LITERACY SCOPE AND SEQUENCE
AY 26-27

CLUSTER	GRADE 1	GRADE 2	GRADE 3	GRADE 4
READING LITERATURE				
KEY IDEAS AND DETAILS	**RL.1.1** *Ask and answer questions about key details in a text.*	**RL.2.1** *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	**RL.3.1** *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.*	**RL.4.1** *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*
	RL.1.2 *Retell stories, including key details, and demonstrate understanding of their central message or lesson.*	**RL.2.2** *Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.*	**RL.3.2** *Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.*	**RL.4.2** *Determine a theme of a story, drama, or poem from details in the text; summarize the text.*
	RL.1.3 *Describe characters, settings, and major events in a story, using key details.*	**RL.2.3** *Describe how characters in a story respond to major events and challenges.*	**RL.3.3** *Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.*	**RL.4.3** *Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).*
CRAFT AND STRUCTURE	**RL.1.4** *Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.*	**RL.2.4** *Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.*	**RL.3.4** *Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.*	**RL.4.4** *Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).*

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INTEGRATION OF KNOWLEDGE AND IDEAS	**RL.1.9** *Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.*	**RL.2.9** *Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.*	**RL.3.9** *Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)*	**RL.4.9** *Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.*
READING INFORMATIONAL TEXT				
KEY IDEAS AND DETAILS	**RI.1.1** *Ask and answer questions about key details in a text.*	**RI.2.1** *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	**RI.3.1** *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.*	**RI.4.1** *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*
	RI.1.2 *Identify the main topic and retell key details of a text.*	**RI.2.2** *Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.*	**RI.3.2** *Determine the main idea of a text; recount the key details and explain how they support the main idea.*	**RI.4.2** *Determine the main idea of a text and explain how it is supported by key details; summarize the text.*
CRAFT AND STRUCTURE	**RI.1.5** *Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.*	**RI.2.5** *Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.*	**RI.3.5** *Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.*	**RI.4.5** *Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.*
INTEGRATION OF KNOWLEDGE AND IDEAS	**RI.1.8** *Identify the reasons an author gives to support points in a text.*	**RI.2.8** *Describe how reasons support specific points the author makes in a text.*	**RI.3.8** *Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).*	**RI.4.8** *Explain how an author uses reasons and evidence to support particular points in a text.*

ELEMENTARY

CLUSTER	GRADE 1	GRADE 2	GRADE 3	GRADE 4
READING FOUNDATIONAL SKILLS				
PRINT CONCEPTS	**RF.1.1** *Demonstrate understanding of the organization and basic features of print.*			
PHONOLOGICAL AWARENESS	**RF.1.2** *Demonstrate understanding of spoken words, syllables, and sounds (phonemes).*			
PHONICS AND WORD RECOGNITION	**RF.1.3** *Know and apply grade-level phonics and word analysis skills in decoding words.*	**RF.2.3** *Know and apply grade-level phonics and word analysis skills in decoding words.*	**RF.3.3** *Know and apply grade-level phonics and word analysis skills in decoding words.*	**RF.4.3** *Know and apply grade-level phonics and word analysis skills in decoding words.*
FLUENCY	**RF.1.4** *Read with sufficient accuracy and fluency to support comprehension.*	**RF.2.4** *Read with sufficient accuracy and fluency to support comprehension.*	**RF.3.4** *Read with sufficient accuracy and fluency to support comprehension.*	**RF.4.4** *Read with sufficient accuracy and fluency to support comprehension.*
WRITING				
TEXT TYPES AND PURPOSES	**W.1.1** *Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.*	**W.2.1** *Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.*	**W.3.1** *Write opinion pieces on topics or texts, supporting a point of view with reasons and information.*	**W.4.1** *Write opinion pieces on topics or texts, supporting a point of view with reasons and information.*
	W.1.2 *Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.*	**W.2.2** *Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*	**W.3.2** *Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*	**W.4.2** *Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*

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	W.1.3 *Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.*	**W.2.3** *Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.*	**W.3.3** *Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*	**W.4.3** *Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*
PRODUCTION AND DISTRIBUTION OF WRITING			**W.3.4** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)*	**W.4.4** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)*
SPEAKING AND LISTENING				
COMPREHENSION AND COLLABORATION	**SL.1.1** *Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.*	**SL.2.1** *Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.*	**SL.3.1** *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics, texts, and issues, building on others' ideas and expressing their own clearly.*	**SL.4.1** *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics, texts, and issues, building on others' ideas and expressing their own clearly.*
PRESENTATION OF KNOWLEDGE AND IDEAS	**SL.1.4** *Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.*	**SL.2.4** *Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.*	**SL.3.4** *Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.*	**SL.4.4** *Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.*

CLUSTER	GRADE 1	GRADE 2	GRADE 3	GRADE 4
	SL.1.6 *Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)*	**SL.2.6** *Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)*	**SL.3.6** *Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)*	**SL.4.6** *Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)*
LANGUAGE				
CONVENTIONS OF STANDARD ENGLISH	**L.1.1** *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	**L.2.1** *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	**L.3.1** *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	**L.4.1** *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
	L.1.2 *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	**L.2.2** *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	**L.3.2** *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	**L.4.2** *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*
VOCABULARY ACQUISITION AND USE	**L.1.6** *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)*	**L.2.6** *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).*	**L.3.6** *Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).*	**L.4.6** *Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).*