	•	•	•	•	•
Vary Sentence Length		•	•	•		•
Vary Sentence Types	•	•	•	•	•	•
Visual Elements	•	•	•	•	•	•
Voice				•	•	•
Voicing an Opinion	•	•	•	•	•	•
Word Choice	•	•	•	•	•	•
Writing Coherent Paragraphs		•	•	•	•	•

Language Arts Writing/Composition	K	1	2	3	4	5
Writing Traits						
Audience	•	•	•	•	•	•
Conventions	•	•	•	•	•	•
Elaboration			•	•	•	•
Focus	•	•	•	•	•	•
Ideas/Content	•	•	•	•	•	•
Organization	•	•	•	•	•	•
Presentation	•	•	•	•	•	•
Purpose		•	•	•	•	•
Sentence Fluency	•	•	•	•	•	•
Sentence Variety	•	•	•	•	•	•
Vocabulary	•	•	•	•	•	•
Voice				•	•	•
Word Choice		•	•	•	•	•

Language Arts Grammar, Usage, and Mechanics	K	1	2	3	4	5
Parts of Speech						
Adjectives	•	•	•	•	•	•
Adverbs		•	•	•	•	•
Articles	•	•	•	•	•	•
Conjunctions		•	•	•	•	•
Direct Objects					•	•
Nouns	•	•	•	•	•	•
Prepositions	•	•	•	•	•	•
Pronouns	•	•	•	•	•	•
Verbs	•	•	•	•	•	•
Sentences						
Complete and Incomplete Sentences	•	•	•	•		
Complex Sentences				•	•	•
Compound Sentences		•	•	•	•	•
Declarative Sentences	•	•	•	•	•	•
Exclamatory Sentences	•	•	•	•	•	•
Fragments			•	•	•	•
Imperative Sentences		•	•	•	•	•
Independent and Dependent Clauses				•	•	•
Interjections						•
Interrogative Sentences	•	•	•	•	•	•
Participial Phrases						•
Parts of Sentences (Subjects and Predicates)		•	•	•	•	
Prepositional Phrases					•	•

Language Arts Grammar, Usage, and Mechanics

K	1	2	3	4	5
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Sentences (continued)

Pronoun/Antecedent Agreement				•		
Run-on Sentences			•	•	•	•
Sentence Combining		•	•	•	•	•
Simple Sentences	•	•	•	•	•	•
Subject/Verb Agreement		•	•	•	•	•

Language Arts Grammar, Usage, and Mechanics

K	1	2	3	4	5
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Capitalization

Pronoun "I"	•	•				
Proper Nouns	•	•	•	•	•	•
Sentence Beginning	•	•	•	•	•	•
Title		•	•	•	•	•

Punctuation

Apostrophe		•	•	•	•	
Colon			•			•
Commas in Compound Sentences			•	•	•	•
Commas in Dialogue			•	•	•	•
Commas in Greetings or Closings			•	•	•	•
Commas in a Series		•	•	•	•	•
End Punctuation	•	•	•	•	•	•
Exclamation Mark	•	•	•	•	•	
Parentheses				•		
Period	•	•	•	•		
Question Mark	•	•	•	•	•	
Quotation Marks		•	•	•	•	•

Usage

Antonyms		•	•	•		
Contractions		•	•	•		
Deferminers		•				
Misplaced Modifiers, Pronouns, and Verbs						•
Regular and Irregular Plurals		•	•	•	•	•
Synonyms		•	•	•		
Verb Tenses	•	•	•	•	•	•
Verbs (Action, Helping, Linking, Regular/Irregular)	•	•	•	•	•	•

Language Arts Penmanship

	K	1	2	3	4	5
Penmanship						
Cursive Letters				•		
Print Letters		•	•			

Language Arts Spelling

	K	1	2	3	4	5
Spelling						
Antonyms				•		
Base or Root Words		•	•	•		
Comparatives/Superlatives			•	•	•	
Compound Words			•	•	•	•
Consonant Digraphs		•				
Contractions				•		
Diphthongs		•	•	•		
Greek and Latin Roots				•	•	•
Homographs				•	•	
Homophones			•	•	•	
Inflectional Endings		•	•	•	•	•
Irregular Plurals			•	•	•	
Long-Vowel Spellings		•	•	•		
Multiple-Meaning Words				•		
Multisyllabic Words		•	•	•	•	•
Prefixes		•	•	•	•	•
r-Controlled Vowel Spellings		•				
Shades of Meaning				•		
Short-Vowel Spellings		•				
Silent Letters		•	•	•		
Sound/Letter Relationships		•	•	•		
Special Spelling Patterns/Rules		•	•	•		
Special-Vowel Spellings		•	•	•		
Suffixes			•	•	•	•
Synonyms				•		
Words with the Same Base			•	•		