

# English Language Arts Draft in Progress

Scope and Sequence of ELA Curriculum  
Trinity Episcopal School, Galveston

Abbreviations: **B** = Beginning, **D** = Developing, **S** = Secure

| Abbreviated Objective:  | Level |     |     |   |   |   |   |   |   |   |   |   |   |
|---|-------|-----|-----|---|---|---|---|---|---|---|---|---|---|
|   | PK2   | PK3 | PK4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |   |
| <b>Listening:</b>   |       |     |     |   |   |   |   |   |   |   |   |   |   |
| listen responsively to material read aloud                            | B     | D   | D   | D | D | D | S |   |   |   |   |   |   |
| analyze a speaker's message for content and purpose                   |       | B   | D   | D | D | D | D | S |   |   |   |   |   |
| use phonological awareness to understand spoken words                 |       | B   | D   | D | D | D | S |   |   |   |   |   |   |
| <b>Speaking:</b>  |       |     |     |   |   |   |   |   |   |   |   |   |   |
| contribute to group discussions using correct grammar                 |       | B   | D   | D | D | D | S |   |   |   |   |   |   |
| act out plays, poems and stories                                      | B     | D   | D   | D | D | D | D | D | S |   |   |   |   |
| Present oral reports to classmates                                    |       |     |     | B | D | D | S |   |   |   |   |   |   |
| Develop poise and skill reading to large (whole school) groups        |       |     |     |   |   |   |   |   | B | D | D | S |   |
| <b>Reading (includes literature)</b>                                  |       |     |     |   |   |   |   |   |   |   |   |   |   |
| read silently with comprehension                                      |       |     |     |   | B | B | D | S |   |   |   |   |   |
| read to extend vocab, gather information, and solve problems          |       |     |     |   | B | D | D | D | D | D | D | D | D |
| use syntax and contextual clues to id unfamiliar words                |       |     |     | B | D | D | D | D | D | D | D | D | D |
| use structural analysis to id unfamiliar words                        |       |     |     | B | D | D | D | S |   |   |   |   |   |
| use structural analysis to define unfamiliar words                    |       |     |     |   |   | B | D | D | D | D | D | D | D |
| draw and support inferences and conclusions from texts                |       |     | B   | D | D | D | D | D | S |   |   |   |   |
| identify and analyze different genres                                 |       |     |     | B | D | D | D | D | D | D | D | S |   |
| apply higher order thinking to texts: synthesis, analysis, evaluation |       |     |     |   | B | D | D | D | D | D | D | D | D |
| <b>Writing (includes grammar and composition)</b>                     |       |     |     |   |   |   |   |   |   |   |   |   |   |
| Write each letter of alphabet   |       |     | B   | D | S |   |   |   |   |   |   |   |   |
| Use fine motor skills to develop penmanship                           | B     | D   | D   | D | D | D | S |   |   |   |   |   |   |
| Spelling sight words  |       |     |     |   | B | D | D | D | S |   |   |   |   |
| Spelling analytically   |       |     |     |   | B | D | D | D | S |   |   |   |   |
| Use language mechanics: capitalization, punctuation, grammar          |       |     |     | B | D | D | D | D | D | D | D | D | D |
| Use pre-writing strategies  |       |     |     | B | D | D | D | D | D | D | D | D | D |
| Ability to characterize and practice good writing (6+1 Traits)        |       |     |     |   |   | B | D | D | D | D | D | D | D |
| compose original multiple sentence texts                              |       |     |     |   | B | D | D | D | S |   |   |   |   |
| write to achieve specific purposes                                    |       |     |     |   |   | B | D | D | D | D | D | D | D |
| write a research paper including references and bibliography (MLA)    |       |     |     |   |   |   |   |   | B | D | D | D | D |