



I=Introduce
D=Developing
M=Mastered

**English Language Arts/Reading
Scope and Sequence Year Overview**

1 st	2 nd	3 rd	4 th	5 th	6 th	Skill Area	End of PreKindergarten Year Outcomes
I	D	D	M			A. Listening Skills	II.A.1. Child shows understanding by responding appropriately.
I	D	D	M			A. Listening Skills	II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.
I	D	D	D	D	D	A. Listening Skills	II.A.3. Child shows understanding of the new language being spoken by English-speaking teachers and peers (ELL).
I	D	M				B. Speaking (Conversation) Skills	II.B.1. Child is able to use language for different purposes.
I	D	M				B. Speaking (Conversation) Skills	II.B.2. Child engages in conversations in appropriate ways.
I	D	D	D	D	M	B. Speaking (Conversation) Skills	II.B.3. Child provides appropriate information for various situations.
I	D	D	D	D	D	B. Speaking (Conversation) Skills	II.B.4. Child demonstrates knowledge of verbal conversational rules.
I	D	D	D	D	D	B. Speaking (Conversation) Skills	II.B.5. Child demonstrates knowledge of nonverbal conversational rules.
I	D	D	D	D	D	B. Speaking (Conversation) Skills	II.B.6. Child matches language to social contexts.
I	D	D	M			C. Speech Production Skills	II.C.1. Child's speech is understood by both the teacher and other adults in the school.
D	M					C. Speech Production Skills	II.C.2. Child perceives differences between similar sounding words.
I	D	D	D	D	D	C. Speech Production Skills	II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).
I	D	D	D	D	D	D. Vocabulary Skills	II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.
I	D	M				D. Vocabulary Skills	II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.
D	D	D	D	D	D	D. Vocabulary Skills	II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses.
D	D	D	D	D	D	D. Vocabulary Skills	II.D.4. Child uses a large speaking vocabulary, adding several new words daily.
	I	D	D	D	D	D. Vocabulary Skills	II.D.5. Child uses category labels to understand how the words/objects relate to each other.
D	D	D	D	D	D	D. Vocabulary Skills	II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)



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I	D	D	D	D	M	E. Sentences and Structure Skills	II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.
			I	D	D	E. Sentences and Structure Skills	II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement
			I	D	D	E. Sentences and Structure Skills	II.E.3. Child uses sentences with more than one phrase.
				I	D	E. Sentences and Structure Skills	II.E.4. Child combines more than one idea using complex sentences.
				I	D	E. Sentences and Structure Skills	II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.
I	D	D	M			E. Sentences and Structure Skills	II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL).
		I	D	D	D	E. Sentences and Structure Skills	II.E.7. Child uses single words and simple phrases to communicate meaning in social situations (ELL).
		I	D	D	D	E. Sentences and Structure Skills	II.E.8. Child attempts to use new vocabulary and grammar in speech (ELL).
I	D	D	D	D	D	A. Motivation to Read Skills	III.A.1. Child engages in pre-reading and reading related activities.
I	D	D	D	D	D	A. Motivation to Read Skills	III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.
D	D	D	D	D	D	A. Motivation to Read Skills	III.A.3. Child asks to be read to or asks the meaning of written text.
				I	D	B. Phonological Awareness Skills	III.B.1. Child separates a normally spoken four-word sentence into individual words.
			I	D	D	B. Phonological Awareness Skills	III.B.2. Child combines words to make a compound word.
					I	B. Phonological Awareness Skills	III. B.3. Child deletes a word from a compound word.
I	D	D	D	D	D	B. Phonological Awareness Skills	III.B.4. Child combines syllables into words.
					I	B. Phonological Awareness Skills	III.B.5. Child can delete a syllable from a word.
				I	D	B. Phonological Awareness Skills	III.B.6. Child can produce a word that rhymes with a given word.



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					I	B. Phonological Awareness Skills	III.B.7. Child can produce a word that begins with the same sound as a given pair of words.
					I	B. Phonological Awareness Skills	III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one syllable word with pictorial support.
					I	B. Phonological Awareness Skills	III.B.9. Child combines onset and rime to form familiar one syllable words without pictorial support.
			I	D	D	B. Phonological Awareness Skills	III.B.10. Child recognizes and blends two phonemes into real words with pictorial support.
I	D	D	D	D	D	C. Alphabet Knowledge Skills	III.C.1. Child names at least 20 upper and at least 20 lower case letters.
			I	D	D	C. Alphabet Knowledge Skills	III.C.2. Child recognizes at least 20 letter sounds.
				I	D	C. Alphabet Knowledge Skills	III.C.3. Child produces the correct sounds for at least 10 letters.
	I	D	D	D	D	D. Comprehension of Text Read Aloud Skills	III.D.1. Child retells or reenacts a story after it is read aloud.
		I	D	D	D	D. Comprehension of Text Read Aloud Skills	III.D.2. Child uses Information learned from books by describing, relating, categorizing, or comparing and contrasting.
I	D	D	D	D	D	D. Comprehension of Text Read Aloud Skills	III.D.3. Child asks and answers appropriate questions about the book.
	I	M				A. Motivation to Write Skills	IV.A.1. Child intentionally uses scribbles/writing to convey meaning.
D	D	D	D	D	D	B. Independently Conveys Meaning Skills	IV.B.1. Child independently uses letters or symbols to make words or parts of words.
I	D	D	M			B. Independently Conveys Meaning Skills	IV.B. 2. Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.
			I	D	D	C. Forms Letters Skills	IV.C.1. Child independently writes some letters on request (not necessarily well-formed).
I	D	D	D	D	D	D. Concepts about Print Skills	IV.D.1. Child uses some appropriate writing conventions when writing or giving dictation.