

# **Scope & Sequence of Major Components**

## **K-12 Language Arts Curriculum**

Developed by Joan Sedita for the Southampton Schools, 2003

### **WRITING**

- Penmanship/Handwriting
- Conventions (Capitalization and Punctuation; Grammar and Usage)
- Language Use (Sentence and Paragraph Structures; Writing Craft)
- Writing Process (Brainstorming and Organizing Ideas, Drafts, Draft Revision, Proofreading and Editing)
- Forms of Effective Communication

### **SPELLING**

- Spelling Patterns, Rules and Generalizations
- Roots, suffixes and prefixes

### **LISTENING AND SPEAKING**

- Listening/Speaking /Participation
- Oral Presentation/Communication
- Critical Listening

### **READING: DECODING**

- Print Awareness
- Phonological Awareness
- Letter-Sound Knowledge
- Word Identification
- Fluency

### **READING COMPREHENSION AND ACTIVE LEARNING STRATEGIES**

- Vocabulary
- Reading Comprehension
- Study Strategies
- Reading Inquiry and Research

## LITERATURE

- Wide Reading
- Literary Concepts (Genre, Characters, Setting, Plot/Theme/Conflict)
- Poetry
- Dramatic Literature
- Responding to Literature

### Guide to Using the Document:

I= Introduced (skill needs to be introduced)

D= Developing (skill has been introduced and is being further developed)

M= Mastery (skill has been mastered)

## Writing

	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Penmanship</b>													
• Write legibly using cursive					I	I	D	D	M				
• Apply keyboarding and word processing skills					I	I	D	D	M				
<b>Conventions</b>	K	1	2	3	4	5	6	7	8	9	10	11	12
<i>Capitalization/Punctuation</i>													
• Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives					I/D	D/M							
• Capitalize and punctuate correctly to clarify and enhance meaning such as using hyphens, semicolons, colons,							I	D	M				
	K	1	2	3	4	5	6	7	8	9	10	11	12
<i>Grammar and Usage</i>													
• Consistently use correct subject-verb agreement					I/D	D/M							



	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Writing Process</b>													
<b><i>BRAINSTORMING AND ORGANIZING IDEAS</i></b>													
• Generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes and logs					I	D	D	D	M				
<b><i>DRAFTS</i></b>													
• Improve word choice by using dictionaries, thesauruses, or other references						I	D	D	M				
• Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text					I	D	D	D	M				
<b><i>DRAFT REVISION</i></b>													
• Revise drafts by adding, elaborating, deleting, combining and rearranging text					I	D	D	D	M				
• Revise drafts for coherence, progression, and logical support of ideas					I	D	D	D	M				
<b><i>PROOFREADING/EDITING</i></b>													
• Edit for appropriate grammar, spelling, punctuation, and features of polished writing			I	D	D	M							
• Edit for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice					I	D	D	D	D	M	M	M	M
• Proofread one’s own writing					I	D	D	D	D	M	M	M	M
• Proofread writing of others					I	D	D	D	D	M	M	M	M
• Proofread for appropriateness of organization, content, style and conventions										I	D	D	M
• Select and use reference materials and resources as needed for writing, revising and editing final drafts					I	D	D	D	M				
• Select and reflect on personal pieces of writing for portfolio			I	D	D	D	D	M	M				
• Demonstrate “Quality Producer” skills (identify and frame a task, create products that reflect high	I	I	I	I	D	D	D	D	M	M	M	M	M

standards, and derive satisfaction from and pride in writing work													
• Refine selected pieces to “publish” for general and specific audiences					I	I	I	D	D	D	M	M	M
• Ensure accuracy of information and responsibly document sources						I	I	D	D	D	M	M	M
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Forms of Effective Communication</b>													
• Express knowledge of content by creating and demonstrating meaningful projects and authentic presentations through multiple intelligences (linguistic, logical/mathematical, spatial, body/kinesthetic, musical, interpersonal, intrapersonal, naturalist)	I	I	I	I	D	D	D	D	M	M	M	M	M
• Write stories or scripts containing the basic elements of fiction (characters, setting, plot with resolution)						I/D	D/M						
• Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail								I/D	D/M				
• Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone										I	D	D	M
• Write personal and persuasive essays, editorials and information articles					I	D	D	M	M				
• Write argumentative essays, including supportive evidence								I	D	D	M	M	M
• Write formal letters to correspondents such as authors, newspapers, businesses, or government officials						I/D	D/M						
• Write brief research reports with clear focus and supporting detail						I/D	D/M						
• Write multi-paragraph compositions that have clear topic development, logical organization,								I/D	D/M				





<input type="checkbox"/> Use effective rate, volume, pitch and tone for the audience and setting					I	D	M						
<input type="checkbox"/> Organize and sequence oral presentations					I	D	M						
<input type="checkbox"/> Adapt spoken language (word choice, diction, usage) to the audience, purpose and occasion					I	D	D	M	M				
<input type="checkbox"/> Use changes in delivery (gestures, vocabulary, pace) and appropriate props (objects, charts) visuals) for dramatic effect						I	D	D	M				
<input type="checkbox"/> Present an organized interpretation of a literary work, film, or dramatic presentation								I/D	D/M				
<input type="checkbox"/> Give formal and informal talks to various audiences & for various purposes using appropriate level of formality and rhetorical devices										I/D	D/M		
<input type="checkbox"/> Present a clear thesis and support the major thesis with logical points or arguments										I	D	D	M
<input type="checkbox"/> Choose valid evidence, proofs, or examples to support claims										I	D	D	M
<input type="checkbox"/> Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies for presenting messages and performances												I/D	D/M
<input type="checkbox"/> Deliver formal presentations, including portfolio, for particular audiences using clear enunciation, organization of ideas, gestures, tone, and appropriate vocabulary					I	I	D	D	D	M	M	M	M
<input type="checkbox"/> Use feedback to judge effectiveness in communicating and setting goals for future presentations												I/D	D/M
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Critical Listening:</b> <i>Listening critically to analyze &amp; evaluate a speaker's message</i>													
<input type="checkbox"/> Distinguish between speaker's opinion and fact					I	D	D	M	M				
<input type="checkbox"/> Understand the main ideas and supporting evidence in spoken messages					I	D	D	M	M				
<input type="checkbox"/> Monitor own understanding of spoken messages,					I	D	D	M	M				



and seek clarification as needed													
<input type="checkbox"/> Evaluate spoken messages in terms of its content, credibility, and delivery							I	D	M				
<input type="checkbox"/> Listen to learn by taking and organizing notes							I	D	D	M	M		
<input type="checkbox"/> Listen to learn by summarizing spoken ideas								I	D	D	M		
<input type="checkbox"/> Integrate relevant information gathered from group discussions and interviews for reports								I	D	D	M		
<input type="checkbox"/> Monitor speaker's message for clarity and understanding such as asking relevant questions to clarify understanding										I/D	D/M		
<input type="checkbox"/> Use effective strategies to evaluate one's own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention												I/D	D/M
<input type="checkbox"/> Demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting and responding												I/D	D/M
<input type="checkbox"/> Synthesize new information with one's own experience	I	I	I	I	D	D	D	D	D	M	M	M	M

### Reading Comprehension and Active Learning Strategies

	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Vocabulary:</b> <i>Developing and using an extensive vocabulary</i>													
• Recognize and use words with multiple meanings				I	D	D	M						
• Identify the relevant meaning for a word using its context		I	I	D	D	D	M	M	M				
• Understand words and phrases needed to interpret figurative language					I	D	D	M	M				
• Rely on context to determine meanings of words and phrases such as figurative language, idioms,										I	D	D	M

multiple meaning words, and technical vocabulary													
• Determine meanings of words by using a dictionary		I	D	D	M	M							
• Use multiple print and electronic reference aids (dictionary, thesaurus) to clarify meanings and usage					I	I	D	D	D	D	M	M	M
• Use advanced print and electronic reference aids (specialized dictionaries, books of quotations) to clarify meaning and usage										I	D	D	M
• Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots and affixes						I	I	D	D	D	D	M	M
• Learn and study content specific words through curriculum and current events					I	I	D	D	D	D	M	M	M
• Identify and use correctly idioms, cognates, words with literal and figurative meanings										I	D	D	M
• Research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language											I	D	M
• Identify Spanish words as an aid to understanding meanings, derivations, and spelling											I	D	M
• Discriminate between connotative and denotative meanings and interpret the connotative power of words											I	D	M
• Read and understand analogies											I	D	M
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Reading Comprehension:</b> <i>Using a variety of strategies to comprehend text</i>													
• Use prior knowledge to anticipate meaning and make sense of text	I	I	I	I	D	D	D	D	D	M	M	M	M
• Establish a purpose for reading	I	I	I	I	D	D	D	D	D	M	M	M	M
• Generate and answer different types of comprehension questions			I	I	I	I	D	D	D	D	D	M	M
• Generate and answer document based questions				I	I	I	D	D	M	M	M	M	M

and constructive response questions													
• Identify, state, and analyze main ideas and supporting details in multi-paragraph text				I	I	D	D	D	D	M	M	M	M
• Recognize different levels of main ideas in lengthy text						I	I	D	D	D	D	M	M
• Distinguish fact from opinion or fiction				I	D	D	M						
• Locate facts that answer questions				I	I	D	D	M	M				
• Identify evidence used to support an argument							I	D	M				
• Draw inferences such as conclusions or generalizations and support them with text evidence					I	I	D	D	D	D	M	M	M
• Analyze and evaluate the logic and use of evidence in an author’s argument										I	D	D	M
• Summarize from multi-paragraph text					I	D	M						
• Summarize from lengthy text							I	I	D	D	D	M	M
• Paraphrase to recall, inform and organize ideas					I	I	D	D	D	D	M	M	M
• Find similarities and differences across text					I	I	D	D	D	D	M	M	M
• Monitor own comprehension and act purposely when comprehension breaks down by using strategies				I	I	I	D	D	D	D	M	M	M
• Describe mental images that text descriptions evoke					I	D	D	M	M				
• Construct images such as graphic organizers based on text descriptions and text structures								I	D	D	D	M	M
• Identify and use basic common textual features (paragraphs, topic sentences) and graphic features (charts, maps, illustrations)				I	D	D	M						
• Identify and use more advanced textual features (introduction, conclusion, footnotes, index) and graphic features (diagrams, graphs)								I	D	D	M		
• Recognize organizational structures (chronological order, cause and effect, compare/contrast, etc.), and use the text’s structure to comprehend and					I	I	D	D	D	D	M	M	M

recall information													
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Active Learning Strategies:</b> <i>Using a variety of strategies to organize, recall, and write about information from text or listening</i>													
• Through pre-reading and skimming, develop a graphic organizer of the key topics in expository text					I	I	D	D	D	D	M	M	M
• Use a story map while reading narrative text to identify and organize essential elements of the story				I	I	I	D	D	D	D	M	M	M
• Organize and represent text information using an outline, graphic organizer or timeline				I	I	I	D	D	D	D	M	M	M
• Take and revise notes from written sources					I	I	D	D	D	D	M	M	M
• Take and revise notes from oral sources								I	I	D	D	M	M
• Take and revise notes from multi-media sources								I	I	D	D	M	M
• Practice generating and answering different levels of questions (open-ended, literal, interpretive) as well as test-like questions such as multiple choice, true-false, short answer, and essay.					I	I	D	D	D	D	M	M	M
• Develop oral and written summaries to organize and practice expressing information learned					I	I	D	D	D	D	M	M	M
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Reading Inquiry and Research:</b> <i>Developing topics, generating questions, and conducting research.</i>													
• Use relevant areas of the library/media center				I	D	D	M						
• Use alphabetical order to locate information		I	D	D	M	M							
• Recognize and use parts of a book to locate information (title page, table of contents, chapter titles, guide words, index)			I	D	D	M	M						
• Use multiple sources to locate information				I	I	D	D	M	M				
• Interpret and use graphic sources of information (maps, tables, etc.) to address research questions					I	D	D	M	M				
• Use text organizers such as overviews, headings,							I	I	D	D	D	M	M

and graphic features to locate and categorize information														
• Identify evidence and cite accurately/responsively to support an argument						I	D	D	M					
• Locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the Internet										I	D	D	M	
• Summarize and organize information from multiple sources by taking notes, outlining, and summarizing						I	I	D	D	D	D	M	M	
• Draw conclusions from information gathered										I	D	M		
• Organize and convert information into different forms such as charts, graphs and drawings										I/D	D/M			
• Analyze and evaluate the logic and use of evidence in an author's argument										I	D	D	M	
• Evaluate the credibility of information sources and their appropriateness for varied needs												I/D	D/M	
• Draw relevant questions for further study from the research findings or conclusions													M	
• Learn to generate and fine-tune topics for report writing and research						I	D	D	M	M				
• Generate relevant, interesting and researchable questions and topics											I	D	D	M
• Form and revise questions and sub-topics for research						I	I	D	D	D	D	M		
• Present organized oral reports using visuals or media to support topic								I	I	D	D	D	M	M
• Produce written and multi-media research projects and reports in accordance with the S.E.S. Inquiry Based research model								I	I	D	D	D	M	M
• Generate the elements of a research paper, such as title page, outline, rough draft, final draft, and bibliography								I	I	D	D	D	M	M

## Literature

	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Wide Reading:</b> <i>Reading for different purposes in varied sources</i>													
• Engages in wide reading to aid in becoming a life-long learner (respecting established knowledge and traditions, synthesizing new information with one's own experiences, and demonstrating a commitment to continuous improvement)	I	I	I	I	D	D	D	D	D	M	M	M	M
• Read fiction, nonfiction, poetry, and dramatic works, including classic and contemporary works, from a variety of genres, perspectives and cultures for pleasure and/or information, including picture books, magazines, and electronic texts	I	I	I	I	D	D	D	D	D	M	M	M	M
• Read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for writing					I	I	D	D	D	M	M	M	M
• Select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, magazines and electronic texts when reading for information and pleasure							I	I	D	D	D	M	M
• Read and analyze American and world literature, including classic and contemporary works										I	D	D	M
	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Literary Concepts:</b> <i>Recognizing the characteristics of various types of texts</i>													
• Understand literary terms such as playwright, theater, stage, act, dialogue, and scene				I	I	D	D	D	M				
• Analyze characteristics of text including its structure, word choices, and intended audience										I	D	D	M
• Analyze primary sources				I	I	I	D	D	D	D	M	M	M

• Recognize ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically							I	D	M				
• Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism					I	I	D	D	D	M	M		
• Recognize how style, tone, and mood contribute to the effect of the text							I	D	D	M	M		
• Identify and analyze imagery, figurative language, rhythm, or flow when responding to literature						I	D	D	M				
• Understand literary forms and terms such as drama, biography, autobiography, myth, tall tale, memoir.		I	D	D	M	M							
• Understand literary devices such as dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief							I	I	D	D	D	M	M
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b><i>GENRE</i></b>													
• Learn the distinguishing features of familiar genres of fiction such as historical fiction, realistic fiction, folk literature, mystery, science fiction, fantasy and poetry.		I	D	D	M	M							
• Learn the distinguishing features of familiar genres of nonfiction such as biography, autobiography, memoir, personal narrative, editorial and essay						I	D	D	M				
• Identify and interpret themes and give supporting evidence from a variety of genres			I	I	D	D	D	M	M				
<b><i>CHARACTERS</i></b>													
• Analyze characters, including their traits, motivations, conflicts, points of view, relationships and changes they undergo					I	D	D	M	M				
<b><i>SETTING</i></b>													
• Analyze the relevance of setting and time frame to a text’s meaning								I	D	D	M	M	M

• Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting								I/D	D/M				
<b><i>PLOT/THEME/CONFLICT</i></b>													
• Recognize and analyze story plot, setting, and problem resolution					I	D	D	M	M				
• Understand that theme refers to the main idea and meaning of a selection, whether it is implied or stated						I	D	D	M				
• Identify similar themes across a variety of selections								I	D	D	M		
• Identify basic conflicts (internal and external)								I	D	M			
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Poetry</b>													
• Analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry						I	I	D	D	D	M	M	M
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Dramatic Literature</b>													
• Identify and analyze structural elements particular to dramatic literature (scenes, acts, stage directions) in plays						I/D	D/M						
• Identify and analyze elements of setting, plot, and characterization in the plays								I/D	D/M				
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Response to Literature: <i>Responding to various types of literature</i></b>													
• Respond in writing to stories and poems in ways that reflect understanding and interpretation of discussion				I	D	D	M						
• In writing offer observations, make connections, react, speculate, interpret, and raise questions in response to literature				I	I	D	D	M	M				
• Identify and analyze the author's use of dialogue and description						I/D	D/M						



• Identify and interpret themes and give supporting evidence from text through the use of critical lens						I	I	D	D	D	M	M	M

### Reading: Decoding

	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Letter-Sound Knowledge:</b> <i>Identifying words in print</i>													
• Use more advanced structural cues to recognize words					I	D	M						
• Use structural analysis to identify words, including knowledge of Greek and Latin roots and affixes								I	D	M			
<b>Fluency:</b> <i>Reading quickly, accurately and with expression</i>	K	1	2	3	4	5	6	7	8	9	10	11	12
• Read instructional-level text that is challenging but manageable with fluency, including read aloud, guided independent, and shared reading			I	D	D	M	M						
• Consistently demonstrate characteristics of fluent and effective reading					I	D	M						
• Adjust reading based on genre, difficulty and purpose for reading					I	D	D	M	M				