

Treasures

Scope and Sequence

	K	1	2	3	4	5	6
READING PROCESS							
Concepts About Print/Print Awareness							
Recognize own name							
Understand directionality (top to bottom; tracking print from left to right; return sweep)	✓						
Locate printed word on page	✓						
Develop print awareness (concept of letter, word, sentence)	✓						
Identify separate sounds in a spoken sentence	✓						
Understand that written words are represented in written language by a specific sequence of letters	✓	✓					
Distinguish between letters, words, and sentences	✓	✓					
Identify and distinguish paragraphs			✓				
Match print to speech (one-to-one correspondence)	✓	✓					
Name uppercase and lowercase letters	✓						
Understand correct book handling (holding a book right-side-up, turning its pages)	✓						
Identify parts of a book; (front cover, back cover, title page, table of contents) recognize that parts of a book contain information	✓	✓					
Phonological Awareness							
Recognize and understand alliteration	✓	✓					
Segment sentences into correct number of words	✓						
Identify, blend, segment syllables in words	✓	✓					
Recognize and generate rhyming words	✓	✓					
Identify, blend, segment onset and rime	✓	✓					
Phonemic Awareness							
Count phonemes	✓	✓					
Isolate initial, medial, and final sounds	✓	✓					
Blend spoken phonemes to form words	✓	✓					
Segment spoken words into phonemes	✓	✓					
Distinguish between long- and short-vowel sounds	✓	✓					
Manipulate phonemes (addition, deletion, substitution)	✓	✓					
Phonics and Decoding							
Understand the alphabetic principle		✓					
Sound/letter correspondence	✓	✓	✓	✓			
Blend sounds into words, including VC, CVC, CVCe, CVVC words	✓	✓	✓	✓			
Blend common word families	✓	✓	✓	✓			
Initial consonant blends		✓	✓	✓			
Final consonant blends		✓	✓	✓			
Initial and medial short vowels	✓	✓	✓	✓	✓	✓	✓
Decode one-syllable words in isolation and in context	✓	✓	✓	✓			
Decode multisyllabic words in isolation and in context using common syllabication patterns		✓	✓	✓	✓	✓	✓
Monitor accuracy of decoding							

KEY

✓ = Assessed Skill

Tinted panels show skills, strategies, and other teaching opportunities.

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	K	1	2	3	4	5	6
Identify and read common irregular words, high-frequency words	✓	✓	✓	✓			
Identify and read compound words, contractions		✓	✓	✓	✓	✓	✓
Use knowledge of spelling patterns to identify syllables			✓	✓	✓	✓	✓
Recognize and read abbreviations, regular and irregular plurals			✓	✓	✓	✓	✓
Long vowels		✓	✓	✓	✓	✓	✓
Vowel diagraphs (variant vowels)		✓	✓	✓	✓	✓	✓
r-Controlled vowels		✓	✓	✓	✓	✓	✓
Hard/soft consonants			✓	✓	✓	✓	✓
Initial consonant digraphs		✓	✓	✓	✓	✓	✓
Medial and final consonant digraphs		✓	✓	✓	✓	✓	✓
Vowel diphthongs		✓	✓	✓	✓	✓	✓
Identify and distinguish phonemes (initial, medial, final)	✓	✓	✓				
Silent letters		✓	✓	✓	✓	✓	✓
Schwa words				✓	✓	✓	✓
Inflectional endings		✓	✓	✓	✓	✓	✓
Triple-consonant clusters		✓	✓	✓	✓	✓	✓
Unfamiliar and complex word families				✓	✓	✓	✓
Structural Analysis/Word Analysis							
Common spelling patterns (word families)		✓	✓	✓	✓	✓	✓
Common syllable patterns			✓	✓	✓	✓	✓
Inflectional endings		✓	✓	✓	✓	✓	✓
Contractions			✓	✓	✓	✓	
Compound words		✓	✓	✓	✓	✓	✓
Prefixes and suffixes		✓	✓	✓	✓	✓	✓
Root or base words			✓	✓	✓	✓	✓
Comparatives and superlatives			✓	✓	✓	✓	✓
Greek and Latin roots			✓	✓	✓	✓	✓
Fluency							
Apply letter/sound knowledge to decode phonetically regular words accurately and quickly	✓	✓	✓	✓	✓	✓	✓
Recognize high-frequency and familiar words	✓	✓	✓	✓			
Read regularly on independent and instructional levels	✓	✓	✓	✓	✓	✓	✓
Read orally with fluency from familiar texts (choral, echo, partner, Readers Theater)	✓	✓	✓	✓	✓	✓	✓
Use appropriate rate, expression, intonation, and phrasing		✓	✓	✓	✓	✓	✓
Read with automaticity (accurately and effortlessly)	✓	✓	✓	✓	✓	✓	✓
Use punctuation cues in reading	✓	✓	✓	✓	✓	✓	✓
Adjust reading rate to purpose, text difficulty, form, and style	✓	✓	✓	✓	✓	✓	✓
Repeated readings	✓	✓	✓	✓	✓	✓	✓
Timed readings		✓	✓	✓	✓	✓	✓
Self-Selected Reading/Independent Reading							
Use personal criteria to choose own reading: including favorite authors, genres, recommendations from others							
Read a variety of literature for assigned tasks as well as for enjoyment							
Produce evidence of reading by retelling, summarizing, or paraphrasing							
Vocabulary Development							
Develop oral vocabulary							
Identify academic language	✓	✓	✓	✓	✓	✓	✓

Scope and Sequence

	K	1	2	3	4	5	6
Identify persons, places, things, actions	✓	✓	✓	✓	✓	✓	
Classify and categorize words	✓	✓	✓	✓	✓	✓	✓
Identify salient features of vocabulary		✓	✓	✓	✓	✓	✓
Synonyms, antonyms, and opposites		✓	✓	✓	✓	✓	✓
Use context clues: word, sentence, paragraph; definition, example, restatement, description		✓	✓	✓	✓	✓	✓
Use word identification strategies		✓	✓	✓	✓	✓	✓
Unfamiliar words		✓	✓	✓	✓	✓	✓
Multiple-meaning words		✓	✓	✓	✓	✓	✓
Use dictionary to locate meanings, pronunciation, and derivatives		✓	✓	✓	✓	✓	✓
Compound words		✓	✓	✓	✓	✓	✓
Words ending in <i>-er</i> and <i>-est</i>			✓	✓	✓	✓	
Base (root) words and their derivations		✓	✓	✓	✓	✓	✓
Prefixes and suffixes		✓	✓	✓	✓	✓	✓
Greek and Latin roots			✓	✓	✓	✓	✓
Denotation and connotation					✓	✓	✓
Word families		✓	✓	✓	✓	✓	✓
Inflectional endings		✓	✓	✓	✓	✓	✓
Use a thesaurus			✓	✓	✓	✓	✓
Use reference sources for word meaning, such as a dictionary		✓	✓	✓	✓	✓	
Homographs				✓	✓	✓	✓
Homophones			✓	✓	✓	✓	✓
Contractions		✓	✓	✓			
Figurative language (metaphors, similes)			✓	✓	✓	✓	✓
Idioms			✓	✓	✓	✓	✓
Analogies						✓	✓
Listen to, read, discuss familiar and unfamiliar challenging text							
Relate new vocabulary to prior knowledge							
Use vocabulary to express spatial and temporal relationships							
Identify shades of meaning in related words				✓	✓	✓	✓
Word origins				✓	✓	✓	✓
Morphology				✓	✓	✓	✓
Comprehension Strategies							
Build background							
Use prior knowledge							
Preview and predict	✓	✓	✓	✓	✓	✓	✓
Establish and adjust purpose for reading							
Evaluate					✓	✓	✓
Generate questions (ask literal, interpretive, and evaluative questions)	✓	✓	✓	✓	✓	✓	✓
Inferences, making	✓	✓	✓	✓	✓	✓	✓
Monitor and adjust comprehension: including reread, adjust reading rate, paraphrase, self-correct, read ahead, seek help		✓	✓	✓	✓	✓	✓
Retell							
Summarize	✓	✓	✓	✓	✓	✓	✓
Story structure (identifying and analyzing)	✓	✓	✓	✓	✓	✓	✓
Text structure (identifying and analyzing)		✓	✓	✓	✓	✓	✓
Identify text features	✓	✓	✓	✓	✓	✓	✓

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Visualize	✓	✓	✓	✓	✓	✓	✓
Make connections between and across texts	✓	✓	✓	✓	✓	✓	✓
Comprehension Skills							
Author's perspective (author's point of view)			✓	✓	✓	✓	✓
Author's purpose (inform, entertain, persuade)		✓	✓	✓	✓	✓	✓
Cause and effect	✓	✓	✓	✓	✓	✓	✓
Compare and contrast (including character, setting, plot, topics)	✓	✓	✓	✓	✓	✓	✓
Classify and categorize	✓	✓	✓				
Conclusions, drawing		✓	✓	✓	✓	✓	✓
Fact and opinion					✓	✓	✓
Fantasy and reality	✓	✓	✓	✓	✓	✓	✓
Generalizations, making					✓	✓	✓
Illustrations, using	✓	✓	✓				
Inferences, making		✓	✓	✓	✓	✓	✓
Instructions/directions (written and oral)			✓	✓	✓	✓	✓
Judgments, making				✓	✓	✓	✓
Main idea and relevant supporting details	✓	✓	✓	✓	✓	✓	✓
Implied message				✓		✓	✓
Persuasion/persuasive techniques						✓	✓
Predictions, making/confirming	✓	✓	✓	✓	✓	✓	✓
Problem and solution (problem/resolution)	✓	✓	✓	✓	✓	✓	✓
Sequence, arrange events in; chronological order of events	✓	✓	✓	✓	✓	✓	✓
Summarize	✓	✓	✓	✓	✓	✓	✓
Literary Elements							
Character	✓	✓	✓	✓	✓	✓	✓
Plot development	✓	✓	✓	✓	✓	✓	✓
Setting	✓	✓	✓	✓	✓	✓	✓
Theme				✓	✓	✓	✓
Literary Devices							
Alliteration	✓	✓	✓	✓	✓	✓	✓
Consonance and assonance				✓	✓	✓	✓
Dialect							
Descriptive and figurative language (metaphors, similes, personification, hyperbole)		✓	✓	✓	✓	✓	✓
Foreshadowing; flashback				✓	✓	✓	✓
Imagery				✓	✓	✓	✓
Meter				✓	✓	✓	✓
Onomatopoeia				✓	✓	✓	✓
Repetition		✓	✓	✓	✓	✓	✓
Rhyme/rhyme schemes		✓	✓	✓	✓	✓	✓
Rhythm		✓	✓	✓	✓	✓	✓
Sensory language				✓	✓	✓	✓
Symbolism					✓	✓	✓
Genre: Literary Text/Fiction							
Drama/play				✓	✓	✓	✓
Fantasy				✓	✓	✓	✓
Historical fiction				✓	✓	✓	✓

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	K	1	2	3	4	5	6
Humorous fiction				✓	✓	✓	✓
Mystery				✓	✓	✓	✓
Picture book							
Realistic fiction				✓	✓	✓	✓
Rhyming story							
Science fiction					✓	✓	✓
Short story				✓	✓	✓	✓
Traditional stories: fairy tale, fable, folktale, tall tale, myth, legend				✓	✓	✓	✓
Genre: Literary Text/Poetry							
Forms (refrain, cinquain, free verse, haiku, limerick, lyric, narrative, simple)				✓	✓	✓	✓
Tone							✓
Genre: Literary Nonfiction							
Biography/autobiography				✓	✓	✓	✓
Diary/journal							
Informational story		✓	✓	✓	✓	✓	✓
Narrative		✓	✓	✓	✓	✓	✓
Personal essay							
Genre: Informational Text							
Expository text		✓	✓	✓	✓	✓	✓
Practical/functional text						✓	✓
Procedural Text (How-to)		✓	✓	✓	✓	✓	✓
Persuasive text							
Letter			✓	✓			
Newspaper							
Science article							
Photo essay							
Literary Response/Expository Critique							
Reflect and respond to text							
Connect and compare text characters, events, ideas to self							
Connect and compare text characters, events, ideas across texts							
Connect and compare text characters, events, ideas to world							
Connect literary texts to other curriculum areas							
Identify cultural elements of text							
Identify historical elements of text							
Evaluate author's techniques						✓	✓
Analyze literature							
Read to understand and perform tasks and activities							
Interpret text through creative response							
Interpret text ideas through writing, discussion, media, research							
Write a book report or review							
Locate, use, explain information from text features		✓	✓	✓	✓	✓	✓
Organize information to show understanding of main idea through charts, mapping, and summarizing				✓	✓	✓	✓
Text Features							
Recognize and identify text and organizational features of nonfiction texts		✓	✓	✓	✓	✓	✓
Recognize and identify text features of poetry, fiction, drama, popular media, workplace and public documents, consumer materials		✓	✓	✓	✓	✓	✓

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Captions and labels, headings, subheadings, footnotes, endnotes, key words, bold print		✓	✓	✓	✓	✓	✓
Graphics, including photographs, illustrations, maps, charts, diagrams, graphs, time lines		✓	✓	✓	✓	✓	✓
Media Literacy							
Summarize the main idea, message or content, supporting details from media message							
Use graphics, illustrations to analyze and interpret information						✓	✓
Identify structural features of popular media and use the features to obtain information: including newspapers, magazines, and digital technology				✓	✓	✓	✓
Distinguish between fact and opinion in visuals and print media message						✓	✓
Analyze media source: recognize effects of media in one's mood and emotion				✓	✓	✓	✓
Make informed judgments about print and nonprint media				✓	✓	✓	✓
Critique persuasive techniques						✓	✓
WRITING							
Writing Process							
Plan/prewrite							
Draft							
Revise							
Edit/proofread							
Publish and share							
Teacher and peer feedback							
Writing Traits							
Conventions			✓	✓	✓	✓	✓
Ideas and content			✓	✓	✓	✓	✓
Organization and focus			✓	✓	✓	✓	✓
Sentence structure/fluency			✓	✓	✓	✓	✓
Voice			✓	✓	✓	✓	✓
Word choice			✓	✓	✓	✓	✓
Writer's Craft							
Good topic, topic sentence			✓	✓	✓	✓	✓
Paragraph(s)			✓	✓	✓	✓	✓
Supporting details			✓	✓	✓	✓	✓
Unimportant details							
Fact and opinion				✓	✓	✓	✓
Strong opening, strong conclusion			✓	✓	✓	✓	✓
Beginning, middle, end		✓	✓	✓	✓	✓	✓
Precise words, vary words			✓	✓	✓	✓	✓
Figurative language							✓
Informal/formal language							
Mood/tone							
Dialogue				✓	✓	✓	✓
Transition words, transitions to multiple paragraphs				✓	✓	✓	✓
Select focus and organization			✓	✓	✓	✓	✓
Use reference materials (dictionary, thesaurus, online encyclopedia)			✓	✓	✓	✓	✓
Writing Applications							
Personal and fictional narrative (also biographical and autobiographical)		✓	✓	✓	✓	✓	✓
Write a variety of expressive forms		✓	✓	✓	✓	✓	✓

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Write a variety of informational/expository forms		✓	✓	✓	✓	✓	✓
Write a description		✓	✓	✓	✓	✓	✓
Write procedural texts							
Write persuasive texts							
Write a variety of communications (including technical documents)		✓	✓	✓	✓	✓	✓
Write a research report			✓	✓	✓	✓	✓
Write responses to literature				✓	✓	✓	✓
Write letters			✓	✓			
CONVENTIONS							
Grammar, Mechanics, and Usage							
Sentence concepts: statements, questions, exclamations, commands		✓	✓	✓	✓	✓	✓
Complete and incomplete sentences; sentence fragments; word order		✓	✓	✓	✓	✓	✓
Compound sentences, compound-complex sentences					✓	✓	✓
Combining sentences		✓	✓	✓	✓	✓	✓
Nouns: including common, proper, singular, plural, irregular plurals, possessives		✓	✓	✓	✓	✓	✓
Verbs: including action, helping, linking, irregular		✓	✓	✓	✓	✓	✓
Verb tenses: including past, present, future, perfect, and progressive		✓	✓	✓	✓	✓	✓
Pronouns: including possessive, subject and object, pronoun-verb agreement, indefinite		✓	✓	✓	✓	✓	✓
Adjectives: including articles, demonstrative, adjectives that compare		✓	✓	✓	✓	✓	✓
Adverbs: including telling how, when, where, comparative, superlative, irregular			✓	✓	✓	✓	✓
Subject, predicate; subject-verb agreement			✓	✓	✓	✓	✓
Contractions		✓	✓	✓	✓	✓	✓
Conjunctions					✓	✓	✓
Commas			✓	✓	✓	✓	✓
Colons, semi-colons, dashes, hyphens						✓	✓
Quotation marks			✓	✓	✓	✓	✓
Prepositions and prepositional phrases, appositives					✓	✓	✓
Independent and dependent clauses						✓	✓
Italics/underlining for emphasis and titles							
Negatives, correcting double negatives					✓	✓	✓
Use correct capitalization in sentences, proper nouns, titles, abbreviations		✓	✓	✓	✓	✓	✓
Use correct punctuation		✓	✓	✓	✓	✓	✓
Antecedents				✓	✓	✓	✓
Homophones			✓	✓	✓	✓	✓
Spelling							
Write irregular, high-frequency words	✓	✓	✓				
ABC order				✓			
Write letters							
Words with short vowels	✓	✓	✓	✓	✓	✓	✓
Words with long vowels		✓	✓	✓	✓	✓	✓
Words with digraphs, blends, consonant clusters, double consonants		✓	✓	✓	✓	✓	✓
Words with vowel digraphs and ambiguous vowels		✓	✓	✓	✓	✓	✓
Words with diphthongs		✓	✓	✓	✓	✓	
Words with <i>r</i> -controlled vowels		✓	✓	✓	✓	✓	✓

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Schwa words				✓	✓	✓	✓
Words with silent letters			✓	✓	✓	✓	✓
Words with hard and soft letters			✓	✓	✓	✓	✓
Inflectional endings: including plural, past tense, drop final <i>e</i> and double consonant when adding <i>-ed</i> and <i>-ing</i> , changing <i>y</i> to <i>i</i>		✓	✓	✓	✓	✓	✓
Compound words		✓	✓	✓	✓	✓	✓
Homonyms/homophones			✓	✓	✓	✓	✓
Prefixes and suffixes			✓	✓	✓	✓	✓
Root and base words (also spell derivatives)				✓	✓	✓	✓
Syllables: patterns, rules, accented, stressed, closed, open				✓	✓	✓	✓
Words with Greek and Latin roots						✓	✓
Words from mythology							✓
Words with spelling patterns, word families		✓	✓	✓	✓	✓	✓
Penmanship/Handwriting							
Write upper and lowercase letters using correct formation and spacing		✓	✓	✓	✓		
Write using left-to-right and top-to-bottom directionality		✓					
Write using appropriate spacing between letters, words, and sentences		✓	✓	✓			
Write using appropriate margins and indentations				✓	✓		
Write legibly in manuscript		✓	✓				
Write legibly in cursive				✓	✓		
LISTENING AND SPEAKING							
Listening							
Identify musical elements in language							
Determine the purpose for listening							
Understand, follow, restate, and give oral directions							
Develop oral language and concepts							
Listen responsively, attentively, and critically							
Listen to distinguish fact from fiction; fact from opinion							
Listen responsively to oral presentations (determine main idea and supporting details)							
Ask and answer relevant questions (for clarification to follow-up on ideas)							
Apply comprehension strategies and skills in listening activities							
Recall and interpret speakers' verbal and nonverbal messages, purposes, and perspectives							
Speaking							
Use repetition, rhyme, and rhythm in oral texts							
Participate in classroom activities and discussions							
Ask and answer questions							
Stay on topic when speaking							
Use language appropriate to situation, purpose, and audience							
Use nonverbal communications such as eye contact, gestures, and props							
Use verbal communication in effective ways							
Retell a story, presentation, or spoken message by summarizing							
Oral presentations: focus, organizational structure, audience, purpose							
Give and follow directions							
Consider audience when speaking or preparing a presentation							
Speak audibly (volume, pitch, pace, phrasing, modulation, enunciation)							

Scope and Sequence

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Recite poems, rhymes, songs							
Use complete, coherent sentences							
Organize presentations							
Deliver presentations (narrative, oral summaries, research, persuasive)							
Teamwork							
Participate in teacher and student led discussions by posing and answering suggestions that build upon the ideas of others							
RESEARCH							
Study Skills							
Directions: read, write, give, follow (includes technical directions)			✓	✓	✓	✓	✓
Evaluate directions for sequence and completeness				✓	✓	✓	✓
Use library/media center		✓	✓	✓	✓	✓	✓
Use parts of a book to locate information	✓	✓	✓	✓	✓	✓	✓
Interpret information from graphic aids		✓	✓	✓	✓	✓	✓
Use graphic organizers to organize information and comprehend text		✓	✓	✓	✓	✓	✓
Use functional, everyday documents				✓	✓	✓	✓
Apply study strategies: skimming and scanning, note-taking, outlining, K-W-L			✓	✓	✓	✓	✓
Research Process							
Generate and revise topics and questions for research				✓	✓	✓	✓
Narrow focus of research				✓	✓	✓	✓
Find and locate information using print and electronic resources			✓	✓	✓	✓	✓
Record information systematically (note-taking, outlining, using technology)				✓	✓	✓	✓
Develop a systematic research plan				✓	✓	✓	✓
Evaluate reliability, credibility, usefulness of sources and information						✓	✓
Use primary sources to obtain information					✓	✓	✓
Synthesize, evaluate, and draw conclusions from information							
Cite and list sources of information (record basic bibliographic data)					✓	✓	✓
Demonstrate basic keyboarding skills		✓	✓	✓	✓	✓	✓
Technology							
Use computer, Internet, CD-Rom, and other technology resources to access information							
Use text and organizational features of electronic resources: including search engines, keywords, e-mail, hyperlinks, URLs, Web pages, databases, graphics							
Use digital tools to present and publish in a variety of media formats							

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