



K-5 ELA Curriculum

Pace Charter School utilizes Savvas (fka Pearson) learning solutions. Savvas learning solutions are grounded in—and driven by—the science of reading.



The **myView Literacy** materials for Grades K-5 meet **Edreports.org** expectations for alignment and usability. The materials include a broad variety and range of high-quality texts, strong daily opportunities for reading, writing, speaking, and listening aligned to the standards. There is also daily practice of phonics, fluency, and word recognition and analysis skills. Questions and tasks support students as they engage with texts and build literacy skills.

The curriculum is designed to provide a balanced approach to teaching reading, writing, speaking, listening, and thinking through Reading and Writing Workshops.





Writing every day helps students express and support their ideas. The Writing Workshop provides a student-centered framework that helps children write daily and purposefully. Teacher minilessons focuses teaching on explicit skills that align to writing standards. Students spend much of the time writing. Teachers model and support the process, then confer, prompt, and work with individual students

The Writing Workshops focus on developing the whole writer and are not just focused on the writing process. By growing the whole writer, students learn the skills of developing the elements of the writing genre, developing structure, and understanding the author's craft. Students learn that writing is not just a task they do for a grade but that it's about communicating ideas to an audience through the written word. The foundation we develop with students in K-5 sets the stage for the more rigorous writing they are expected to do on high stakes assessments and in middle school.

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Unit 1*	Non-Genre	Non-Genre	Non-Genre	Personal Narrative	Personal Narrative	Personal Narrative
Unit 2	List Books	Informational Books	List Article	How to Article	Feature Article Travel	Informational Article
Unit 3	Fiction	Poetry	Poetry	Historical Fiction	Realistic Fiction	Opinion Essay
Unit 4	Personal Narrative	Personal Narrative	Personal Narrative	Opinion Essay	Opinion Essay	Science Fiction
Unit 5	Literary Nonfiction (Q&A format)	Procedural/ How-To Books	Procedural/ How-To Books	Poetry	Poetry	Poetry

Furthermore, students spend a week during each unit researching, collaborating, and problem solving through

Inquiry Based Learning Projects. These projects:

- Combine inquiry and research skills
- Requires collaboration and teamwork
- Build 21st century skills, like innovation and creativity
- Support social-emotional development
- Develop speaking and listening skills



During the Project Based Inquiry Week, students apply their writing skills in authentic ways, with the support of their teacher and peers. They'll learn to ask good questions, conduct research using leveled research articles, and work with others.

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Unit 1*	Persuasive Writing	Informational Writing	Persuasive Writing	Argumentative Writing	Argumentative Writing	Argumentative Writing
Unit 2	Informational Writing	Opinion Writing	Informational Writing	Informational Writing	Informational Writing	Informational Writing
Unit 3	Persuasive Writing	Persuasive Writing	Opinion Writing	Argumentative Writing	Argumentative Writing	Argumentative Writing
Unit 4	Informational Writing	Informational Essay Writing	Informational Writing	Opinion Essay	Opinion Essay	Science Fiction
Unit 5	Persuasive Poetry	Persuasive Play Writing	Argumentative Writing	Argumentative Writing	Argumentative Writing	Argumentative Writing

Small Group Learning

To support all learners, the literacy program at Pace Charter has embedded small group time, **providing a variety of scaffolding strategies that extend learning to challenge gifted and talented students, as well as support for ELL and struggling learners.** These include:

- On Level and Advanced Activities in Small Group challenge students to go beyond the text
- Book Club sets for students to discuss the unit trade book or a self-selected text with friends. It gives students a sense of ownership and creates independent readers who enjoy talking about books with their classmates. Students form Collaborative Groups where they can have meaningful conversations about their Book Club book.
- Guided Reading and Leveled Readers to match students to texts at all levels
- Extension Activities to support and challenge students
- Intervention Activities embedded into small group learning
- Focused, embedded, Targeted, scaffolded support for EMERGING, DEVELOPING, EXPANDING, and BRIDGING ELL proficiencies.



- Implementation of SuccessMaker® , an adaptive learning program for intervention, differentiation, and personalization. Every student interaction adjusts instruction in real time to real learning needs. SuccessMaker delivers tutorials, practice, challenge, and remediation. It instantly adjusts pacing and sequencing. It continuously assesses in a natural, unobtrusive way.

Spelling, Handwriting and Phonics/Word Study are an integral part of the literacy program. Spelling instruction is based on a developmental continuum. Spelling instructional emphasis is built on the following principles: Sound-spelling, word structure, and spelling-meaning relationships are taught at all grades. The Spelling Words of the week support the phonics/word study instruction.

Realizing the importance of both penmanship and cursive, teaching and practice of handwriting skills are embedded within the curriculum as follows:

- **Grades K-1:** Script/letter formation connected to the sight words and foundational skills sound patterns.
- **Grade 2:** Is the transition to cursive year
- **Grades 3-5:** Students are expected to write using cursive

Phonics/Word Study are embedded into Reading Workshop and focus on the following:

K-2 Areas of Focus:

- Phonological Awareness
- Phonics
- High-frequency Words
- Decodable Text

3-5 Areas of Focus:

- Syllable Patterns
- Prefixes and Suffixes
- Greek and Latin Roots
- High-frequency Words

Foundational Skills Scope and Sequence

Grade K	Phonological Awareness	Phonics	High Frequency Words*
Unit 1	Initial Sounds Initial and Final Sounds Recognize Alliteration Medial Sounds Blend and Segment Onset and Rime	Consonants Mm /m/ and Tt /t/ Short Aa /a/ Consonant Ss /s/ Consonants Pp /p/ and Cc /k/ Short Ii /i/ Consonant Nn /n/ Consonants Bb /b/ and Rr /r/ Word Families -at, -in, -ip /a/ Spelled Aa /i/ Spelled Ii	I, am, the, like, to, a, have, is, he, my, we, make, for, me, with she, see, look
Unit 2	Initial and Final Sounds Segment and Blend Phonemes Alliteration Identify and Count Words Segment and Blend Onset and Rime Blended Sounds Rhyming Words Medial Sounds Initial Sounds	Consonants Dd /d/ and Kk /k/ Short Oo /o/ Consonant Ff /f/ Consonants Hh /h/ and Ll /l/ Consonant Gg /g/ Initial and Final Consonant Blends Short Ee /e/ Consonants Ww /w/ and Yy /y/ Word Families -op, -ot, -en, -et /e/ Spelled Ee	are, that, of, they, you, do, one, two, three, four, five, here, go, from, yellow, blue, green, what
Unit 3	Syllables Final Sounds Medial Sounds Rhyming Words Initial Sounds Identify and Count Words	Consonants Jj /j/ and Xx /ks/ Short Uu /u/ Consonant Vv /v/ Consonants Zz /z/ and Qq /kw/ Short Aa /a/ and Long Aa /ā/ Short li /i/ and Long li /ī/ Word Families -ug, -un,	was, said, where, any, come, play, her, how, down, away, give, little, some, were, funny, live, know, going
Unit 4	Medial Sounds Segment and Blend Phonemes Identify and Count Syllables Syllables Identify and Count Words Recognize Alliteration Rhyming Words Add Phonemes	Short Oo /o/ and Long Oo /ō/ Short Uu /u/ and Long Uu /ū/ Short Ee /e/ and Long Ee /ē/ Short Ii /i/ and Long Ii /ī/ Word Families -ed, -er, -ow, -oy, -ure, -us, -ut, -y	find, over, again, all, now, pretty, black, brown, white, good, open, could, want, every, please, may, this, round
Unit 5	Segment and Blend Phonemes Manipulate Syllables Identify and Count Syllables Add Phonemes Recognize Alliteration Manipulate Syllables Substitute Phonemes	Cc /k/ and Tt /t/ Short Oo /o/ and Long Oo /ō/ Bb /b/, Jj /j/, Gg /g/, Qq /kw/, Kk /k/, Ss /s/, Rr /r/, and Zz /z/ Consonant Blends Words and Sentences	be, saw, our, eat, soon, walk, who, into, there, so, out, then, new, too, when, no, say, under

*Students should be able to identify and read high frequency words in Kindergarten. In Grades 1 and above, they are expected to be able to identify, read and write high frequency words both in isolation and within sentences.

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Grade 1	Phonological Awareness	Phonics	High Frequency Words*
Unit 1	Medial Sounds Recognize Alliteration Segment and Blend Phonemes Add Phonemes Initial and Final Sounds Change Phonemes	Short a; Mm /m/, Ss /s/, Tt /t/ Short i; Cc /k/, Pp /p/, Nn /n/ Short o; Ff /f/, Bb /b/, Gg /g/ Short e; Dd /d/, Ll /l/, Hh /h/ Short u; Rr /r/, Ww /w/, Jj /j/, Kk /k/ Qu, qu /kw/ Vv /v/, Yy /y/, Zz /z/	a, I, is, his, see, we, like, the, one, do, look, you, was, by, are, have, they, that, two, up, he, as, to, with, three, where, here, for, me, go
Unit 2	Segment and Blend Phonemes Final Sounds Change Phonemes Rhyming Words Add and Remove Phonemes Change Phonemes Manipulate Phonemes Medial Sounds Distinguish Between Short and Long a Distinguish Between Short and Long i	initial Consonant Blends Final Xx /k/ Consonant Pattern ck /s/ and /z/ Sound Spelled s Final Consonant Blends Inflectional Ending -s Consonant Digraphs sh, th Inflectional Ending -ing Long a: VCe Vowel Sound in ball: a, al, aw Long i: VCe /s/ Sound Spelled c /j/ Sound Spelled g	help, little, come, my, saw, walk, she, what, take, jump, this, use, from, think, blue, goes, make, her, too, all, four, five, ride, your, part, know, many, after, into, don't
Unit 3	Segment and Blend Phonemes Manipulate Phonemes Remove Phonemes Medial /ū/ Distinguish Between /u/ and /ū/ Remove Phonemes Distinguish Between /e/ and /ē/	Consonant Digraphs and Trigraphs Contractions Long o: VCe Long u and e: VCe Long e: e, ee Inflectional Ending -ed Vowel Sounds of y Syllable VC/CV	round, good, said, no, put, could, be, old, why, of, or, live, work, who, out, there, down, drink, now, together, grow, full, around, find, under, eat, play, so, their, some

	Final /ī/ and /ē/ Final Sounds Syllables Add Phonemes	Consonant Patterns ng, nk Open Syllables r-Controlled Vowels or, ore Compound Words	
Unit 4	Segment and Blend Sounds Final Sounds Change Phonemes Remove Phonemes Middle and Final Sounds Distinguish Between /a/ and /ā/ Initial and Final Sounds Distinguish Between /o/ and /ō/ Distinguish Between /i/ and /ī/	r-Controlled Vowel ar Inflectional Ending -es, Plural -es r-Controlled Vowels er, ir, ur Endings -ed, -ing Comparative Endings Consonant Trigraph dge Diphthongs ow, ou Vowel Digraphs ai, ay Diphthongs oi, oy Vowel Digraph ea Adding Endings Vowel Team ie	new, thank, always, found, please, were, pull, every, any, very away, our, light, never, pretty, again, how, read, soon, both, carry, going, been, words, does, other, right, may, give, number

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Unit 5	Middle and Final Sounds Segment and Blend Phonemes Distinguish Between /o/ and /ō/ Distinguish Between /u/ and /ū/ Manipulate Phonemes Remove Phonemes Manipulate Sounds	Long o: oa, ow, oe Consonant Blends Long i: igh Suffixes -er, -or Vowel Teams ue, ew, ui Prefixes re-, unLong i, Long o Suffixes -ly, -ful Open and Closed Syllables Vowel Teams oo, ou Vowel Sound in foot Final Syllable -le	would, buy, people, about, write, once, done, water, wash, upon, sentence, off, because, laugh, open, move, learn, eight, house, only, today, warm, years, should, world, mother, father, another, through, picture
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Grade 2	Phonological Awareness	Phonics	High Frequency Words*
Unit 1	Long and Short Vowels Rhyming Words Add and Remove Sounds	Short Vowels Long Vowels CVCe Consonant Blends Consonant Digraphs ch, sh, wh, th, ph Trigraph tch Inflected Endings -s, -es, -ed, -ing r-Controlled Vowels ar, or, ore, oar	which, each, than, called, long, most, more, things, sound, great, before, means, follow, form, show, also, large, small
Unit 2	Recognize Phoneme Changes Manipulate Phonemes	Contractions Vowel Digraphs: ai, ay, ea Vowel Digraph ie Long e: ee, ea, ey, y Long o: o, oa, ow Compound Words	different, between, even, kind, change, air, animal, point, study, letter, answer, page, near, food, try, country, city, school
Unit 3		Long i: i, ie, i_e, igh, y Comparative Endings r- Controlled Vowels: er, ir, ur Diphthongs ou, ow, oi, oy Vowel Teams oo, ue, ew, ui Complex Consonants c /s/, g /j/, and dge /j/	eyes, earth, thought, along, few, head, something, example, paper, often, important, took, hear, idea, enough, group, book, almost
Unit 4		Closed Syllables VC/V Open Syllables V/CV Suffixes -ly, -ful, -er, -less, -or Prefixes un-, re-, pre-, disSyllable Pattern VCCV Consonant Patterns kn, wr, gn, mb, lf	sometimes, mountains, young, being, talk, song, above, family, music, color, questions, area, horse, problem, complete, since, usually, friends
Unit 5		Homographs Double Consonants Vowel Patterns aw, au, augh, al Syllable Pattern VCCCV Abbreviations Final Stable Syllables -le, -tion, -sion	heard, door, sure, become, across, during, hours, products, happened, measure, remember, early, listen, covered, several, toward, against, numeral

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Word Study

	Grade 3
Unit 1*	Syllable Pattern VC/CV; Inflected Endings -s, -es, -ies; Base Words and Endings -ing, -ed, -er, -est; Vowel Digraphs ee, ea, ai, ay, ow, oa; Diphthongs ou, ow, oi, oy
Unit 2	Syllable Patterns VC/V and V/CV; r-Controlled Vowels ar, or, ore, oar; Compound Words; Syllable Pattern VCe; Contractions
Unit 3	Prefixes pre-, dis-, in-, im-, non-; Abbreviations; Suffixes -ful, -y, -ness; Vowel Teams oo, ew, ue, ui, eu; Irregular Plurals
Unit 4	r-Controlled Vowels ir, er, ur, ear; VCCCV Pattern; Latin Suffixes -able, -ible, -ation; Homographs; Homophones
Unit 5	Vowel Patterns au, aw, al, augh, ough; Vowel Patterns ei, eigh; Words with Suffix -en; Schwa; Final Stable Syllables -le, -ture, -ive, -ize

	Grade 4
Unit 1	Suffixes -ed, -ing, -s, -er, -est; Suffixes -ity, -ty, -ic, -ment; Syllable Pattern VCe; Vowel Teams and Digraphs; Prefixes mis-, en-, em
Unit 2	Plurals; Vowel Diphthongs; Irregular Plurals; Greek Roots bio, phon, scope, graph, meter, tele; Latin Roots terr, rupt, tract, aqua, dict
Unit 3	Related Words; r-Controlled Vowels; Final Stable Syllables -le, -tion, -sion; Syllable Patterns V/CV and VC/V; Silent Letters
Unit 4	Greek and Latin Prefixes auto, anti, trans, amphi; Suffixes -able, -ible; Syllable Pattern VV; Prefixes im-, in-, ir-; Homophones
Unit 5	Latin Roots gener, port, dur, ject; Suffixes -en, -ent, -ence; Syllable Pattern VCCCV; Prefixes dis-, over-, non-, under-; Word Parts sub-, inter-, fore

	Grade 5
Unit 1	Suffixes -ic, -ism, -ive; Greek Roots chron, meter, photo, bio, geo, logy; Vowel Teams; Suffixes -able, -ible; VCe Syllables
Unit 2	Open and Closed Syllables V/CV and VC/V; Final Stable Syllables -le, -tion, -sion; r-Controlled Vowels; Prefixes il-, in-, im-, ir-; Base Words and Endings
Unit 3	Latin Roots port, dict, ject, terr; Suffixes -ize, -ance, -ence, -ist; Unusual Spellings; Suffixes -ous, -eous, -ious; Syllable Patterns
Unit 4	Word Parts com-, pro-, con-; Word Parts anti-, mid-, trans; Word Parts sub-, super-; Word Origins; Latin Roots audi, rupt, scrib, spec
Unit 5	Consonant Changes; Syllable Patterns; Multisyllabic Words; Schwa; Vowel Changes



SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	FOUNDATIONAL SKILLS						
	Print Concepts						
	Hold a book upright and turn from page to page	•	•				
	Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
	Know uppercase and lowercase letters	•	•				
	Understand that words are separated by spaces	•	•				
	Identify the correspondence between oral words and printed words	•	•				
	Show awareness of information in different parts of a book	•	•				
	Recognize the upper- and lowercase letters of the alphabet	•	•				
	Alphabetize to the first or second letter		•	•			
	Phonological Awareness						
	Recognize and produce rhyming words	•	•	•			
	Count syllables in spoken words	•	•				
	Segment and blend syllables in words	•	•				
	Segment and blend onset and rime	•	•				
	Identify the same and different initial sounds in words	•	•				
	Identify the same and different ending sounds in words	•	•				
	Identify the same and different medial sounds in words	•	•				
	Isolate the initial, medial, or ending sounds in words	•	•				
	Add or delete beginning or ending phonemes in words	•	•	•			
	Segment a word or syllable into sounds	•	•				
	Phonics						
	Connect sounds and letters to consonants	•	•	•	•	•	•
	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, and other common vowel patterns	•	•	•	•	•	•
	Decode multisyllabic words	•	•	•	•	•	•
	Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
	High-Frequency Words						
	Read common high-frequency words (sight words)	•	•	•	•	•	•
	Read irregularly spelled words	•	•	•	•	•	•



SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Word Structure and Knowledge						
	Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
	Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
	Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing)		•	•	•	•	•
	Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less)		•	•	•	•	•
	Learn and recognize irregular spellings of words		•	•	•	•	•
	Identify and decode compound words and contractions	•	•	•	•		
	Fluency						
	Read aloud with accuracy		•	•	•	•	•
	Read aloud with appropriate pace and expression		•	•	•	•	•
	Read aloud with prosody (stress, intonation)		•	•	•	•	•
	Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
	READING COMPREHENSION						
	Genre Characteristics						
	Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
	Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
	Identify and understand characteristics of informational text (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
	Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
	Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
	Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
	Identify and understand characteristics of digital and multimodal texts	•	•	•	•	•	•
	Identify the audience of a text					•	•
	Key Ideas and Details						
	Ask and answer questions about what is read	•	•	•	•	•	•
	Identify details to help determine key ideas and themes	•	•	•	•	•	•
	Use text evidence to support a response	•	•	•	•	•	•
	Retell and paraphrase text	•	•	•	•	•	•
	Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
	Set a purpose for reading	•	•	•	•	•	•
	Make predictions	•	•	•	•	•	•

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SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Independent and Self-Selected Reading						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	Oral Language						
	Work collaboratively with others	•	•	•	•	•	•
	Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
	Express an opinion supported by reasons	•	•	•	•	•	•
	Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
	Follow or restate oral directions				•	•	•
	Develop social communication skills, such as conversing politely	•	•	•	•	•	•
	Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•
READING-WRITING WORKSHOP BRIDGE	VOCABULARY ACQUISITION						
	High-Frequency Words						
	Identify and read high-frequency (sight) words	•	•	•	•	•	•
	Word Study						
	Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•				
	Alphabetize words to the third letter			•	•		
	Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•
	Understand synonyms and antonyms			•	•	•	•
	Identify and understand the meaning of common prefixes	•	•	•	•	•	•
	Identify and understand the meaning of common suffixes	•	•	•	•	•	•
	Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•
	Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•
	Learn and understand common abbreviations			•	•		
	Identify and learn about compound words			•	•		
	Identify and learn homographs and homophones	•	•	•	•	•	
	Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•
	Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•
	Learn about word origins and word histories						•
	Understand adages and proverbs						•

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SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Analysis						
	Evaluate details to determine the main idea	•	•	•	•	•	•
	Retell, paraphrase, or summarize a text	•	•	•	•	•	•
	Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
	Identify cause and effect				•	•	•
	Compare and contrast details and information	•	•	•	•	•	•
	Recognize facts and opinions				•	•	•
	Confirm or correct predictions	•	•	•	•	•	•
	Create mental images to build understanding of a text	•	•	•	•	•	•
	Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
	Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
	Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
	Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
	Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
	Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
	Synthesize information to create a new understanding	•	•	•	•	•	•
	Distinguish and analyze author's point of view	•	•	•	•	•	•
	Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
	Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
	Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
	Response to Sources						
	Reflect on reading and respond by speaking or writing	•	•	•	•	•	•
	Use text or text evidence to write about what is read	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
	Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•
	Comparison Across Texts						
	Compare two or more texts	•	•	•	•	•	•
	Compare two or more genres	•	•	•	•	•	•
	Compare two or more authors	•	•	•	•	•	•
	Appreciate texts across a broad range of genres	•	•	•	•	•	•

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SCOPE AND SEQUENCE		K	1	2	3	4	5
READING-WRITING WORKSHOP BRIDGE	Word Learning Strategies						
	Use picture cues and other graphics to help determine the meaning of new words	•	•				
	Recognize and learn selection vocabulary	•	•	•	•	•	•
	Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
	Learn academic language	•	•	•	•	•	•
	Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
	Academic Language						
	Learn the language of ideas used in academic discourse				•	•	•
	Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
	ANALYZE AUTHOR'S CRAFT						
	Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
	Identify and analyze an author's use of simile and metaphor			•	•	•	•
	Analyze an author's use of illustrations	•	•	•	•	•	•
	Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
	Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
	Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
	Analyze an author's use of point of view	•	•	•	•	•	•
	Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
	DEVELOP WRITER'S CRAFT						
	Introduce a topic or opinion	•	•	•	•	•	•
	Use a clear and coherent organization		•	•	•	•	•
	Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
	End with a concluding or final statement		•	•	•	•	•
	Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
	Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
	Use dialogue and description to develop situations and characters		•	•	•	•	•
	Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
	CONVENTIONS OF LANGUAGE						
	Spelling						
	Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
	Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

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SCOPE AND SEQUENCE		K	1	2	3	4	5
READING-WRITING WORKSHOP BRIDGE	Spelling (cont.)						
	Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
	Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
	Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
	Use knowledge of Greek and Latin roots to spell words					•	•
	Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
	Spell words with irregular plurals		•	•	•	•	
	Learn and spell high-frequency words	•	•	•	•	•	•
	Grammar and Usage						
	Learn about the parts of speech, including						
	• nouns and pronouns	•	•	•	•	•	•
	• adjectives and adverbs		•	•	•	•	•
	• prepositions and prepositional phrases	•	•	•	•	•	•
	• conjunctions, interjections, and articles		•	•	•	•	•
	Use and form irregular plurals of nouns		•	•	•	•	
	Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
	Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
	Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
	Form and use contractions			•	•		
	Use an apostrophe and form singular and plural possessives		•	•	•	•	
	Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
	Identify and use simple, compound, and complex sentences		•	•	•	•	•
	Write sentences with subject-verb agreement		•	•	•	•	•
	Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
	Capitalization and Punctuation						
	Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays	•	•	•	•	•	•
	Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
	Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
	Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

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SCOPE AND SEQUENCE		K	1	2	3	4	5
WRITING WORKSHOP	Capitalization and Punctuation (cont.)						
	Learn how and when to use quotation marks with dialogue				•	•	•
	FOUNDATIONAL SKILLS FOR WRITING						
	Letter Formation, Handwriting, Cursive						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	Ways of Writing						
	Create writing in both printed and digital forms	•	•	•	•	•	•
	Write regularly both short and longer products			•	•	•	•
	Revise and edit drafts of writing		•	•	•	•	•
	Develop keyboarding skills				•	•	•
	Use technology to produce and publish writing	•	•	•	•	•	•
	Use technology to interact and collaborate with others	•	•	•	•	•	•
	Speaking and Listening						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	COMPOSITION						
	The Writing Process: Plan, Draft, Revise, Edit, Publish						
	Prewrite and plan using a variety of strategies	•	•	•	•	•	•
	Develop drafts into organized pieces of writing	•	•	•	•	•	•
	Revise drafts for coherence and clarity	•	•	•	•	•	•
	Edit drafts for the conventions of standard English	•	•	•	•	•	•
	Publish written work for audiences	•	•	•	•	•	•
	Genre Immersion: Modes and Products						
	Write in a variety of modes						
	• Informative or explanatory	•	•	•	•	•	•
	• Narrative	•	•	•	•	•	•
	• Persuasive	•	•	•	•	•	•
	Write and produce a variety of forms of writing						
	• Letters, thank-you notes, emails		•	•	•	•	•
	• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•
	• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•
	• Poems, stories, plays, and other creative writing	•	•	•	•	•	•
	Write in self-selected forms			•	•	•	•

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SCOPE AND SEQUENCE		K	1	2	3	4	5
ORAL LANGUAGE	SPEAKING						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
	Report on a topic or text		•	•	•	•	•
	Include media in an oral presentation or report			•	•	•	•
	LISTENING						
	Listen to others when working in groups or with partners	•	•	•	•	•	•
	Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
	Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
PROJECT-BASED INQUIRY	COLLABORATION						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	RESEARCH SKILLS AND PROCESS						
	Conduct Short Research Projects						
	Develop and follow a plan for research	•	•	•	•	•	•
	Compose correspondence that requests information		•	•	•	•	•
	Take notes on sources and organize information from notes		•	•	•	•	•
	Generate questions for formal or informal inquiry	•	•	•	•	•	•
	Use an appropriate mode of delivery to present results		•	•	•	•	•
	Paraphrase information from research sources		•	•	•	•	•
	Identify and Gather Information						
	Use primary and secondary sources for research			•	•	•	•
	Avoid plagiarism				•	•	•
	Find information for research from both print and online sources	•	•	•	•	•	•
	Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•
	Review sources critically for relevance and reliability		•	•	•	•	•