

**Avon Grove School District**  
**Language Arts: Scope and Sequence with Standards**  
**Grades K - 12**

<b>PA &amp; AG* STANDARDS</b>	<b>INSTRUCTION</b>	<b>SKILLS &amp; KNOWLEDGE</b>
<p><b>READING</b></p> <p><b>Learning to Read Independently</b></p> <ul style="list-style-type: none"> <li>• Purposes for Reading</li> <li>• Word Recognition Skills</li> <li>• Vocabulary Development</li> <li>• Comprehension and Interpretation</li> <li>• Fluency</li> </ul> <p><b>Reading Critically in all Content Areas</b></p> <ul style="list-style-type: none"> <li>• Detail</li> <li>• Inferences</li> <li>• Fact from Opinion</li> <li>• Comparison/Contrast*</li> <li>• Analysis</li> <li>• Evaluation</li> </ul>	<p><b>READING: Transacting with Text</b></p> <ul style="list-style-type: none"> <li>• Students hear literature read aloud frequently.</li> <li>• Students learn to read using decoding, meaning, and linguistic strategies.</li> <li>• Students practice reading with literature, class books, student writing, and phonetic readers.</li> <li>• Students set purposes for reading depending on type of text across all subject areas.</li> <li>• Students use before, during and after reading strategies to read competently.</li> <li>• Students demonstrate understanding and interpretation of all types of text through retellings, summaries, and explanations – with evidence from the text.</li> <li>• Students read, analyze, and interpret literature:               <ul style="list-style-type: none"> <li>• identify literary elements</li> <li>• identify literary devices</li> <li>• identify structures in various genres</li> </ul> </li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Learning to read strategies</li> <li>• Before reading strategies</li> <li>• During reading strategies</li> <li>• After reading strategies</li> <li>• Critical reading</li> <li>• Comprehension</li> <li>• Characteristics of texts and genres</li> <li>• Literal, interpretive, creative, and critical responses to texts</li> <li>• Acquiring a reading vocabulary</li> <li>• Author studies</li> </ul>
<p><b>Reading, Analyzing, and Interpreting Literature</b></p> <ul style="list-style-type: none"> <li>• Literary Genres*</li> <li>• Literary Elements</li> <li>• Literary Devices</li> </ul>	<p><b>EXTENDING READING</b></p> <ul style="list-style-type: none"> <li>• Teachers, students, and/or librarians introduce selected books.</li> <li>• Schools maintain adequate classroom/library collections.</li> <li>• Students browse to select books.</li> <li>• Students read for increasing periods of time.</li> <li>• Teachers model the reading of books.</li> <li>• Students share reading experiences.</li> <li>• Students annotate reading log of self-selected books.</li> <li>• Students demonstrate reading fluency in a conference.</li> </ul>	<p><b>EXTENDING READING</b></p> <ul style="list-style-type: none"> <li>• SSR (Sustained Silent Reading)</li> <li>• Increasing reading time</li> </ul>

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<p><b>WRITING</b></p> <p><b>Quality of Writing</b></p> <ul style="list-style-type: none"> <li>• Focus</li> <li>• Content</li> <li>• Organization</li> <li>• Style</li> <li>• Conventions</li> </ul> <p><b>Types of Writing</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Informational</li> <li>• Persuasive</li> <li>• Creative *</li> </ul>	<p><b>Composing Text</b></p> <ul style="list-style-type: none"> <li>• Students draw/write.</li> <li>• Students use writing-to-learn strategies in all subjects such as W.I.L.T. (What I Learned Today), K.W.L. (What I Know, What I Want to Know, What I Learned).</li> <li>• Students learn to use the processes of writing by: <ul style="list-style-type: none"> <li>• Engaging in pre-writing experiences</li> <li>• Composing a draft to communicate ideas, information and experiences</li> <li>• Revising to make improvements in organization, content, and style</li> <li>• Editing to correct usage and mechanics.</li> <li>• Publishing selected pieces.</li> </ul> </li> <li>• Students learn different types of writing relevant to audience and purpose. <ul style="list-style-type: none"> <li>•Narrative      •Informational      •Persuasive      •Creative.</li> </ul> </li> <li>• Students demonstrate a command of mechanics, usage, legibility, organization and style.</li> </ul> <p><b>EXTENDING WRITING</b></p> <ul style="list-style-type: none"> <li>• Teacher and students introduce selected written materials.</li> <li>• Students write for increasing periods of time.</li> <li>• Teachers model the writing process.</li> <li>• Students share writing experiences.</li> <li>• Students demonstrate writing fluency in a conference.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing fluency</li> <li>• Writing to learn</li> <li>• Writing processes</li> <li>• Types of writing: <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Informational</li> <li>• Persuasive</li> <li>• Creative</li> </ul> </li> <li>• Quality of writing</li> <li>• Conferences for revision</li> <li>• Writing folder</li> </ul> <p><b>EXTENDING WRITING</b></p> <ul style="list-style-type: none"> <li>• Sustained writing</li> <li>• Writing for publication</li> </ul>

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<p><b>WRITING</b></p> <p><b>Quality of Writing</b></p> <ul style="list-style-type: none"> <li>• Focus</li> <li>• Content</li> <li>• Organization</li> <li>• Style</li> <li>• Conventions</li> </ul> <p><b>Types of Writing</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Informational</li> <li>• Persuasive</li> <li>• Creative *</li> </ul>	<ul style="list-style-type: none"> <li>• Write frequently across all subject areas</li> <li>• Use writing to learn in all subject areas</li> <li>• Use the stages of writing: pre-writing, drafting, revising, editing, and publishing</li> <li>• Write multi-paragraph pieces (narrative, informational, persuasive, creative)</li> <li>• Write with a clear focus for specific audience/purpose</li> <li>• Write using well-developed content appropriate for the topic</li> <li>• Write with organization</li> <li>• Write with an understanding of style</li> <li>• Present written work for publication, according to established criteria</li> <li>• Use a conference to improve writing</li> <li>• Use a writing folder to set goals, keep track of skills, and evaluate writing growth</li> </ul> <p><b>EXTENDING WRITING</b></p> <ul style="list-style-type: none"> <li>• Write for a sustained period of time</li> <li>• Write in various genres</li> <li>• Share writing experiences</li> </ul>	<p><b>Elementary</b></p> <ul style="list-style-type: none"> <li>• Fall and spring holistic writing Assessments</li> <li>• K-2 retellings and/or writing samples</li> <li>• K-5 McCaig writing samples</li> <li>• Best pieces</li> <li>• Reflection</li> </ul> <p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• Writing samples <ul style="list-style-type: none"> <li>• Holistically scored</li> <li>• Self-selected</li> <li>• Most improved</li> <li>• Reflections</li> <li>• Evaluations</li> </ul> </li> <li>• Writing folder data</li> </ul>

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<p><b>INVESTIGATING LANGUAGE</b></p> <p><b>Characteristics and Function of the English Language</b></p> <ul style="list-style-type: none"> <li>• Word Origins</li> <li>• Variations</li> <li>• Applications</li> </ul>	<ul style="list-style-type: none"> <li>• Students learn letter sounds (phonics) for decoding/encoding strategies.</li> <li>• Students explore the sounds of language, as in poetry and songs.</li> <li>• Students work with word and sentence-making activities to learn syntactic and grammatical structures.</li> <li>• Students use editing strategies during writing for:               <ul style="list-style-type: none"> <li>• Mechanics, usage, and grammar</li> <li>• Mastery of priority spelling words.</li> </ul> </li> <li>• Students use spelling strategies.</li> <li>• Students keep collections of vocabulary words from their reading and writing experiences.</li> <li>• Students learn to make and record observations while they read (words, phrases, and style).</li> </ul> <p><b>EXTENDING LANGUAGE INVESTIGATION</b></p> <ul style="list-style-type: none"> <li>• Students analyze the role and place of standard English in speech, writing, and literature.</li> <li>• Students gather information about various uses of language in school and community.</li> <li>• Students investigate language changes over time (cultures, community).</li> </ul>	<ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Sound/symbol awareness</li> <li>• Syntactic awareness</li> <li>• Editing strategies</li> <li>• Spelling</li> <li>• Vocabulary</li> </ul>

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<p><b>INVESTIGATING LANGUAGE</b></p> <p><b>Characteristics and Function of the English Language</b></p> <ul style="list-style-type: none"> <li>• Word Origins</li> <li>• Variations</li> <li>• Applications</li> </ul>	<ul style="list-style-type: none"> <li>• Identify sounds in spoken words</li> <li>• Connect sounds to symbols</li> <li>• Place words appropriately in sentences</li> <li>• Use transitions</li> <li>• Vary word choice, order and form</li> <li>• Use editing strategies to make any needed corrections for mechanics, usage and grammar</li> <li>• Master priority words in written work</li> <li>• Use spelling strategies when writing</li> <li>• Extend a working vocabulary</li> <li>• Identify historical and cultural changes to the English language</li> <li>• Identify dialects within texts</li> <li>• Maintain a glossary of literary terms</li> </ul>	<p><b>Elementary</b></p> <ul style="list-style-type: none"> <li>• Application of writing skills including editing, usage and grammar</li> <li>• Use of priority words in writing</li> <li>• Vocabulary collection</li> </ul> <p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• Application of writing skills, including editing, usage and grammar</li> <li>• Vocabulary collection</li> <li>• Response to questions</li> </ul>

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<p><b>LEARNING TO LEARN</b></p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Selection</li> <li>• Location of Information</li> <li>* Analysis*</li> <li>• Organization</li> <li>• Synthesis *</li> <li>• Evaluation *</li> <li>• Publication Formats *</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Listening Skills</li> <li>• Speaking Skills</li> <li>• Discussion Skills</li> <li>• Presentation Skills</li> </ul> <p><b>Career Investigation*</b></p> <p>*Avon Grove standards that are in addition to PA standards</p>	<ul style="list-style-type: none"> <li>• Students engage in the process of Research/I-Search.</li> <li>• Students identify problems to solve.</li> <li>• Students generate ideas and questions for research.</li> <li>• Students locate sources of information: library, media technology, people, and other sources.</li> <li>• Students interview an expert for research.</li> <li>• Students organize their information to answer the research question.</li> <li>• Students cite sources and use the recommended documentation style for the research report.</li> <li>• Students format and publish research, according to established criteria.</li> </ul> <p><b>EXTENDING LIFELONG LEARNING</b></p> <ul style="list-style-type: none"> <li>• Students use study skills appropriate to assignments.</li> <li>• Students follow oral and written directions as part of class work.</li> <li>• Students take and organize notes for learning.</li> <li>• Students use various graphic organizers to master important concepts.</li> <li>• Students learn technology skills.</li> <li>• Students learn cooperative group work skills.</li> <li>• Students learn self-assessment and test-taking skills.</li> <li>• Students set goals for improvement.</li> <li>• Students relate coursework to career interests and goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Research skills</li> <li>• Study skills</li> <li>• Listening skills</li> <li>• Speaking skills</li> <li>• Group dynamics</li> <li>• Career awareness</li> </ul>

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<p><b>LEARNING TO LEARN</b></p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Selection</li> <li>• Location of Information</li> <li>* Analysis*</li> <li>• Organization</li> <li>• Synthesis *</li> <li>• Evaluation *</li> <li>• Publication Formats *</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Listening Skills</li> <li>• Speaking Skills</li> <li>• Discussion Skills</li> <li>• Presentation Skills</li> </ul> <p><b>Career Investigation*</b></p> <p>*Avon Grove standards that are in addition to PA standards</p>	<ul style="list-style-type: none"> <li>• Select ideas for research</li> <li>• Gather information using various sources</li> <li>• Credit sources appropriately</li> <li>• Take and organize notes</li> <li>• Use speaking and listening skills appropriate to informal and formal presentations</li> <li>• Give a presentation according to established rubric</li> <li>• Contribute to small and large group discussions</li> <li>• Work effectively in groups</li> <li>• Use graphic organizers</li> <li>• Practice effective study habits</li> <li>• Identify career goals</li> <li>• Relate coursework to career choices</li> </ul>	<p><b>Elementary</b></p> <ul style="list-style-type: none"> <li>• Teacher observation and/or recording/ speaking samples</li> <li>• Teacher observation of listening skills</li> <li>• Research project</li> <li>• Cooperative group work</li> </ul> <p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• Listening Performance Tasks</li> <li>• Speaking Performance Tasks</li> <li>• Group Dynamics Assessment</li> <li>• Application of Study Skills</li> </ul> <p>**Assessment will include but not be limited to these examples.</p>