



## Language Arts Scope and Sequence

Our language arts program is aligned with the NCTE recommendations for elementary language arts instruction (<http://www.ncte.org>). Our program is implemented through the use of many different published teacher resources (such as *Handwriting without Tears*, *Foundations*, and *Sitton Spelling*) as well as teacher-created materials. The program is grounded in children’s literature but is also rich in experiences with non-fiction and informational resources. In the table below, we have indicated points at which we expect typical students to have the skill or concept introduced (B), developed (D), and secure (S).

<b>RECEPTIVE LANGUAGE</b>	<b>N</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Listens while others speak	D	S						
Listens attentively to stories	D	S						
Follows oral directions independently	D	D	D	S				
Exhibits appropriate listening behavior while others are speaking or reading a book, including maintaining eye contact, being quiet, being attentive, and sitting still.	D	S						
Understands and answers questions posed by adults and peers.	D	D	D	S				

<b>EXPRESSIVE LANGUAGE</b>	<b>N</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Speaks clearly	D	D	D	S				
Speaks in confident voice which can be heard	D	D	D	S	D			
Expresses ideas clearly	D	D	D	D	D	D	D	D
Formulates and asks questions	D	D	D	D	D	D	D	D
Contributes to classroom discussions	B	D	D	D	D	D	D	D
Speaks comfortably and fluently in front of the group	B	D	D	D	D	D	D	D
Speaks clearly and with appropriate expression	D	D	D	D	D	D	D	D

<b>CONCEPTS ABOUT PRINT</b>	<b>N</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Identifies front/back of book	B	S						
Left to right/top to bottom reading	B	S						
Recognizes capital vs. lowercase letters	B	S						
Recognizes a word as group of letters	B	S						
Identifies first/last letter in a word	B	S						
Recognizes punctuation (period, comma, quotation mark)		B	S					

<b>PHONEMIC AWARENESS</b>	<b>N</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Recognizes rhyming words	B	S						
Given a spoken word, can produce rhyming word	B	S						
Counts number of syllables in words	B	D	S					
Counts number of sounds in a word	B	D	S					
Understands that sequence of letters in written word = sequence of sounds in a spoken word	B	S						
Matches like sounds in words – beginning & end	B	S						
Blends component sounds into words	B	D	S					
Uses onset-rime to identify new words			B	S				

<b>SIGHT WORD VOCABULARY</b>	<b>N</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Recognizes own name	S							
Recognizes names of classmates	B	S						
Environmental print: knows where to find a word in the classroom environment		B	D	S				
High frequency words - First 200			S					
High frequency words – 300				S				
High frequency words – 500					S			

<b>WORD STUDY (phonics, spelling, decoding)</b>	<b>N</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Recognizes letters of the alphabet (upper & lower case)	B	S						
Sound-symbol	B	D	S					
Identifies beginning sound of a word	B	S						
Spells high frequency words 1-25 (posted in the classroom)		B	S					
Acquires spelling skill according to goals of spelling program (Sitton, etc.)				D	D	D	D	D
Uses multiple strategies for spelling			B	D	D			
Acquires phonics skills according to goals of word study program (Foundations, etc.)			B	D	D			
Uses multiple strategies to decode words		B	D	D	S			

<b>COMPREHENSION</b> <b>(note: N/ K = listening comprehension)</b>	<b>N</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Enjoys read-aloud and engages in conversation about text	B	D	D	D	S			
Retells story in sequential order from beginning to end	B	D	D	D	S			
Reads aloud fluently and with expression			B	D	D	D	D	D
Recognizes errors while reading and self-corrects			B	D	S			
Selects “just right” books			B	D	S			
Recalls & retains details and facts	B	D	D	D	D	D	D	D
Extracts information from non-fiction texts			B	D	D	D	D	D
Makes predictions	B	D	D	D	D	D	D	D
Makes inferences	B	D	D	D	D	D	D	D
Identifies main idea		B	D	D	S			

Summarizes				B	D	S		
Compares & contrasts		B	D	D	D	D	D	D
Sees cause & effect relationships			B	D	D	D	D	S
Recognizes conflict/story problem & resolution					B	D	D	D
Understands character traits			B	D	D	S		
Determines setting				B	D	S		
Uses evidence from the text to support thinking			B	D	D	D	D	D
Develops thinking through writing about reading			B	D	D	D	D	D
Understands & creates outlines					B	D	D	D
Understands literary genres				B	D	D	S	
Uses index, glossary, table of contents			B	D	D	D	S	
Alphabetizes			B	D	S			
Reads maps				B	D	D	S	
Reads charts		B	D	D	D	S		
Uses reference materials on internet and from library					B	D	D	D
Vocabulary	D	D	D	D	D	D	D	D
Understands figurative language, similes, metaphors, etc.				B	D	D	D	S

<b>WRITTEN EXPRESSION</b>	<b>N</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Dictates or writes familiar words, phrases or a single sentence on one topic	B	S						
Tells a story about a drawing with little or no teacher support	B	S						
Picture and dictation match	B	S						
Uses known letters and approximations of letters to represent written language	B	D	S					
Can read back some of dictation, or own writing, while touching the words	B	D	S					
Writes left to right	B	S						
Spells some high frequency words correctly or accesses environmental print	B	S						
Leaves spaces between most words		B	S					
Prints legibly	B	D	D	S				
Uses correct cursive form					B	S		
Writes independently		B	S					
Writes using initial consonant for each word		B	S					
Spells grade level words correctly			B	D	D	D	D	D
Writes 2 to 3 readable sentences		B	S					
Writes a story w/a beginning, middle & end		B	D	D	D	S		
Orders ideas logically				B	D	D	S	
Writes an indented paragraph w/a topic sentence and all sentences related					B	D	S	
Edits work for spelling, punctuation & grammar			B	D	D	D	D	D
Revises work for clarity, content & organization				B	D	D	D	D
Uses appropriate formatting (margins, headings, salutations, etc.)			B	D	D	S		

<b>KEYBOARDING</b>	<b>N</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Knows and uses 2 hemispheres of the keyboard with appropriate hands				B	D	S		
Touch-typing proficiency (35 wpm)					B	D	D	S