SCOTT FORESMAN READING STREET

Common Core Teacher's Edition Index

GRADE 4

COMMON CORE ©

- Grade 4 Pacing Guide
- *Reading Street* Scope and Sequence
- Teacher's Edition Index

Glenview, Illinois
Boston, Massachusetts
Chandler, Arizona
Upper Saddle River, New Jersey

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ALWAYS LEARNING

PEARSON

READING

Pacing

BACK TO SCHOOL!

	UNIT 1						UNIT 2	
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6 Optional Unit Review	WEEK 7	WEEK 8
Comprehension Skill	Sequence	Author's Purpose	Literary Elements (Character, Setting, Plot)	Author's Purpose	Main Idea/ Supporting Details		Cause/Effect	Draw Conclusions
Comprehension Strategy	Summarize	Questioning	Background Knowledge	Story Structure	Text Structure		Background Knowledge	Story Structure
Vocabulary Skill/Strategy	Suffixes/ Word Structure	Endings/ Word Structure	Multiple-Meaning Words/ Dictionary-Glossary	Synonyms and Antonyms/ Context Clues	Suffixes/ Word Structure		Prefixes & Suffixes/ Word Structure	Unfamiliar Words/ Dictionary-Glossary
Fluency Skill	Expression	Phrasing	Rate and Accuracy	Expression	Phrasing		Phrasing	Expression
Spelling	Short Vowels VCCV	Long *a* and *i*	Long *e* and *o*	Long *e*	Long *u*		Adding *-s, -es*	Irregular Plurals

	UNIT 4						UNIT 5	
	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24 Optional Unit Review	WEEK 25	WEEK 26
Comprehension Skill	Compare/ Contrast	Compare/ Contrast	Sequence	Graphic Sources	Literary Elements (Character, Plot)		Author's Purpose	Compare/ Contrast
Comprehension Strategy	Visualize	Summarize	Important Ideas	Predict and Set Purpose	Monitor and Clarify		Important Ideas	Visualize
Vocabulary Skill/Strategy	Synonyms & Antonyms/ Context Clues	Multiple-Meaning Words/ Context Clues	Unfamiliar Words/ Dictionary-Glossary	Greek & Latin Roots/ Word Structure	Synonyms & Antonyms/ Context Clues		Homographs/ Dictionary-Glossary	Greek & Latin Roots/ Word Structure
Fluency	Expression	Phrasing	Expression	Phrasing	Expression		Rate and Accuracy	Phrasing
Spelling	Contractions	Final Syllable Patterns	Consonant Digraph /sh/	Consonants /j/, /ks/, /kw/	Prefixes *un-*, *dis-*, *in-*		Multisyllabic Words	Words with Double Consonants

IT'S TEST TIME!

How do I cover all the skills before the test?

This chart shows the instructional sequence from Scott Foresman Reading Street. *You can use this pacing guide as is to ensure you're following a comprehensive scope and sequence, or you can adjust the sequence to match your school/district focus calendar, curriculum map, or testing schedule.*

UNIT 3

WEEK 9	WEEK 10	WEEK 11	WEEK 12 Optional Unit Review	WEEK 13	WEEK 14	WEEK 15	WEEK 16	WEEK 17	WEEK 18 Optional Unit Review
Draw Conclusions	Fact and Opinion	Main Idea/ Supporting Details		Graphic Sources	Fact/ Opinion	Generalize	Cause and Effect	Generalize	
Questioning	Monitor & Clarify	Inferring		Important Ideas	Text Structure	Visualize	Predict and Set Purpose	Inferring	
Prefixes/ Word Structure	Unfamiliar Words/ Dictionary-Glossary	Unfamiliar Words/ Dictionary-Glossary		Multiple-Meaning Words/ Context Clues	Multiple-Meaning Words/ Context Clues	Unfamiliar Words/ Context Clues	Root Words/ Word Structure	Suffixes/ Word Structure	
Expression	Expression	Expression		Expression	Expression	Phrasing	Phrasing	Phrasing	
Words with *ar, or*	Consonant Patterns *ng, nk, ph, wh*	Words with *ear, ir, our, ur*		Adding *-ed, -ing*	Homophones	Vowel Sound in *shout*	Compound Words	Possessives	

UNIT 6

WEEK 27	WEEK 28	WEEK 29	WEEK 30 Optional Unit Review	WEEK 31	WEEK 32	WEEK 33	WEEK 34	WEEK 35	WEEK 36 Optional Unit Review
Literary Elements (Character, Plot, Theme)	Main Idea/ Supporting Details	Draw Conclusions		Cause/ Effect	Fact/Opinion	Sequencing	Generalize	Graphic Sources	
Story Structure	Text Structure	Monitor & Clarify		Questioning	Summarize	Inferring	Predict and Set Purpose	Background Knowledge	
Unfamiliar Words/ Context Clues	Greek & Latin Prefixes/ Word Structure	Synonyms/ Context Clues		Root Words/ Word Structure	Multiple-Meaning Words/ Dictionary-Glossary	Unfamiliar Words/ Context Clues	Unfamiliar Words/ Context Clues	Multiple-Meaning Words/ Context Clues	
Expression	Expression	Rate and Accuracy		Phrasing	Expression	Expression	Phrasing	Rate and Accuracy	
Greek Word Parts	Latin Roots	Related Words		Schwa	Prefixes *mis-, non-, pre-, re-*	Suffixes *-less, -ment, -ness*	Suffixes *-ful, -ly, -ion*	Silent Consonants	

WHEN IS YOUR STATE TEST?

LANGUAGE ARTS

Pacing

BACK TO SCHOOL!

	UNIT 1						UNIT 2	
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6 Optional Unit Review	WEEK 7	WEEK 8
Speaking and Listening	Dramatic Retelling	Introduction	Advertisement	Oral Report	Media Literacy: Travel Show		Media Literacy: Sportscast	Media Literacy: Newscast
Conventions	Declarative and Interrogative Sentences	Imperative and Exclamatory Sentences	Complete Subjects and Predicates	Compound Sentences	Clauses and Complex Sentences		Common and Proper Nouns	Regular Plural Nouns
Weekly Writing	Realistic Fiction	Expository Composition	Parody	Friendly Letter	Personal Narrative		Poem	News Article
Trait of the Week	Word Choice	Organization	Voice	Conventions	Voice		Word Choice	Focus/Ideas
Unit Writing	Personal Narrative/E-Newsletter							

	UNIT 4						UNIT 5	
	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24 Optional Unit Review	WEEK 25	WEEK 26
Speaking and Listening	Advertisement	Media Literacy: TV Commercial	Interview	Retelling	Media Literacy: Newscast		Dramatization	Media Literacy: Radio Announcement
Conventions	Singular and Plural Pronouns	Kinds of Pronouns	Pronouns and Antecedents	Possessive Pronouns	Contractions and Negatives		Adjectives and Articles	Adverbs
Weekly Writing	Mystery	Song	Instructions	Problem-Solution Essay	Adventure Story		Fantasy	Legend
Trait of the Week	Word Choice	Word Choice	Organization	Focus/Ideas	Word Choice		Sentences	Sentences
Unit Writing	Story/Story Exchange							

IT'S TEST TIME!

UNIT 3

WEEK 9	WEEK 10	WEEK 11	WEEK 12 Optional Unit Review	WEEK 13	WEEK 14	WEEK 15	WEEK 16	WEEK 17	WEEK 18 Optional Unit Review
Readers' Theater	Interview	Panel Discussion		Persuasive Speech	Interview	Readers' Theater	Media Literacy: Weather Broadcast	How-To Demonstration	
Irregular Plural Nouns	Singular Possessive Nouns	Plural Possessive Nouns		Action and Linking Verbs	Main and Helping Verbs	Subject-Verb Agreement	Present, Past, and Future Tense	Irregular Verbs	
Poetry	Expository Composition	Argument/ Persuasive Essay		Narrative Poem	Invitation	Myth	Formal Letter	Summary	
Word Choice	Organization	Organization		Organization	Voice	Sentences	Organization	Sentences	
Expository Composition/Podcasting				Compare and Contrast Essay/Online Photo Essay					

UNIT 6

WEEK 27	WEEK 28	WEEK 29	WEEK 30 Optional Unit Review	WEEK 31	WEEK 32	WEEK 33	WEEK 34	WEEK 35	WEEK 36 Optional Unit Review
How-To Demonstration	Panel Discussion	Media Literacy: Talk Show		Panel Discussion	Media Literacy: How-To Demonstration	Debate	Readers' Theater	Informational Speech	
Comparative and Superlative Adjectives and Adverbs	Time-Order Words	Prepositions and Prepositional Phrases		Conjunctions	Capitalization and Abbreviations	Commas	Quotations and Quotation Marks	Titles	
Thank-You Note	Persuasive Ad	Personal Narrative		Cause-and-Effect Essay	Critical Review	Skit	Play	Narrative Nonfiction	
Word Choice	Focus/Ideas	Sentences		Focus/Ideas	Sentences	Word Choice	Word Choice	Conventions	
Argument-Persuasive Essay/Electronic Pen Pals				Research Report/Blogging					

Scope and Sequence

Reading

Concepts About Print	Pre-K	K	1	2	3	4	5	6
Hold book right side up, turn pages correctly, move from front to back of book	•	•	•					
Identify parts of a book and their functions (front cover, title page/title, back cover, page numbers)	•	•	•					
Identify information that different parts of a book provides (title, author, illustrator)	•	•	•	•				
Know uppercase and lowercase letter names and match them	•	•	•					
Know the order of the alphabet	•	•	•					
Demonstrate one-to-one correspondence between oral words and printed words		•	•					
Identify and distinguish between letters, words, and sentences	•	•	•					
Recognize distinguishing features of a paragraph		•	•					
Recognize environmental print		•	•	•				
Track print (front to back of book, top to bottom of page, left to right on line, sweep back left for next line)	•	•	•					
Recognize first name in print	•	•	•					
Phonological and Phonemic Awareness	**Pre-K**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Phonological Awareness								
Identify and produce rhyming words in response to an oral prompt	•	•	•					
Distinguish rhyming pairs of words from nonrhyming pairs	•	•						
Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, or changed		•	•					
Count each syllable in a spoken word		•	•					
Segment and blend syllables in spoken words			•					
Segment and blend onset and rime in one-syllable words		•	•					
Recognize and produce words beginning with the same sound	•	•	•					
Phonemic Awareness								
Identify and isolate initial, final, and medial sounds in spoken words	•	•	•	•				
Blend sounds orally to make words or syllables		•	•	•				
Segment a word or syllable into sounds		•	•	•				
Count sounds in spoken words or syllables and syllables in words		•	•	•				
Manipulate sounds in words (add, delete, and/or substitute phonemes)	•	•	•	•				
Distinguish long- and short-vowel sounds in orally stated single-syllable words				•				
Decoding and Word Recognition	**Pre-K**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Read simple one-syllable and high-frequency (sight) words		• T	• T	• T	•			
Phonics								
Understand and apply the *alphabetic principle* that spoken words are composed of sounds that are represented by letters; as letters change, so do sounds	•	•	•					
Know sound-letter relationships and match sounds to letters		• T	• T	•				
Generate sounds from letters and blend those sounds to decode		•	• T	• T	• T			
Consonants, consonant blends, and consonant digraphs		•	• T	• T	• T			
Short and long vowels		•	• T	• T	• T			
r-controlled vowels; vowel digraphs; diphthongs; common vowel patterns			• T	• T	• T			
Phonograms/word families		•	•	•				

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Decoding and Word Recognition *continued*	Pre-K	K	1	2	3	4	5	6
Word Structure								
Decode multisyllabic words with common word parts and spelling patterns		•	• T	• T	• T	• T	• T	• T
Base words and inflected endings; plurals			• T	• T	• T	• T	• T	• T
Contractions and compound words			• T	• T	• T	• T	• T	• T
Prefixes and suffixes			• T	• T	• T	• T	• T	• T
Greek and Latin roots						•	•	•
Apply knowledge of syllabication rules to decode words			• T	• T	• T	• T	• T	• T
Recognize common abbreviations			•	•	•			
Decoding Strategies								
Blending strategy: Apply knowledge of sound-letter relationships to decode unfamiliar words		•	•	•	•			
Apply knowledge of word structure to decode unfamiliar words		•	•	•	•	•	•	•
Use context along with sound-letter relationships and word structure to decode		•	•	•	•	•	•	•
Self-monitor accuracy of decoding and self-correct			•	•	•	•	•	•
Fluency								
Read aloud grade level text fluently with accuracy, comprehension, appropriate pace/rate; with expression/intonation (prosody); with attention to punctuation and appropriate phrasing			• T	• T	• T	• T	• T	• T
Practice fluency in a variety of ways, including choral reading, partner/paired reading, Readers' Theater, repeated oral reading, and tape-assisted reading		•	•	•	•	•	•	•
Work toward appropriate fluency goals by the end of each grade			•	•	•	•	•	•
Read regularly and with comprehension in independent-level material		•	•	•	•	•	•	•
Read silently for increasing periods of time		•	•	•	•	•	•	•
Vocabulary and Concept Development	**Pre-K**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Recognize and understand selection vocabulary		•	•	• T	• T	• T	• T	• T
Understand content-area vocabulary and specialized, technical, or topical words			•	•	•	•	•	•
Word Learning Strategies								
Develop vocabulary through direct instruction, concrete experiences, reading, listening to text read aloud	•	•	•	•	•	•	•	•
Use knowledge of word structure to figure out meanings of words			•	• T	• T	• T	• T	• T
Use context clues for meanings of unfamiliar words, multiple-meaning words, homonyms, homographs			•	• T	• T	• T	• T	• T
Use grade-appropriate reference sources to learn word meanings	•	•	•	•	• T	• T	• T	• T
Use picture clues to help determine word meanings	•	•	•	•	•			
Use new words in a variety of contexts	•	•	•	•	•	•	•	•
Create and use graphic organizers to group, study, and retain vocabulary			•	•	•	•	•	•
Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning						•	•	•
Extend Concepts and Word Knowledge								
Academic language	•	•	•	•	•	•	•	•
Classify and categorize	•	•	•	•	•	•	•	•
Abbreviations			•	•	•			•
Antonyms and synonyms			•	• T	• T	• T	• T	• T
Prefixes and suffixes			•	•	•	•	•	• T

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Vocabulary and Concept Development *continued*	Pre-K	K	1	2	3	4	5	6
Homographs and homophones				•	• T	• T	• T	• T
Multiple-meaning words			•	• T	• T	• T	• T	• T
Related words and derivations					•	•	•	•
Compound words			•	•	•	•	•	•
Figurative language and idioms			•	•	•	•	•	•
Descriptive words (location, size, color, shape, number, ideas, feelings)	•	•	•	•				
High-utility words (shapes, colors, question words, position/directional words, and so on)	•	•	•	•				
Time and order words	•	•	•	•	•	•	•	•
Word origins: etymologies/word histories; words from other languages, regions, or cultures					•	•	•	•
Adages and sayings							•	
Analogies						•	•	•
Reading Comprehension	**Pre-K**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Comprehension Strategies								
Predict and set purpose to guide reading	•	•	•	•	•	•	•	•
Use background knowledge before, during, and after reading	•	•	•	•	•	•	•	•
Monitor and clarify by using fix-up strategies to resolve difficulties in meaning: adjust reading rate, reread and read on, seek help from references sources and/or other people, skim and scan		•	•	•	•	•	•	•
Inferring		•	•	•	•	•	•	•
Questioning before, during, and after reading	•	•	•	•	•	•	•	•
Visualize—use mental imagery			•	•	•	•	•	•
Summarize text		•	•	•	•	•	•	•
Recall and retell stories	•	•	•	•	•	•	•	•
Important ideas (nonfiction) that provide clues to an author's meaning			•	•	•	•	•	•
Text structure (nonfiction—such as cause/effect, chronological, compare/contrast, description)	•		•	•	•	•	•	•
Story structure (fiction—such as plot, problem/solution)	•		•	•	•	•	•	•
Create and use graphic and semantic organizers, including outlines, notes, summaries			•	•	•	•	•	•
Use strategies flexibly and in combination			•	•	•	•	•	•
Comprehension Skills								
Author's purpose			• T	• T	• T	• T	• T	• T
Author's viewpoint/bias							• T	• T
Categorize and classify	•	•	•	•				
Cause and effect		•	• T	• T	• T	• T	• T	• T
Compare and contrast		•	• T	• T	• T	• T	• T	• T
Draw conclusions and make inferences		•	• T	• T	• T	• T	• T	• T
Facts and details		•	• T	• T	•	•	•	• T
Fact and opinion (statements of fact and opinion)			• T	• T	• T	• T	• T	• T
Follow directions/steps in a process	•	•	•	•	•	•	•	•
Generalize					• T	• T	• T	•

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Reading Comprehension *continued*	Pre-K	K	1	2	3	4	5	6
Graphic sources (illustrations, photos, maps, charts, graphs, font styles, etc.)		•	•	•	•	• T	• T	• T
Main idea and supporting details		• T	• T	• T	• T	• T	• T	• T
Paraphrase				•	•	•	•	•
Persuasive devices and propaganda					•	•	•	•
Realism/fantasy	•	• T	• T					
Sequence of events	•	• T	• T	• T	• T	• T	• T	• T
Higher Order Thinking Skills								
Analyze				•	•	•	•	•
Analyze text with various organizational patterns					•	•	•	•
Describe and connect the essential ideas, arguments, and perspectives of a text			•	•	•	•	•	•
Evaluate and critique ideas and text			•	•	•	•	•	•
Draw inferences, conclusions, or generalizations; support them with textual evidence and prior knowledge		•	• T	• T	• T	• T	• T	• T
Make judgments about ideas and texts			•	•	•	•	•	•
Hypothesize					•	•	•	•
Make connections (text to self, text to text, text to world)	•	•	•	•	•	•	•	•
Organize and synthesize ideas and information			•	•	•	•	•	• T
Literary Response and Analysis	**Pre-K**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Genre and Its Characteristics								
Identify types of everyday print materials (storybooks, poems, newspapers, signs, labels)	•	•	•	•	•	•	•	•
Recognize characteristics of a variety of genre	•	•	•	•	•	•	•	•
Distinguish common forms of literature		•	•	•	•	•	•	•
Identify characteristics of literary texts, including drama, fantasy, traditional tales		•	•	•	•	•	•	•
Identify characteristics of nonfiction texts, including biography, interviews, newspaper articles		•	•	•	•	•	•	•
Identify characteristics of poetry and song, including nursery rhymes, limericks, blank verse	•	•	•	•	•	•	•	•
Literary Elements and Story Structure								
Character	•	• T	• T	• T	• T	• T	• T	• T
Recognize and describe traits, actions, feelings, and motives of characters		•	•	•	•	•	•	•
Analyze characters' relationships, changes, and points of view		•	•	•	•	•	•	•
Analyze characters' conflicts				•	•	•	•	•
Analyze the effect of character on plot and conflict					•	•	•	•
Plot and Plot Structure	•	• T	• T	• T	• T	• T	• T	• T
Beginning, middle, end	•	•	•	•	•	•		
Goal and outcome or problem and solution/resolution		•	•	•	•	•	•	•
Rising action, climax, and falling action/denouement; setbacks						•	•	•
Setting	•	• T	• T	• T	• T	• T	• T	• T
Relate setting to problem/solution		•	•	•	•	•	•	•
Explain ways setting contributes to mood						•	•	•
Theme				• T	• T	• T	• T	• T

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Literary Response and Analysis *continued*	Pre-K	K	1	2	3	4	5	6
Use Literary Elements and Story Structure	•	•	•	•	•	•	•	•
Analyze and evaluate author's use of setting, plot, character, and compare among authors				•	•	•	•	•
Identify similarities and differences of characters, events, and settings within or across selections/cultures		•	•	•	•	•	•	•
Literary Devices								
Dialect						•	•	•
Dialogue and narration	•		•	•	•	•	•	•
Identify the speaker or narrator in a selection		•	•	•	•	•		•
Exaggeration/hyperbole				•	•	•	•	•
Figurative language: idiom, jargon, metaphor, simile, slang				•	•	•	•	•
Flashback						•	•	•
Foreshadowing				•	•	•	•	•
Formal and informal language				•	•	•	•	•
Humor				•	•	•	•	•
Imagery and sensory words			•	•	•	•	•	•
Mood				•	•	•	•	•
Personification						•	•	•
Point of view (first-person, third-person, omniscient)					•	•	•	•
Puns and word play					•	•	•	•
Sound devices and poetic elements	•	•	•	•	•	•	•	•
Alliteration, assonance, onomatopoeia	•	•	•	•	•	•	•	•
Rhyme, rhythm, repetition, and cadence	•	•	•	•	•	•	•	•
Word choice		•	•	•	•	•	•	•
Symbolism							•	•
Tone						•	•	•
Author's and Illustrator's Craft								
Distinguish the roles of author and illustrator	•	•	•	•				
Recognize/analyze author's and illustrator's craft or style			•	•	•	•	•	•
Evaluate author's use of various techniques to influence readers' perspectives						•	•	•
Literary Response								
Recollect, talk, and write about books	•	•	•	•	•	•	•	•
Reflect on reading and respond (through talk, movement, art, and so on)	•	•	•	•	•	•	•	•
Ask and answer questions about text	•	•	•	•	•	•	•	•
Write about what is read		•	•	•	•	•	•	•
Use evidence from the text to support opinions, interpretations, or conclusions		•	•	•	•	•	•	•
Support ideas through reference to other texts and personal knowledge				•	•	•	•	•
Locate materials on related topic, theme, or idea				•	•	•	•	•
Make connections: text to self, text to text, text to world			•	•	•	•	•	•
Offer observations, react, speculate in response to text				•	•	•	•	•

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Literary Response and Analysis *continued*	Pre-K	K	1	2	3	4	5	6
Literary Appreciation/Motivation								
Show an interest in books and reading; engage voluntarily in social interaction about books	•	•	•	•	•	•	•	•
Choose text by drawing on personal interests, relying on knowledge of authors and genres, estimating text difficulty, and using recommendations of others	•	•	•	•	•	•	•	•
Read a variety of grade-level-appropriate narrative and expository texts		•	•	•	•	•	•	•
Read from a wide variety of genres for a variety of purposes		•	•	•	•	•	•	•
Read independently		•	•	•	•	•	•	•
Establish familiarity with a topic		•	•	•	•	•	•	•
Cultural Awareness								
Comprehend basic plots of classic tales from around the world			•	•	•	•	•	•
Compare and contrast tales from different cultures			•	•	•	•	•	•
Develop attitudes and abilities to interact with diverse groups and cultures	•	•	•	•	•	•	•	•
Connect experiences and ideas with those from a variety of languages, cultures, customs, perspectives	•	•	•	•	•	•	•	•
Compare language and oral traditions (family stories) that reflect customs, regions, and cultures		•	•	•	•	•	•	•
Recognize themes that cross cultures and bind them together in their common humanness		•	•	•	•	•	•	•

Language Arts

Writing	Pre-K	K	1	2	3	4	5	6
Concepts About Print for Writing								
Write uppercase and lowercase letters		•	•					
Print own name and other important words	•	•	•					
Write using pictures, some letters, some phonetically spelled words, and transitional spelling to convey meaning	•	•	•					
Write consonant-vowel-consonant words		•	•					
Dictate messages or stories for others to write	•	•	•					
Create own written texts for others to read; write left to right on a line and top to bottom on a page	•	•	•					
Participate in shared and interactive writing	•	•	•					
Traits of Writing								
Focus/Ideas		•	•	•	•	•	•	•
State a clear purpose and maintain focus; sharpen ideas		•	•	•	•	•	•	•
Use sensory details and concrete examples; elaborate			•	•	•	•	•	•
Delete extraneous information			•	•	•	•	•	•
Use strategies, such as tone, style, consistent point of view, to achieve a sense of completeness						•	•	•
Organization		•	•	•	•	• T	• T	• T
Use graphic organizers to group ideas	•	•	•	•	•	•	•	•
Write coherent paragraphs that develop a central idea and have topic sentences and facts and details			•	•	•	•	•	•
Use transitions to connect sentences and paragraphs and establish coherence			•	•	•	•	•	•

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Writing ***continued***	**Pre-K**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Select an organizational structure, such as comparison and contrast, categories, spatial order, climactic order, based on purpose, audience, length							•	•
Organize ideas in a logical progression, such as chronological order or order of importance	•	•	•	•	•	•	•	•
Write introductory, supporting, and concluding paragraphs					•	•	•	•
Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts					•	•	•	•
Write a multi-paragraph paper				•	•	•	•	•
Voice			•	•	•	•	•	•
Develop personal, identifiable voice and an individual tone/style			•	•	•	•	•	•
Maintain consistent voice and point of view						•	•	•
Use voice appropriate to audience, message, and purpose						•	•	•
Word Choice		•	•	•	• T	• T	• T	• T
Use clear, precise, appropriate language		•	•	•	•	•	•	•
Use figurative language and vivid words			•	•	•	•	•	•
Use sensory details, imagery, characterization			•	•	•	•	•	
Select effective vocabulary using word walls, dictionary, or thesaurus		•	•	•	•	•	•	•
Sentences		•	•	•	• T	• T	• T	• T
Combine, elaborate, and vary sentences	•	•	•	•	• T	• T	• T	• T
Write topic sentence, supporting sentences with facts and details, and concluding sentence			•	•	•	•	•	•
Use correct word order		•	•	•	•	•	•	•
Conventions		•	•	•	• T	• T	• T	• T
Use correct spelling and grammar; capitalize and punctuate correctly		•	•	•	•	•	•	•
Correct sentence fragments and run-ons				•	•	•	•	•
Use correct paragraph indentation			•	•	•	•	•	•
The Writing Process								
Prewrite using various strategies	•	•	•	•	•	•	•	•
Develop first drafts of single- and multiple-paragraph compositions		•	•	•	•	•	•	•
Revise drafts for varied purposes, including to clarify and to achieve purpose, sense of audience, improve focus and coherence, precise word choice, vivid images, and elaboration		•	•	•	•	•	•	•
Edit and proofread for correct conventions (spelling, grammar, usage, and mechanics)		•	•	•	•	•	•	•
Publish own work	•	•	•	•	•	•	•	•
Writing Genres								
Narrative writing (such as personal narratives, stories, biographies, autobiographies)	•	•	• T	• T	• T	• T	• T	• T
Expository writing (such as comparison and contrast, problem and solution, essays, directions, explanations, news stories, research reports, summaries)		•	•	• T	• T	• T	• T	• T
Descriptive writing (such as labels, captions, lists, plays, poems, response logs, songs)	•	•	• T	• T	• T	• T	• T	• T
Argument/Persuasive writing (such as ads, editorials, essays, letters to the editor, opinions, posters)		•	•	• T	• T	• T	• T	• T
Notes and letters (such as personal, formal, and friendly letters, thank-you notes, and invitations)		•	•	•	•	•	•	•

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Writing ***continued***	**Pre-K**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Responses to literature			•	•	•	•	•	•
Writing Habits and Practices								
Write on a daily basis	•	•	•	•	•	•	•	•
Use writing as a tool for learning		•	•	•	•	•	•	•
Write independently for extended periods of time			•	•	•	•	•	•
Penmanship								
Gain increasing control of penmanship, including pencil grip, paper position, posture, stroke	•	•	•	•				
Write legibly, with control over letter size and form; letter slant; and letter, word, and sentence spacing		•	•	•	•	•	•	•
Write lowercase and uppercase letters	•	•	•	•	•	•	•	•
Manuscript	•	•	•	•	•	•	•	•
Cursive				•	•	•	•	•
Write numerals	•	•	•					
Written and Oral English Language Conventions	**Pre-K**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Grammar and Usage in Speaking and Writing								
Sentences								
Correct word order in written sentences		•	•	•				
Types (declarative, interrogative, exclamatory, imperative)	•	•	• T	• T	• T	• T	• T	• T
Structure (complete, incomplete, simple, compound, complex, compound-complex)	•	•	•	• T	• T	• T	• T	• T
Parts (subjects/predicates: complete, simple, compound; phrases; clauses)			•	• T	• T	• T	• T	• T
Fragments and run-on sentences		•	•	•	•	•	•	•
Combine and rearrange sentences; use appositives, participial phrases, adjectives, adverbs, and prepositional phrases			•	•	•	•	•	•
Transitions and conjunctions to connect ideas; independent and dependent clauses			•	•	•	•	•	•
Varied sentence types and sentence openings to present effective style						•	•	•
Parts of speech: nouns (singular and plural), verbs and verb tenses, adjectives, adverbs, pronouns and antecedents, conjunctions, prepositions, interjections, articles		•	•	• T	• T	• T	• T	• T
Contractions			•	• T	• T	• T	• T	• T
Usage								
Subject-verb agreement		•	•	• T	• T	• T	• T	• T
Pronoun agreement/referents			•	•	• T	• T	• T	• T
Misplaced modifiers							•	•
Misused words					•		•	•
Negatives; avoid double negatives					•	•	•	•
Mechanics in Writing								
Capitalization (first word in sentence, proper nouns and adjectives, pronoun *I,* titles, months, days of the week, holidays, and so on)	•	•	• T	• T	• T	• T	• T	• T
Punctuation (period, question mark, exclamation mark, apostrophe, comma, quotation marks, parentheses, colon, and so on)		•	• T	• T	• T	• T	• T	• T

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Written and Oral English Language Conventions *continued*	Pre-K	K	1	2	3	4	5	6
Spelling								
Spell independently by using pre-phonetic knowledge, knowledge of letter names, sounds of the alphabet	•	•	• T	•	•	•	•	•
Consonants: single, double, blends, digraphs, silent letters, and unusual consonant spellings		•	• T	• T	• T	• T	• T	• T
Vowels: short, long, *r*-controlled, digraphs, diphthongs, less-common vowel patterns, schwa		•	• T	• T	• T	• T	• T	• T
Use knowledge of word structure to spell			•	•	•	•	•	•
Base words and affixes (inflections, prefixes, suffixes), possessives, contractions, and compound words			•	• T	• T	• T	• T	• T
Greek and Latin roots, syllable patterns, multisyllabic words			•	•	•	•	•	•
Spell high-frequency, irregular words			• T	• T	•	•	•	•
Spell frequently misspelled words correctly, including homophones or homonyms			•	•	•	•	•	•
Use meaning relationships to spell					•	•	•	•
Listening and Speaking	**Pre-K**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Listening Skills and Strategies								
Listen to a variety of presentations attentively and politely	•	•	•	•	•	•	•	•
Self-monitor comprehension while listening, using a variety of skills and strategies, e.g., ask questions	•	•	•	•	•	•	•	•
Listen for a purpose								
For enjoyment and appreciation	•	•	•	•	•	•	•	•
To expand vocabulary and concepts	•	•	•	•	•	•	•	•
To obtain information and ideas	•	•	•	•	•	•	•	•
To follow oral directions	•	•	•	•	•	•	•	•
To answer questions and solve problems	•	•	•	•	•	•	•	•
To participate in group discussions	•	•	•	•	•	•	•	•
To identify and analyze the musical elements of literary language	•	•	•	•	•	•	•	•
To gain knowledge of one's own culture, the culture of others, and the common elements of cultures	•	•	•	•	•	•	•	•
To respond to persuasive messages with questions or affirmations						•	•	•
Determine purpose of listening			•	•	•	•	•	•
Recognize formal and informal language			•	•	•	•	•	•
Connect prior experiences to those of a speaker	•	•	•	•	•	•	•	•
Listen critically to distinguish fact from opinion and to analyze and evaluate ideas, information, experiences		•	•	•	•	•	•	•
Paraphrase, retell, or summarize information that has been shared orally			•	•	•	•	•	•
Evaluate a speaker's delivery; identify tone, mood, and emotion				•	•	•	•	•
Interpret and critique a speaker's purpose, perspective, persuasive techniques, verbal and nonverbal messages, and use of rhetorical devices; draw conclusions					•	•	•	•
Speaking Skills and Strategies								
Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences, and purposes; sustain audience interest, attention	•	•	•	•	•	•	•	•
Use proper intonation, volume, pitch, modulation, and phrasing		•	•	•	•	•	•	•
Speak with a command of standard English conventions	•	•	•	•	•	•	•	•
Use appropriate language for formal and informal settings	•	•	•	•	•	•	•	•

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Listening and Speaking *continued*	Pre-K	K	1	2	3	4	5	6
Use visual aids to clarify oral presentations	•	•	•	•	•	•	•	•
Organize ideas and convey information in a logical sequence or structure with a beginning, middle, and end and an effective introduction and conclusion			•	•	•	•	•	•
Support opinions with detailed evidence and with visual or media displays					•	•	•	•
Emphasize key points to assist listener						•	•	•
Speak for a purpose								
To ask and answer questions	•	•	•	•	•	•	•	•
To give directions and instructions	•	•	•	•	•	•	•	•
To retell, paraphrase, or explain information	•	•	•	•	•	•	•	•
To communicate needs and share ideas and experiences	•	•	•	•	•	•	•	•
To describe people, places, things, locations, events, and actions		•	•	•	•	•		•
To participate in conversations and discussions	•	•	•	•	•	•	•	•
To express an opinion	•	•	•	•	•	•	•	•
To recite poems or songs or deliver dramatic recitations, interpretations, or performances	•	•	•	•	•	•	•	•
To deliver oral responses to literature	•	•	•	•	•	•	•	•
To deliver presentations or oral reports (narrative, descriptive, persuasive, problems and solutions, and informational based on research)	•	•	•	•	•	•	•	•
Stay on topic; maintain a clear focus	•	•	•	•	•	•	•	•
Support spoken ideas with details and examples			•	•	•	•	•	•
Use appropriate verbal and nonverbal elements (such as facial expression, gestures, eye contact, posture)	•	•	•	•	•	•	•	•
Viewing/Media	**Pre-K**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Interact with and respond to a variety of media for a range of purposes	•	•	•	•	•	•	•	•
Compare and contrast print, visual, and electronic media				•	•	•	•	•
Analyze media						•	•	•
Evaluate media			•	•	•	•	•	•
Recognize bias and propaganda in media message					•	•	•	•
Recognize purpose and persuasion in media messages			•	•	•	•	•	•

Research Skills

Understand and Use Graphic Sources	Pre-K	K	1	2	3	4	5	6
Advertisement			•	•	•	•	•	•
Chart/table	•	•	•	•	•	•	•	•
Diagram/scale drawing			•	•	•	•	•	•
Graph (bar, circle, line, picture)		•	•	•	•	•	•	•
Illustration, photograph, caption, label	•	•	•	•	•	•	•	•
Map/globe	•	•	•	•	•	•	•	•
Poster/announcement	•	•	•	•	•	•	•	•
Schedule						•	•	•
Sign	•	•	•	•		•		•
Time line				•	•	•	•	•

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Understand and Use Reference Sources	Pre-K	K	1	2	3	4	5	6
Know and use organizational features and parts of a book to locate information	•	•	•	•	•	•	•	•
Use alphabetical order			•	•	•	•	•	•
Understand purpose, structure, and organization of reference sources (print, electronic, media, Internet)	•	•	•	•	•	•	•	•
Almanac						•	•	•
Atlas				•	•	•	•	•
Card catalog/library database				•	•	•	•	•
Picture Dictionary		•	•	•				•
Dictionary/glossary				•	• T	• T	• T	• T
Encyclopedia			•	•	•	•	•	•
Magazine/periodical			•	•	•	•	•	•
Newspaper and newsletter			•	•	•	•	•	•
Readers' Guide to Periodical Literature						•	•	•
Technology (on- and offline electronic media)		•	•	•	•	•	•	•
Thesaurus				•	•	•	•	•
Study Skills and Strategies	**Pre-K**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Adjust reading rate			•	•	•	•	•	•
Clarify directions	•	•	•	•	•	•	•	•
Outline				•	•	•	•	•
Skim and scan			•	•	•	•	•	•
SQP3R						•	•	•
Summarize		•	•	•	•	•	•	•
Take notes, paraphrase, and synthesize			•	•	•	•	•	•
Use graphic and semantic organizers to organize information		•	•	•	•	•	•	•
Test-Taking Skills and Strategies	**Pre-K**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Understand the question, the vocabulary of tests, and key words			•	•	•	•	•	•
Answer the question; use information from the text (stated or inferred)	•	•	•	•	•	•	•	•
Write across texts				•	•	•	•	•
Complete the sentence				•	•	•	•	•
Technology/New Literacies	**Pre-K**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Non-Computer Electronic Media								
Audiotapes/CDs, videotapes/DVDs	•	•	•	•	•	•	•	•
Computer Programs/Services: Basic Operations and Concepts								
Use accurate computer terminology	•	•	•	•	•	•	•	•
Create, name, locate, open, save, delete, and organize files		•	•	•	•	•	•	•
Use input and output devices (such as mouse, keyboard, monitor, printer, touch screen)	•	•	•	•	•	•	•	•
Use basic keyboarding skills		•	•	•	•	•	•	•
Responsible Use of Technology Systems and Software								
Work cooperatively and collaboratively with others; follow acceptable-use policies	•	•	•	•	•	•	•	•
Recognize hazards of Internet searches					•	•	•	•
Respect intellectual property					•	•	•	•

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Technology/New Literacies *continued*	Pre-K	K	1	2	3	4	5	6
Information and Communication Technologies:								
Information Acquisition								
Use electronic Web (nonlinear) navigation, online resources, databases, keyword searches				•	•	•	•	•
Use visual and nontextual features of online resources	•	•	•	•	•	•	•	•
Internet inquiry				•	•	•	•	•
Identify questions				•	•	•	•	•
Locate, select, and collect information				•	•	•	•	•
Analyze information				•	•	•	•	•
Evaluate electronic information sources for accuracy, relevance, bias					•	•	•	•
Understand bias/subjectivity of electronic content (about this site, author search, date created)					•	•	•	•
Synthesize information					•	•	•	•
Communicate findings				•	•	•	•	•
Use fix-up strategies (such as clicking *Back, Forward,* or *Undo;* redoing a search; trimming the URL)					•	•	•	•
Communication								
Collaborate, publish, present, and interact with others		•	•	•	•	•	•	•
Use online resources (e-mail, bulletin boards, newsgroups)			•	•	•	•	•	•
Use a variety of multimedia formats			•	•	•	•	•	•
Problem Solving								
Use technology resources for solving problems and making informed decisions					•	•	•	•
Determine when technology is useful			•	•	•	•	•	•
The Research Process	**Pre-K**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Identify topics; ask and evaluate questions; develop ideas leading to inquiry, investigation, and research		•	•	•	•	•	•	•
Choose and evaluate appropriate reference sources		•	•	•	•	•	•	•
Locate and collect information including using organizational features of electronic text	•	•	•	•	•	•	•	•
Take notes/record findings		•	•	•	•	•	•	•
Combine and compare information			•	•	•	•	•	•
Evaluate, interpret, and draw conclusions about key information		•	•	•	•	•	•	•
Paraphrase and summarize information		•	•	•	•	•	•	•
Make an outline				•	•	•	•	•
Organize content systematically		•	•	•	•	•	•	•
Communicate information		•	•	•	•	•	•	•
Write and present a report		•	•	•	•	•	•	•
Include citations					•	•	•	•
Respect intellectual property/avoid plagiarism						•	•	•
Select and organize visual aids		•	•	•	•	•	•	•

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Achieving English Proficiency. *See* Access for All, ELL (English Language Learners) suggestions.

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Advertisement. *See* Genres; Graphic sources; Listening; Media literacy, kinds of media; Speaking.

Affixes. *See* Spelling, word analysis; Vocabulary skills/strategies, prefixes, suffixes; Word analysis skills, prefixes, suffixes.

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Amazing Words. *See* Content Knowledge.

Analogy. *See* Vocabulary skills/strategies.

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Appendix. *See* Parts of a book.

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Appreciating literature. *See* Literary response and appreciation, Response to literature.

Articles. *See* Adjectives.

Asking questions. *See* Questioning.

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