

Scope and Sequence Level 3

| | U1 | U2 | U3 | U4 | U5 | U6 | U7 | U8 |
|--|----|----|----|----|----|----|----|----|
| LISTENING | | | | | | | | |
| Listening Comprehension | | | | | | | | |
| Retell, paraphrase, and explain what has been said by a speaker. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Connect and relate prior experiences, insights, and ideas to those of a speaker. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Respond to questions with appropriate elaboration. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia). | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| SPEAKING | | | | | | | | |
| Oral Language Development | | | | | | | | |
| Organize ideas chronologically or around major points of information. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Provide a beginning, a middle, and an end, including concrete details that develop a central idea. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Use clear and specific vocabulary to communicate ideas and establish the tone. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts). | | ■ | | | | ■ | | ■ |
| Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Compare ideas and points of view expressed in broadcast and print media. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Distinguish between the speaker's opinions and verifiable facts. | | | | ■ | | | ■ | |
| Identify subjects and verbs that are in agreement. | | | ■ | | ■ | | | ■ |
| Identify and use pronouns, adjectives, compound words, and articles correctly. | ■ | ■ | ■ | | | | | |
| Identify and use past, present, and future verb tenses properly. | ■ | | | ■ | ■ | ■ | | ■ |
| Understand and use complete and correct declarative, interrogative, imperative, and exclamatory sentences. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Oral Fluency | | | | | | | | |
| Make brief narrative presentations: Provide a context for an incident that is the subject of the presentation; Provide insight into why the selected incident is memorable; Include well-chosen details to develop character, setting, and plot. | | ■ | | | | | | ■ |
| Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |



| | U1 | U2 | U3 | U4 | U5 | U6 | U7 | U8 |
|---|----|----|----|----|----|----|----|----|
| READING | | | | | | | | |
| Decoding and Word Recognition | | | | | | | | |
| Know and use complex word families when reading to decode unfamiliar words. | | | ■ | | | | | |
| Decode regular multisyllabic words. | ■ | | | ■ | ■ | ■ | | ■ |
| Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Vocabulary Development | | | | | | | | |
| Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. | | | ■ | | ■ | | ■ | |
| Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog / mammal / animal / living things</i>). | ■ | ■ | ■ | | ■ | ■ | ■ | ■ |
| Use sentence and word context to find the meaning of unknown words. | ■ | ■ | ■ | ■ | | ■ | ■ | ■ |
| Use a dictionary to learn the meaning and other features of unknown words. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Use knowledge of prefixes and suffixes to determine the meaning of words. | | ■ | | ■ | | ■ | | |
| Reading Comprehension | | | | | | | | |
| Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. | | | | | | ■ | ■ | |
| Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. | ■ | ■ | ■ | | ■ | ■ | ■ | ■ |
| Demonstrate comprehension by identifying answers in the text. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Recall major points in the text and make and modify predictions about forthcoming information. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Distinguish the main idea and supporting details in expository text. | ■ | ■ | ■ | ■ | | | | |
| Extract appropriate and significant information from the text, including problems and solutions. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game). | | | ■ | ■ | | ■ | ■ | ■ |
| Literary Response | | | | | | | | |
| Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. | | | | | ■ | ■ | | |
| Determine what characters are like by what they say or do and by how the author or illustrator portrays them. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Determine the underlying theme or author's message in fiction and nonfiction text. | | | ■ | ■ | | ■ | | ■ |
| Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection. | | | | | ■ | ■ | ■ | |
| Identify the speaker or narrator in a selection. | | ■ | ■ | | | | | ■ |
| Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |





| | U1 | U2 | U3 | U4 | U5 | U6 | U7 | U8 |
|---|----|----|----|----|----|----|----|----|
| WRITING | | | | | | | | |
| Writing Strategies | | | | | | | | |
| Create a single paragraph by developing a topic sentence, and include simple supporting facts and details. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Understand the structure and organization of various reference materials. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Write narratives that provide a context within which an action takes place, include well-chosen details to develop the plot, and provide insight into why the selected incident is memorable. | | | | ■ | | | | ■ |
| Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Write personal and formal letters, thank-you notes, and invitations that show awareness of the knowledge and interests of the audience and establish a purpose and context. | | | | | | ■ | | |
| Write personal and formal letters, thank-you notes, and invitations that include the date, proper salutation, body, closing, and signature. | | | | | | ■ | | |
| Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly. | ■ | | ■ | | ■ | | | ■ |
| Identify and use past, present, and future verb tenses properly. | ■ | ■ | | ■ | ■ | ■ | | ■ |
| Identify and use subjects and verbs correctly in simple sentences. | ■ | ■ | ■ | ■ | | | | ■ |
| Punctuate dates, city and state, and titles of books correctly. | | | | | ■ | ■ | | |
| Use commas in dates, locations, and addresses and for items in a series. | | | | | ■ | ■ | | |
| Capitalize geographical names, holidays, historical periods, and special events correctly. | | | | | ■ | | | |
| Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>). | ■ | | ■ | ■ | | ■ | | |
| Arrange words in alphabetical order. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |

