

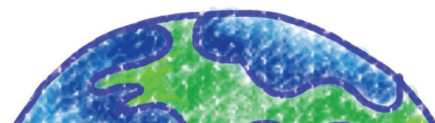
Scope and Sequence

GRADES K-6



A new generation of literacy instruction

ReadyGEN



Scope and Sequence

GRADES K–6

Reading

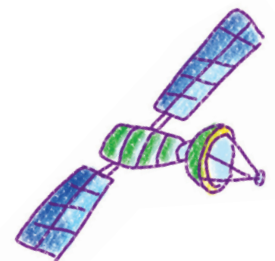
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Reading

Concepts of Print and Print Awareness	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 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	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	•	•	•				
Phonics, Decoding, and Word Recognition	K	1	2	3	4	5	6
Read simple one-syllable and high-frequency (sight) words	•	•	•	•			
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	•	•	•				
Generate sounds from letters and blend those sounds to decode							
▶ Consonants, consonant blends, and consonant digraphs	•	•	•	•			
▶ Short and long vowels	•	•	•	•			
▶ r-controlled vowels; vowel digraphs; diphthongs; common vowel patterns		•	•	•			

Scope and Sequence GRADES K–6

Reading *(continued)*

Phonics, Decoding, and Word Recognition <i>(continued)</i>	K	1	2	3	4	5	6
▶ Phonograms/word families		•	•				
Word Structure							
Decode words with common word parts and spelling patterns							
▶ Base, or root, words and inflected endings		•	•	•	•	•	•
▶ Contractions and compound words		•	•	•	•	•	•
▶ Suffixes and prefixes		•	•	•	•	•	•
▶ Greek and Latin roots				•	•	•	•
Apply knowledge of syllabication rules to decode words		•	•	•	•	•	•
Recognize common abbreviations			•	•		•	
Decoding Strategies							
Blending strategy: Apply knowledge of letter-sound relationships to decode unfamiliar words	•	•	•	•			
Apply knowledge of word structure to decode unfamiliar words		•	•	•	•	•	•
Use context along with letter-sound 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		•	•	•	•	•	•
Practice fluency in a variety of ways, including choral reading, partner/paired reading, Reader's Theater, repeated oral reading, and tape-assisted reading	•	•	•	•	•	•	•
Work toward appropriate fluency goals by the end of each grade	•	•	•	•	•	•	•
Read regularly in independent-level material and with comprehension	•	•	•	•	•	•	•
Read silently for increasing periods of time	•	•	•	•	•	•	•
Vocabulary and Concept Development	K	1	2	3	4	5	6
Recognize and understand selection vocabulary		•	•	•	•	•	•
Understand content-area vocabulary and specialized, technical, or topical words	•	•	•	•	•	•	•
Word Learning Strategies							
Develop vocabulary through direct instruction, concrete experiences, reading, and listening to text read aloud	•	•	•	•	•	•	•
Use knowledge of word structure to figure out meanings of words		•	•	•	•	•	•
Use context clues for meanings of unfamiliar words, multiple-meaning words, homonyms, and homographs		•	•	•	•	•	•
Use grade-appropriate reference sources to learn word meanings	•	•	•	•	•	•	•
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	•	•	•	•	•	•	•

Reading *(continued)*

Vocabulary and Concept Development <i>(continued)</i>	K	1	2	3	4	5	6
Classify and categorize	•	•	•	•	•	•	•
Abbreviations			•	•		•	
Antonyms and synonyms	•	•	•	•	•	•	•
Prefixes and suffixes	•	•	•	•	•	•	•
Homographs, homonyms, and homophones			•	•	•	•	•
Multiple-meaning words	•	•	•	•	•	•	•
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				•	•	•	•
Connotation/denotation							•
Adages and Sayings						•	
Transition words	•	•	•	•	•	•	
Analogies					•	•	•
Reading Comprehension	K	1	2	3	4	5	6
Comprehension Strategies							
Preview the text and formulate questions	•	•	•	•	•	•	
Set and monitor purpose for reading and listening	•	•	•	•	•	•	•
Activate and use prior knowledge	•	•	•	•	•	•	•
Make, modify, and confirm predictions	•	•	•	•	•	•	
Monitor comprehension and use fix-up strategies to resolve difficulties in meaning: adjust reading rate, reread and read on, seek help from reference sources and/or other people, skim and scan, summarize, use text features		•	•	•	•	•	•
Inferring		•	•	•	•	•	•
Create and use graphic and semantic organizers including outlines, notes, and summaries		•	•	•	•	•	•
Answer questions (text explicit, text implicit, scriptal), including <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>why</i> , <i>what if</i> , and <i>how</i>							
▶ Look back in text for answers	•	•	•	•	•	•	•
▶ Answer test-like questions	•	•	•	•	•	•	•
Generate clarifying questions, including <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>how</i> , <i>why</i> , and <i>what if</i>	•	•	•	•	•	•	•
Recognize text structure: story and informational (cause/effect, chronological, compare/contrast, description, problem/solution, proposition/support)	•	•	•	•	•	•	•
Summarize text							
▶ Recall and retell stories	•	•	•	•	•	•	•
▶ Identify and retell important/main ideas (nonfiction)	•	•	•	•	•	•	•
▶ Identify and retell new information (stories)	•	•	•	•	•	•	•

Scope and Sequence GRADES K–6

Reading *(continued)*

Reading Comprehension <i>(continued)</i>	K	1	2	3	4	5	6
Visualize; use mental imagery		•	•	•	•	•	•
Use strategies flexibly and in combination		•	•	•	•	•	•
Comprehension Skills							
Author’s purpose		•	•	•	•	•	•
Author’s viewpoint/bias/perspective						•	•
Categorize and classify	•	•					
Cause and effect	•	•	•	•	•	•	•
Compare and contrast	•	•	•	•	•	•	•
Details and facts	•	•	•	•	•	•	•
Draw conclusions and inferences	•	•	•	•	•	•	•
Fact and opinion		•	•	•	•	•	•
Follow directions/steps in a process	•	•	•	•	•		
Generalize				•	•	•	•
Graphic sources	•	•	•	•	•	•	•
Main idea and supporting details	•	•	•	•	•	•	•
Paraphrase			•	•	•	•	•
Persuasive devices and propaganda						•	•
Realism/fantasy	•	•					
Sequence of events	•	•	•	•	•	•	•
Higher Order Thinking Skills							
Analyze						•	•
▶ Analyze text with various organizational patterns				•	•	•	•
Describe and connect the essential ideas, arguments, and perspectives of a text			•	•	•	•	•
Draw inferences, conclusions, or generalizations, support them with textual evidence and prior knowledge	•	•	•	•	•	•	•
Evaluate and critique ideas and text		•	•	•	•	•	•
Make Connections (text to self, self to self, text to world)	•	•	•	•	•	•	•
Hypothesize				•	•	•	•
Make judgments about ideas and text		•	•	•	•	•	•
Organize and synthesize ideas and information		•	•	•	•	•	•
Literary Analysis, Response, and Appreciation	K	1	2	3	4	5	6
Genre and Its Characteristics							
Recognize characteristics of a variety of genres	•	•	•	•	•	•	•
Identify types of everyday print materials (storybooks, poems, newspapers, signs, and labels)	•	•	•	•	•	•	•
Distinguish common forms of literature; fiction from non-fiction	•	•	•	•	•	•	•
Identify characteristics of literary texts, including drama, fantasy, and traditional tales	•	•	•	•	•	•	•
Identify characteristics of nonfiction texts, including informational text, biography, interviews, and newspaper articles	•	•	•	•	•	•	•

Reading *(continued)*

Literary Analysis, Response, and Appreciation <i>(continued)</i>	K	1	2	3	4	5	6
Identify characteristics of poetry and song, including nursery rhymes, limericks, and blank verse	•	•	•	•	•	•	•
Literary Elements and Story Structure							
Character							
– 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							
– Beginning, middle, and end	•	•	•	•	•		
– Goal and outcome or problem and solution/resolution	•	•	•	•	•	•	•
– Rising action, climax, and falling action/denouement; setbacks					•	•	•
Setting							
– Relate setting to problem/solution	•	•	•	•	•	•	•
– Explain ways setting contributes to mood					•	•	
Theme	•	•	•	•	•	•	•
Use Literary Elements and Story Structure							
– Analyze and evaluate author’s use of setting, plot, and 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, and omniscient)				•	•	•	•
Puns and word play				•	•		
Sound devices and poetic elements							
▶ Alliteration, assonance, and onomatopoeia	•	•	•	•	•	•	•
▶ Rhyme, rhythm, repetition, and cadence	•	•	•	•	•	•	•

Scope and Sequence GRADES K–6

Reading *(continued)*

Literary Analysis, Response, and Appreciation <i>(continued)</i>	K	1	2	3	4	5	6
▶ 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				•	•	•	•
Synthesize and extend the literary experience through creative responses	•	•	•	•	•	•	•
Make connections: text to self, text to text, text to world		•	•	•	•	•	•
Offer observations, react, speculate in response to text			•	•	•	•	•
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	•	•	•	•	•	•	•
Understand how attitudes and values in a culture or during a period in time affect the writing from that culture or time period	•	•	•	•	•	•	
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	K	1	2	3	4	5	6
Concepts of Print for Writing							
Write uppercase and lowercase letters	•	•					
Print own name and other important words	•	•					
Write using pictures, some letters, 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		•	•	•	•	•	•
– Rearrange words and sentences to improve meaning and focus			•	•	•	•	•
– Use strategies, such as tone, style, and consistent point of view to achieve a sense of completeness					•	•	•
Organization/Paragraphs							
– Use graphic organizers to group ideas	•	•	•	•	•	•	•
– Write coherent paragraphs that develop a central idea and have topic sentences and facts and details		•	•	•	•	•	•
– Establish coherence within and among paragraphs through parallel structures and similar writing techniques				•	•	•	•
– Use transitions to connect sentences and paragraphs and establish coherence		•	•	•	•	•	•
– Select an organizational structure, such as comparison and contrast, categories, spatial order, and climactic order based on purpose, audience, and length		•	•	•	•	•	•
– Organize ideas in a logical progression, such as chronological order or by 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							
– Use clear, precise, and appropriate language	•	•	•	•	•	•	•
– Use figurative language and vivid words		•	•	•	•	•	•
– Use sensory details, imagery, and characterization		•	•	•	•	•	

Language Arts *(continued)*

Writing <i>(continued)</i>	K	1	2	3	4	5	6
– Select effective vocabulary using word walls, dictionary, or thesaurus	•	•	•	•	•	•	•
Sentences							
– Combine, elaborate, and vary sentences	•	•	•	•	•	•	•
– Write topic sentence, supporting sentences with facts and details, and concluding sentence		•	•	•	•	•	•
– Use correct word order		•	•	•	•	•	•
Conventions							
– 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 spelling, grammar, usage, and mechanics	•	•	•	•	•	•	•
Publish own work	•	•	•	•	•	•	•
Writing Genres/Types of Writing							
Narrative writing (such as personal narratives, stories, biographies, autobiographies)	•	•	•	•	•	•	•
Expository writing (such as comparison and contrast, problem and solution, essays, directions, explanations, news stories, research reports, summaries)	•	•	•	•	•	•	•
Descriptive writing (such as labels, captions, lists, plays, poems, response logs, songs)	•	•	•	•	•	•	•
Argument/Persuasive writing (such as ads, editorials, essays, letters to the editor, opinions, posters)	•	•	•	•	•	•	•
Notes and Letters (such as personal, formal, and friendly letters, thank you notes and invitations)							
Responses to literature	•	•	•	•	•	•	•
Writing Habits and Practices							
Write on a daily basis	•	•	•	•	•	•	•
Use writing as a tool for learning and self-discovery	•	•	•	•	•	•	•
Write independently for extended periods of time		•	•	•	•	•	•
Penmanship	K	1	2	3	4	5	6
Gain increasing control of penmanship, including pencil grip, paper position, posture, and 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	•						

Language Arts *(continued)*

Written and Oral English Language Conventions	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)	•	•					
▶ Structure (complete, incomplete, simple, compound, complex, compound-complex)	•	•	•	•	•	•	•
▶ Parts (subjects/predicates; complete, simple, compound; phrases; clauses)		•	•	•	•	•	•
▶ Fragments and run-on sentences		•	•	•	•	•	•
▶ Combine sentences, elaborate; use appositives, participle 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	•	•	•	•	•	•	•
Contractions		•	•	•	•	•	•
Usage							
▶ Subject-verb agreement		•	•	•	•	•	•
▶ Pronoun agreement/referents		•	•	•	•	•	•
▶ Misplaced modifiers					•	•	•
▶ Misused words				•		•	•
▶ Negatives; avoid double negatives				•		•	•
Mechanics in Writing							
Capitalization (first word in sentence, proper nouns and adjectives, pronoun <i>I</i> , titles, months, days of the week, holidays, etc.)	•	•	•	•	•	•	•
Punctuation (period, question mark, exclamation mark, apostrophe, comma, quotation marks, parentheses, colon, hyphens, dashes, brackets, semicolons)	•	•	•	•	•	•	•
Spelling	K	1	2	3	4	5	6
Spell independently by using pre-phonetic knowledge, knowledge of letter names, and sounds of the alphabet							
▶ Consonants: single, double, blends, digraphs, silent letters, and unusual consonant spellings	•	•	•	•	•	•	
▶ Vowels: short, long, <i>r</i> -controlled, digraphs, diphthongs, less common vowel patterns, schwa	•	•	•	•			
Use knowledge of word structure to spell							
▶ Base words and affixes (inflections, prefixes, suffixes), possessives, contractions, and compound words		•	•	•	•	•	•
▶ Greek and Latin roots, syllable patterns, multisyllabic words		•	•	•	•	•	•
Spell high-frequency, irregular words		•	•	•	•	•	•
Spell frequently misspelled words correctly, including homophones or homonyms		•	•	•	•	•	•
Use meaning relationships to spell				•	•	•	•
Listening and Speaking	K	1	2	3	4	5	6
Listening Skills and Strategies							
Listen to a variety of presentations attentively and politely	•	•	•	•	•	•	•

Language Arts *(continued)*

Listening and Speaking <i>(continued)</i>	K	1	2	3	4	5	6
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 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 and 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; use descriptive words	•	•	•	•	•	•	•
Use props /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	•	•	•	•	•	•	•

Language Arts *(continued)*

Listening and Speaking <i>(continued)</i>	K	1	2	3	4	5	6
▶ 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	K	1	2	3	4	5	6
Interact with and respond to a variety of print and non-print media for a range of purposes	•	•	•	•	•	•	•
Compare and contrast print, visual, and electronic media				•	•	•	•
Analyze and evaluate media		•		•	•	•	•
Recognize purpose, bias, propaganda, and persuasive techniques in media messages						•	•

Research and Study Skills

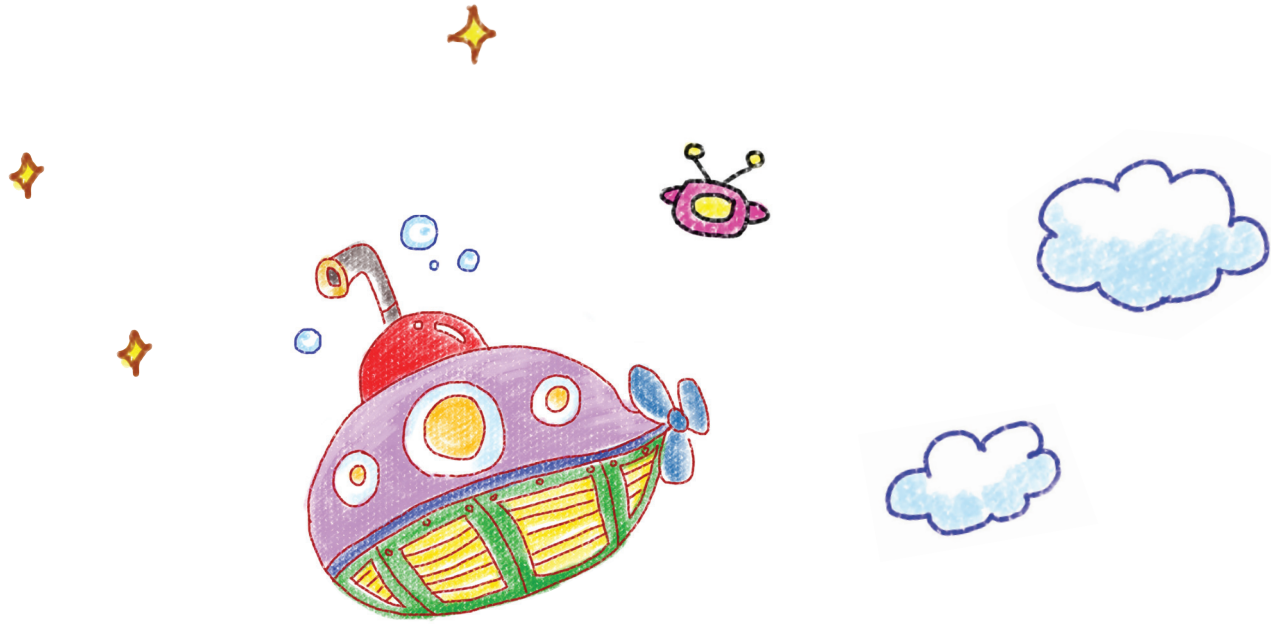
Understand and Use Graphic Sources	K	1	2	3	4	5	6
Advertisement		•	•		•	•	•
Chart/table	•	•	•	•	•	•	•
Diagram/scale drawing		•	•	•	•	•	•
Graph (bar, circle, line, picture)			•	•	•	•	•
Illustration, photograph, caption, label	•	•	•	•	•	•	•
Map/globe	•	•	•	•	•	•	•
Poster/announcement		•	•	•	•	•	•
Schedule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

Research and Study Skills *(continued)*

Understand and Use Reference Sources <i>(continued)</i>	K	1	2	3	4	5	6
▶ Encyclopedia		•	•	•	•	•	•
▶ Magazine/periodical		•	•	•	•	•	•
▶ Newspaper and newsletter			•	•	•	•	•
▶ <i>Readers' Guide to Periodical Literature</i>							
▶ Technology (on- and offline electronic media)	•	•	•	•	•	•	•
▶ Textbooks		•	•	•	•	•	•
▶ Thesaurus			•	•	•	•	•
Study Skills and Strategies	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	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	K	1	2	3	4	5	6
Non-Computer Electronic Media							
Audio tapes/CDs, video tapes/DVDs		•	•	•	•	•	•
Film, television, and radio	•		•	•			
Computer Programs and 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				•	•	•	•
Information and Communication Technologies: Information Acquisition							
Use electronic Web (non-linear) navigation, online resources, databases, keyword searches	•	•	•	•	•	•	•
Use visual and non-textual features of online resources	•	•	•	•	•	•	•

Research and Study Skills *(continued)*

Technology/New Literacies <i>(continued)</i>	K	1	2	3	4	5	6
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 <i>Back</i> , <i>Forward</i> , or <i>Undo</i> ; 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	K	1	2	3	4	5	6
Identify topics; ask and evaluate questions; develop ideas leading to inquiry, investigation, and research	•	•	•	•	•	•	•
Choose and narrow the topic; frame and revise questions for inquiry	•	•	•	•	•	•	•
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	•	•	•	•	•	•	•
Summarize information	•	•	•	•	•	•	•
Make an outline			•	•	•	•	•
Organize content systematically	•	•	•	•	•	•	•
Communicate information							
▶ Write and present a report	•	•	•	•	•	•	•
– Include citations				•	•	•	•
– Respect intellectual property/plagiarism						•	•
▶ Select and organize visual aids	•	•	•	•	•	•	•



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