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Introduction

In an increasingly interdependent world, teachers and administrators must cooperate in preparing students for world citizenship. The ability to communicate in languages other than English is an important component of a global perspective. Fostering that ability is the special responsibility of teachers certified in Foreign Language, but working cooperatively with classroom teachers integrating units involving English/ Language Arts, Social Studies, and Science. Communication skills in a language other than English provide direct access to the minds and spirit of the peoples of the world. We believe that second language proficiency is an important component in the education of today's students as they prepare for a productive and rewarding life. Not only does it prepare students for a world in which peoples and nations are becoming increasingly interdependent, but it also contributes to the development of their creativity and to their capability for critical thinking.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 1: Language for Information and Understanding

Students will read, write, listen and speak for information and understanding. (ELA-1)

Language for Information and Understanding- Reading

Key Idea: ELA.1.1 Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Read from informational text such as: picture books, dictionaries, how-to books, alphabet books, electronic books, signs and labels in the school/ community, posters and maps. 2. Demonstrate understanding of appropriate book knowledge. 3. Demonstrates knowledge of print. 4. Demonstrate directionality when handling books. 5. Demonstrate understanding of punctuation. 6. Demonstrate phonemic awareness 7. Recognize some words by sight and use environmental print. 8. Make predictions based upon illustrations or portions of stories 9. Use picture clues to determine story sequence 10. Answer questions aloud. 	<ol style="list-style-type: none"> 1. Read from informational text such as: picture books, dictionaries, how-to books, alphabet books, electronic books, signs and labels in the school/ community, posters and maps. 2. Demonstrate word recognition. 3. Demonstrate vocabulary development 4. Demonstrate comprehension by using pictures, context clues, simple charts and/ or webs. 5. Demonstrate comprehension by responding appropriately to text. 6. Demonstrate comprehension using order and relationships. 7. Read aloud noting use of punctuation. 	<ol style="list-style-type: none"> 1. Read from informational texts such as: books, biographies, age-appropriate reference materials, children’s magazines/ newspapers, electronic books and electronic-based text. 2. Demonstrate word recognition. 3. Demonstrate vocabulary development 4. Demonstrate comprehension using pictures, context clues, simple charts, and/ or webs. 5. Demonstrate comprehension by responding appropriately to text. 6. Demonstrate comprehension using order and relationships. 7. Read aloud noting use of punctuation
Grade 3		Grade 4
<ol style="list-style-type: none"> 1. Read from informational texts such as: books, biographies, age-appropriate reference materials, children’s magazines/ newspapers, electronic books and electronic-based text. 2. Demonstrate word recognition using graphophonic clues, decoding strategies, and dictionaries. 3. Demonstrate vocabulary development. 4. Demonstrate comprehension using sequence, retell, main idea, story elements, and prediction. 5. Demonstrate comprehension by responding appropriately to text including drawing conclusions, making inferences, and paraphrasing. 6. Demonstrate comprehension using order and relationships. 7. Read fluently with attention to detail and sentence structure. 		<ol style="list-style-type: none"> 1. Read from informational texts such as: books, biographies, age-appropriate reference materials, children’s magazines/ newspapers, electronic books and electronic-based text. 2. Demonstrate word recognition using graphophonic clues, decoding strategies, and dictionaries. 3. Demonstrate vocabulary development. 4. Demonstrate comprehension using sequence, retell, main idea, story elements, and prediction. 5. Demonstrate comprehension by responding appropriately to text including drawing conclusions, making inferences, and paraphrasing. 6. Demonstrate comprehension using order and relationships. 7. Read fluently with attention to detail and sentence structure.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 1: Language for Information and Understanding

Students will read, write, listen and speak for information and understanding. (ELA-1)

Language for Information and Understanding- Writing

Key Idea: ELA.1.2 Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Write for information and understanding to include: pictures, drawings, letters of the alphabet, numbers, lists, labels, proper nouns, and words, phrases and factual sentences. 2. Demonstrate organization and use of information to observe and record data and details, relate a story in sequence, copy words from environmental print, and use graphic organizers. 3. Demonstrate application of information by using classroom resources to support the writing process, giving and seeking constructive feedback and maintain a portfolio of informational writings and drawings. 4. Demonstrate basic writing conventions. 	<ol style="list-style-type: none"> 1. Write for information and understanding to include: pictures, drawings, letters of the alphabet, numbers, lists, labels, proper nouns, words, phrases and factual sentences, simple reports and multi-media formats. 2. Demonstrate organization and use of information to observe and record data and details, relate a story in sequence, copy words from environmental print, and use graphic organizers. 3. Demonstrate application of information by using classroom resources to support the writing process, giving and seeking constructive feedback and maintain a portfolio of informational writings and drawings. 4. Demonstrate basic writing conventions. 	<ol style="list-style-type: none"> 1. Write for information and understanding to include: short reports, summaries, graphs, charts, concept maps, webs, simple outlines, friendly letters, simple directions and multi-media formats. 2. Demonstrate organization and use of information by using graphic organizers, using sources of information, taking notes, stating main idea, and using organizational patterns. 3. Demonstrate application of information by using classroom resources to support the writing process, giving and seeking constructive feedback and maintain a portfolio of informational writings and drawings. 4. Demonstrate basic writing conventions.
Grade 3		Grade 4
<ol style="list-style-type: none"> 1. Write for information and understanding to include: short reports, summaries, graphs, charts, concept maps, webs, simple outlines, friendly letters, simple directions, multi-media formats, news articles, biographical sketches, advertisements, and informational brochures. 2. Demonstrate organization and use of information by using graphic organizers, extracting relevant information, comparing various information, taking notes, producing well-organized explanations, and supporting interpretations. 3. Demonstrate application of information by using classroom resources to support the writing process, giving and seeking constructive feedback and maintain a portfolio of informational writings and drawings. 4. Demonstrate basic writing conventions. 		<ol style="list-style-type: none"> 1. Write for information and understanding to include: short reports, summaries, graphs, charts, concept maps, webs, simple outlines, friendly letters, simple directions, multi-media formats, news articles, biographical sketches, advertisements, and informational brochures. 2. Demonstrate organization and use of information by using graphic organizers, extracting relevant information, comparing various information, taking notes, producing well-organized explanations, and supporting interpretations. 3. Demonstrate application of information by using classroom resources to support the writing process, giving and seeking constructive feedback and maintain a portfolio of informational writings and drawings. 4. Demonstrate basic writing conventions.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 1: Language for Information and Understanding

Students will read, write, listen and speak for information and understanding. (ELA-1)

Language for Information and Understanding- Listening

Key Idea: ELA.1.1 Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Listen for data, facts, and ideas to include: circle time, large/ small group discussions, group project reports, media presentations, role play and performances. 2. Acquire information from a variety of sources. 3. Identify words and sentences on a chart. 4. Follow directions involving a few steps. 5. Identify and respond to environmental sounds. 6. Identify similarities and differences. 7. Listen respectfully and responsively. 8. Attend to a listening activity for an amount of time. 9. Avoid interrupting. 10. Respond with expression appropriately. 	<ol style="list-style-type: none"> 1. Listen for data, facts, and ideas to include: circle time, large/ small group discussions, group project reports, media presentations, role play and performances. 2. Acquire information from a variety of sources. 3. Identify words and sentences on a chart. 4. Follow directions involving a few steps. 5. Identify and respond to environmental sounds. 6. Identify similarities and differences. 7. Listen respectfully and responsively. 8. Attend to a listening activity for an amount of time. 9. Avoid interrupting. 10. Respond with expression appropriately. 	<ol style="list-style-type: none"> 1. Listen for data, facts, and ideas to include: large/ small group discussions, conferences with teachers, school community time, student presentations, multimedia presentations, role play and performances. 2. Follow directions and procedures. 3. Identify main ideas and details. 4. Identify similarities and differences. 5. Identify a conclusion that summarizes. 6. Interpret information by drawing on prior knowledge. 7. Listen respectfully and responsively. 8. Attend to a listening activity for an amount of time. 9. Avoid interrupting. 10. Respond with expression appropriately.
Grade 3		Grade 4
<ol style="list-style-type: none"> 1. Listen for data, facts, and ideas to include: large/ small group discussions, conferences with teachers, school community time, student presentations, multimedia presentations, role play and performances. 2. Acquire information from a variety of sources. 3. Follow directions and understand procedures. 4. Identify main ideas and supporting details. 5. Identify similarities and differences. 6. Identify a conclusion. 7. Interpret information by drawing on prior knowledge. 8. Identify vocal characteristics effectively to emphasize meaning. 9. Use strategies and transition words to aid recall. 10. Understand differences between literal and figurative language. 11. Listen respectfully and responsively. 12. Attend to a listening activity for an amount of time. 13. Avoid interrupting. 14. Respond with expression appropriately. 		<ol style="list-style-type: none"> 1. Listen for data, facts, and ideas to include: large/ small group discussions, conferences with teachers, school community time, student presentations, multimedia presentations, role play and performances. 2. Acquire information from a variety of sources. 3. Follow directions and understand procedures. 4. Identify main ideas and supporting details. 5. Identify similarities and differences. 6. Identify a conclusion. 7. Interpret information by drawing on prior knowledge. 8. Identify vocal characteristics effectively to emphasize meaning. 9. Use strategies and transition words to aid recall. 10. Understand differences between literal and figurative language. 11. Listen respectfully and responsively. 12. Attend to a listening activity for an amount of time. 13. Avoid interrupting. 14. Respond with expression appropriately.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 1: Language for Information and Understanding

Students will read, write, listen and speak for information and understanding. (ELA-1)

Language for Information and Understanding- Speaking

Key Idea: ELA.1.2 Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.		
Kindergarten	Grade 1	Grade 2
1. Speak to communicate data, facts, and ideas to include: circle time, large/ small group discussions, group project reports, media presentations, role play and performances. 2. Dictate information. 3. Briefly report information. 4. Connect information from personal experiences to a variety of sources. 5. Retell events in sequence. 6. Share observations. 7. Ask questions. 8. Respond verbally. 9. Use appropriate visual aids to illustrate a word or concept. 10. Respond respectfully. 11. Use developmentally appropriate vocabulary and pronunciation. 12. Take turns speaking in a group. 13. Speak in complete sentences. 14. Stay on topic. 15. Speak audibly, clearly, and with expression.	1. Speak to communicate data, facts, and ideas to include: circle time, large/ small group discussions, group project reports, media presentations, role play and performances. 2. Dictate information. 3. Briefly report information. 4. Connect information from personal experiences to a variety of sources. 5. Retell events in sequence. 6. Share observations. 7. Ask questions. 8. Respond verbally. 9. Use appropriate visual aids to illustrate a word or concept. 10. Respond respectfully. 11. Use developmentally appropriate vocabulary and pronunciation. 12. Take turns speaking in a group. 13. Speak in complete sentences. 14. Stay on topic. 15. Speak audibly, clearly, and with expression.	1. Speak to communicate data, facts, and ideas to include: large/ small group discussions, conferences with teachers, school community time, student presentations, multimedia presentations, role play and performances. 2. Provide directions in a sequence of steps. 3. Express an opinion. 4. Ask questions. 5. Summarize. 6. Describe a problem and suggest one or more solutions. 7. State a main idea with supporting examples and details. 8. Explain a line of reasoning. 9. Present a short oral report, using logical order. 10. Use complete sentences. 11. Respond respectfully. 12. Use developmentally appropriate vocabulary and pronunciation. 13. Take turns speaking in a group. 14. Speak in complete sentences. 15. Stay on topic. 16. Speak audibly, clearly, and with expression.
Grade 3		Grade 4
1. Speak to communicate data, facts, and ideas to include: large/ small group discussions, conferences with teachers, school community time, student presentations, multimedia presentations, role play and performances. 2. Provide directions in a sequence of steps. 3. Express an opinion. 4. Ask questions. 5. Summarize. 6. Describe a problem and suggest one or more solutions. 7. State a main idea with supporting examples and details. 8. Explain a line of reasoning. 9. Present a short oral report, using logical order. 10. Use complete sentences. 11. Respond respectfully. 12. Use developmentally appropriate vocabulary and pronunciation. 13. Take turns speaking in a group. 14. Speak in complete sentences. 15. Stay on topic. 16. Speak audibly, clearly, and with expression.		1. Speak to communicate data, facts, and ideas to include: large/ small group discussions, conferences with teachers, school community time, student presentations, multimedia presentations, role play and performances. 2. Provide directions in a sequence of steps. 3. Express an opinion. 4. Ask questions. 5. Summarize. 6. Describe a problem and suggest one or more solutions. 7. State a main idea with supporting examples and details. 8. Explain a line of reasoning. 9. Present a short oral report, using logical order. 10. Use complete sentences. 11. Respond respectfully. 12. Use developmentally appropriate vocabulary and pronunciation. 13. Take turns speaking in a group. 14. Speak in complete sentences. 15. Stay on topic. 16. Speak audibly, clearly, and with expression.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 2: Language for Literary Response and Expression

Students will read, write, listen and speak for literary response and expression. (ELA-2)

Language for Literary Response and Expression - Reading

Key Idea: ELA.2.1 Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Read books with limited text, repetitive language, and simple illustrations such as: picture and concept books, poems and rhymes, dictated stories, beginning books and electronic books. 2. Choose literature for enjoyment. 3. Participate in shared book activities. 4. Dramatize or retell stories. 5. Engage in pre-reading and reading activities. 	<ol style="list-style-type: none"> 1. Read books with limited text, repetitive language, and simple illustrations such as: picture and concept books, poems and rhymes, dictated stories, beginning books and electronic books. 2. Comprehend, interpret, and respond to texts and performances. 3. Engage in pre-reading and reading activities. 4. Read aloud with expression and fluency. 5. Engage in purposeful oral reading in small and large groups. 6. Dramatize or retell stories. 	<ol style="list-style-type: none"> 1. Read and view imaginative texts and performances such as: stories, poems and songs, folk tales and fables, plays, film and video productions, and electronic books. 2. Self select appropriate reading materials. 3. Choose literature for enjoyment at home and in school. 4. Select literature based on personal needs and interests from a variety of genres and by different authors. 5. Read aloud with expression and fluency. 6. Engage in purposeful oral reading in small and large groups. 7. Read print-based, electronic, and imaginative texts silently on a daily basis for enjoyment. 8. Compare fiction and non-fiction. 9. Restate story elements to own lives. 10. Make predictions and draw conclusions. 11. Maintain personal reading list. 12. Use specific evidence from stories to identify themes. 13. Use knowledge of story structure and elements to interpret stories.
Grade 3		Grade 4
<ol style="list-style-type: none"> 1. Read and view imaginative texts and performances such as: stories, poems and songs, folk tales and fables, plays, film and video productions, and electronic books. 2. Select literature based on personal needs and interests from a variety of genres. 3. Engage in purposeful oral reading in small and large groups. 4. Read print-based and electronic imaginative texts. 5. Relate setting, plot and characters in literature to own lives. 6. Compare fiction and non-fiction. 7. Make predictions, conclusions and inferences. 8. Identify cultural influences in texts. 9. Maintain a personal reading list. 10. Use specific evidence from stories to identify themes. 11. Use knowledge of story structure and elements to interpret stories. 		<ol style="list-style-type: none"> 1. Read and view imaginative texts and performances such as: stories, poems and songs, folk tales and fables, plays, film and video productions, and electronic books. 2. Select literature based on personal needs and interests from a variety of genres. 3. Engage in purposeful oral reading in small and large groups. 4. Read print-based and electronic imaginative texts. 5. Relate setting, plot and characters in literature to own lives. 6. Compare fiction and non-fiction. 7. Make predictions, conclusions and inferences. 8. Identify cultural influences in texts. 9. Maintain a personal reading list. 10. Use specific evidence from stories to identify themes. 11. Use knowledge of story structure and elements to interpret stories.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 2: Language for Literary Response and Expression

Students will read, write, listen and speak for literary response and expression. (ELA-2)

Language for Literary Response and Expression - Writing

Key Idea: ELA.2.2 Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Write original imaginative and informational texts such as stories, poems and journal entries. 2. Write descriptive sentences, captions, names and original stories/ poems in order to respond to a variety of texts. 3. Maintain a portfolio of writings and drawings, across content areas, in response to literature. 	<ol style="list-style-type: none"> 1. Write original imaginative and informational texts such as stories, poems and journal entries. 2. Write descriptive sentences, short paragraphs, captions, names, original stories/ poems, new story endings and journal entries in order to respond to a variety of texts. 3. Maintain a portfolio of writings and drawings, across content areas, in response to literature. 	<ol style="list-style-type: none"> 1. Write original imaginative and informational texts such as personal narratives, stories, poems/ songs, and journal entries. 2. Write adaptations of story endings, change of setting, and switch of genres. 3. Write descriptive sentences, short paragraphs, original stories/ poems, new story endings, journal entries and book reviews in order to respond to a variety of texts. 4. Produce an organizational format that reflects beginning, middle and end. 5. Use resources such as personal experiences and themes from other texts and performances to stimulate own writing. 6. Maintain a portfolio of writings, across content areas, in response to literature.
Grade 3		Grade 4
<ol style="list-style-type: none"> 1. Write original imaginative and informational texts such as personal narratives, stories, poems/ songs, plays, newspaper articles, and journal entries. 2. Write adaptations of story endings, change of setting, and switch of genres. 3. Write character descriptions, personal narratives, descriptive sentences, short paragraphs, original stories/ poems/ songs, epilogues, book reviews, journal entries and story sequels in order to respond to a variety of texts. 4. Use an organizational format that reflects beginning, middle and end. 5. Use resources such as personal experiences and themes from other texts and performances to stimulate own writing. 6. Maintain a portfolio of writings, across content areas, in response to literature. 		<ol style="list-style-type: none"> 1. Write original imaginative and informational texts such as personal narratives, stories, poems/ songs, plays, newspaper articles, and journal entries. 2. Write adaptations of story endings, change of setting, and switch of genres. 3. Write character descriptions, personal narratives, descriptive sentences, short paragraphs, original stories/ poems/ songs, epilogues, book reviews, journal entries and story sequels in order to respond to a variety of texts. 4. Use an organizational format that reflects beginning, middle and end. 5. Use resources such as personal experiences and themes from other texts and performances to stimulate own writing. 6. Maintain a portfolio of writings, across content areas, in response to literature.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 2: Language for Literary Response and Expression

Students will read, write, listen and speak for literary response and expression. (ELA-2)

Language for Literary Response and Expression - Listening

Key Idea: ELA.2.1 Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Listen to comprehend, interpret, and respond to a variety of texts and performances to include: storytelling, shared reading, discussions, presentations, and performances. 2. Appreciate and enjoy literary works. 3. Match sounds and words with pictures. 4. Identify and use sounds and words which create images. 5. Recall sequence of events. 6. Identify character, setting and plot. 7. Respond to vivid language. 8. Distinguish between a story and a poem. 9. Listen respectfully and responsively. 10. Attend to a listening activity for an amount of time. 11. Avoid interrupting. 12. Respond with expression appropriately. 	<ol style="list-style-type: none"> 1. Listen to comprehend, interpret, and respond to a variety of texts and performances to include: storytelling, shared reading, discussions, presentations, and performances. 2. Appreciate and enjoy literary works. 3. Match sounds and words with pictures. 4. Identify and use sounds and words which create images. 5. Recall sequence of events. 6. Identify character, setting and plot. 7. Respond to vivid language. 8. Distinguish between a story and a poem. 9. Listen respectfully and responsively. 10. Attend to a listening activity for an amount of time. 11. Avoid interrupting. 12. Respond with expression appropriately. 	<ol style="list-style-type: none"> 1. Listen to comprehend, interpret, and respond to a variety of texts and performances to include: stories, poems/ songs, folktales/ fables, discussions, presentations, and performances. 2. Identify story elements to understand author’s message. 3. Connect a variety of texts. 4. Identify predictable language. 5. Compare ideas of others to own ideas. 6. Use note taking and webbing strategies to organize information and ideas recalled from texts read aloud. 7. Listen respectfully and responsively. 8. Attend to a listening activity for an amount of time. 9. Avoid interrupting. 10. Respond with expression appropriately.
Grade 3		Grade 4
<ol style="list-style-type: none"> 1. Listen to comprehend, interpret, and respond to a variety of texts and performances to include: stories, poems/ songs, folktales/ fables, discussions, presentations, and performances. 2. Identify story elements to understand author’s message. 3. Connect a variety of texts. 4. Identify predictable language. 5. Identify author’s use of figurative language. 6. Compare ideas of others to own ideas. 7. Use note taking and webbing strategies to organize information and ideas recalled from texts read aloud. 8. Listen respectfully and responsively. 9. Attend to a listening activity for an amount of time. 10. Avoid interrupting. 11. Respond with expression appropriately. 		<ol style="list-style-type: none"> 1. Listen to comprehend, interpret, and respond to a variety of texts and performances to include: stories, poems/ songs, folktales/ fables, discussions, presentations, and performances. 2. Identify story elements to understand author’s message. 3. Connect a variety of texts. 4. Identify predictable language. 5. Identify author’s use of figurative language. 6. Compare ideas of others to own ideas. 7. Use note taking and webbing strategies to organize information and ideas recalled from texts read aloud. 8. Listen respectfully and responsively. 9. Attend to a listening activity for an amount of time. 10. Avoid interrupting. 11. Respond with expression appropriately.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 2: Language for Literary Response and Expression

Students will read, write, listen and speak for literary response and expression. (ELA-2)

Language for Literary Response and Expression - Speaking

Key Idea: ELA.2.2 Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Speak to present interpretations and responses to a variety of sources such as circle time, large/ small group discussions, conferences with teacher, role play and performances. 2. Interpret words of characters. 3. Engage in conversations regarding pictures and books. 4. Role play characters and events. 5. Express feelings about fiction. 6. Respond to fiction from different cultural and ethnic groups. 7. Dictate stories with a beginning, middle and end. 8. Express mood of a story using a variety of words. 9. Retell stories of poems. 10. Respond respectfully. 11. Use developmentally appropriate vocabulary and pronunciation. 12. Take turns speaking in a group. 13. Speak in complete sentences. 14. Stay on topic. 15. Speak audibly, clearly, and with expression. 	<ol style="list-style-type: none"> 1. Speak to present interpretations and responses to a variety of sources such as circle time, large/ small group discussions, conferences with teacher, role play and performances. 2. Interpret words of characters. 3. Engage in conversations regarding pictures and books. 4. Role play characters and events. 5. Express feelings about fiction. 6. Respond to fiction from different cultural and ethnic groups. 7. Dictate stories with a beginning, middle and end. 8. Express mood of a story using a variety of words. 9. Retell stories of poems. 10. Respond respectfully. 11. Use developmentally appropriate vocabulary and pronunciation. 12. Take turns speaking in a group. 13. Speak in complete sentences. 14. Stay on topic. 15. Speak audibly, clearly, and with expression. 	<ol style="list-style-type: none"> 1. Speak to present interpretations and responses to a variety of sources such as large/ small group discussions, conferences with teacher, role play and performances. 2. Present original works to classmates. 3. Give book reviews. 4. Describe characters, setting and plot. 5. Compare imaginative and informational texts. 6. Explain cultural and ethnic features. 7. Ask questions to clarify and interpret. 8. Use complete sentences, tense and order in oral presentations. 9. Respond respectfully. 10. Use developmentally appropriate vocabulary and pronunciation. 11. Take turns speaking in a group. 12. Initiate communication with peers and familiar adults. 13. Use developmentally appropriate vocabulary in complete sentences. 14. Maintain eye contact. 15. Speak audibly, clearly, and with expression.
Grade 3		Grade 4
<ol style="list-style-type: none"> 1. Speak to present interpretations and responses to a variety of sources such as large/ small group discussions, conferences with teacher, role play and performances. 2. Present original works to classmates. 3. Give book reviews. 4. Describe characters, setting and plot. 5. Compare imaginative and informational texts. 6. Explain cultural and ethnic features. 7. Ask questions to clarify and interpret. 8. Use complete sentences, tense and order in oral presentations. 9. Respond respectfully. 10. Use developmentally appropriate vocabulary and pronunciation. 11. Take turns speaking in a group. 12. Initiate communication with peers and familiar adults. 13. Use developmentally appropriate vocabulary in complete sentences. 14. Maintain eye contact and speak audibly, clearly, and with expression. 		<ol style="list-style-type: none"> 1. Speak to present interpretations and responses to a variety of sources such as large/ small group discussions, conferences with teacher, role play and performances. 2. Present original works to classmates. 3. Give book reviews. 4. Describe characters, setting and plot. 5. Make inferences and draw conclusions. 6. Explain cultural and ethnic features. 7. Ask questions to clarify and interpret. 8. Use complete sentences, tense and order in oral presentations. 9. Respond respectfully. 10. Use developmentally appropriate vocabulary and pronunciation. 11. Take turns speaking in a group. 12. Initiate communication with peers and familiar adults. 13. Use developmentally appropriate vocabulary in complete sentences. 14. Establish eye contact and speak audibly, clearly, and with expression.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 3: Language for Critical Analysis and Evaluation

Students will read, write, listen and speak for critical analysis and evaluation. (ELA-3)

Language for Critical Analysis and Evaluation- Reading

Key Idea: ELA.3.1 Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Read a variety of material with limited text, repetitive language, and simple illustrations on a daily basis. 2. Recognize narrative and expository text. 3. Apply prior knowledge to new material. 4. Identify main idea. 5. Predict outcomes. 6. Distinguish between fact and fantasy. 7. Change sequence to create a different ending. 8. Form an opinion about the difference between events in a story and events in their own lives. 9. Identify characters and their contribution to a story. 10. Recognize different plots in books by the same author. 11. Use graphic organizers. 	<ol style="list-style-type: none"> 1. Read a variety of material with limited text, repetitive language, and simple illustrations on a daily basis. 2. Compare characters, plot and purpose. 3. Draw conclusions and generalizations. 4. Maintain a response journal. 5. Understand the cultural background in which text is written. 6. Engage in discussion about stories. 7. Identify, explain and evaluate ideas, themes and experiences. 8. Engage in pre-reading and reading activities. 9. Use graphic organizers. 	<ol style="list-style-type: none"> 1. Read and analyze information, ideas and experiences from resources. 2. Compare characters, plots, purpose, and settings. 3. Draw conclusions and make generalizations. 4. Maintain a response journal that may summarize and expand on a text. 5. Understand the cultural background in which text is written. 6. Engage in discussion about stories. 7. Evaluate the content. 8. Recognize how language and illustrations are used to persuade in print. 9. Use graphic organizers.
Grade 3		Grade 4
<ol style="list-style-type: none"> 1. Read and analyze information, ideas and experiences from resources. 2. Compare characters, plots, purpose, and settings. 3. Analyze ideas and information based on prior knowledge. 4. Judge truthfulness or accuracy of content in order to gather facts and form opinions. 5. Use opinions and reactions to evaluate personal interpretation of ideas and information. 6. Differentiate between fact and opinion. 7. Understand the cultural background in which text is written. 8. Engage in discussion about stories. 9. Evaluate the content. 10. Recognize how language and illustrations are used to persuade in print. 11. Use graphic organizers. 		<ol style="list-style-type: none"> 1. Read and analyze information, ideas and experiences from resources. 2. Compare characters, plots, purpose, and settings. 3. Analyze ideas and information based on prior knowledge. 4. Judge truthfulness or accuracy of content in order to gather facts and form opinions. 5. Use opinions and reactions to evaluate personal interpretation of ideas and information. 6. Differentiate between fact and opinion. 7. Understand the cultural background in which text is written. 8. Engage in discussion about stories. 9. Evaluate the content. 10. Recognize how language and illustrations are used to persuade in print. 11. Use graphic organizers.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 3: Language for Critical Analysis and Evaluation

Students will read, write, listen and speak for critical analysis and evaluation. (ELA-3)

Language for Critical Analysis and Evaluation- Writing

Key Idea: ELA.3.2 Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.		
Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Write to begin to express opinions and make judgments including: experience charts, posters, advertisements, and statements. 2. Write, with teacher assistance, to express opinions and judgments including: TWLs, respond in pictures or words to a classmate, depict an opinion, compare story elements, describe real/ imaginary, and describe connections between personal experiences and ideas in written text. 3. Maintain, with teacher assistance, a portfolio of writings and drawings that express opinions and judgments. 	<ol style="list-style-type: none"> 1. Write to begin to express opinions and make judgments including: experience charts, posters, advertisements, statements and book reviews. 2. Write, with teacher assistance, to express opinions and judgments including: TWLs, graphic organizers, respond to a classmate, describe real / imaginary, state a main idea, depict opinions, express a character’s POV, compare story elements between stories, use personal experiences, determine intended audience and draw conclusions. 3. Maintain, with teacher assistance, a portfolio of writings and drawings that express opinions and judgments. 	<ol style="list-style-type: none"> 1. Write to analyze and evaluate ideas, information and experiences including: persuasive essays, movie and book reviews, short reports and advertisements. 2. Write, with teacher assistance, to express opinions and judgments including: TWLs, graphic organizers, respond to a classmate, describe real / imaginary, state a main idea, express opinions, express a character’s POV, analyze author’s use of story elements, use personal experiences, determine intended audience and conference with a teacher or peers in order to revise. 3. Maintain, with teacher assistance, a portfolio of writings that express opinions and judgments.
Grade 3		Grade 4
<ol style="list-style-type: none"> 1. Write to analyze and evaluate ideas, information and experiences including: persuasive essays, performance reviews, reports, advertisements, contest entries, and lab reports. 2. Write, with teacher assistance, to express opinions and judgments including: TWLs, graphic organizers, respond to a classmate, state a main idea or theme, use relevant examples, express opinions, analyze author’s use of language, use effective vocabulary, use ideas from two or more sources, and conference with a teacher or peers in order to revise. 3. Maintain, with teacher assistance, a portfolio of writings and drawings that express opinions and judgments. 		<ol style="list-style-type: none"> 1. Write to analyze and evaluate ideas, information and experiences including: persuasive essays, performance reviews, reports, advertisements, contest entries, and lab reports. 2. Write, with teacher assistance, to express opinions and judgments including: TWLs, graphic organizers, respond to a classmate, state a main idea or theme, use relevant examples, express opinions, analyze author’s use of language, use effective vocabulary, use ideas from two or more sources, and conference with a teacher or peers in order to revise. 3. Maintain, with teacher assistance, a portfolio of writings and drawings that express opinions and judgments.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 3: Language for Critical Analysis and Evaluation

Students will read, write, listen and speak for critical analysis and evaluation. (ELA-3)

Language for Critical Analysis and Evaluation- Listening

Key Idea: ELA.3.1 Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.		
Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Listen for differences in opinion and viewpoints to include: circle time, large/ small group discussions, read-aloud and shared reading, individual conferences, role play, and performances. 2. Form an opinion or evaluate information based on environmental information. 3. Form an opinion about a book read aloud using criteria to judge. 4. Recognize differences in two or more versions of a familiar story. 5. Listen respectfully and responsively. 6. Attend to a listening activity for an amount of time. 7. Avoid interrupting. 8. Respond with expression appropriately. 	<ol style="list-style-type: none"> 1. Listen for differences in opinion and viewpoints to include: circle time, large/ small group discussions, read-aloud and shared reading, individual conferences, role play, and performances. 2. Form an opinion or evaluate information based on environmental information. 3. Form an opinion about a book read aloud using criteria to judge. 4. Recognize differences in two or more versions of a familiar story. 5. Listen respectfully and responsively. 6. Attend to a listening activity for an amount of time. 7. Avoid interrupting. 8. Respond with expression appropriately. 	<ol style="list-style-type: none"> 1. Listen for differences in opinion and viewpoints to include: large/ small group discussions, read-aloud and shared reading, individual conferences, role play, presentations and performances. 2. Form a personal opinion about the quality of texts read aloud. 3. Recognize similarities and differences between POV of speaker and audience. 4. Distinguish between fact and opinion. 5. Evaluate the speaker's style of delivery by using criteria (i.e., Reader's Theater). 6. Listen respectfully and responsively. 7. Attend to a listening activity for an amount of time. 8. Avoid interrupting. 9. Respond with expression appropriately.
Grade 3		Grade 4
<ol style="list-style-type: none"> 1. Listen for differences in opinion and viewpoints to include: large/ small group discussions, individual conferences, role play, presentations and performances. 2. Form a personal opinion about the quality of texts read aloud. 3. Recognize similarities and differences between POV of speaker and audience. 4. Distinguish between fact and opinion. 5. Evaluate the speaker's style of delivery by using criteria (i.e., Reader's Theater). 6. Distinguish between information in media and fictional material. 7. Form an opinion about the message of advertisements. 8. Listen respectfully and responsively. 9. Attend to a listening activity for an amount of time. 10. Avoid interrupting. 11. Respond with expression appropriately. 		<ol style="list-style-type: none"> 1. Listen for differences in opinion and viewpoints to include: large/ small group discussions, individual conferences, role play, presentations and performances. 2. Form a personal opinion about the quality of texts read aloud. 3. Recognize similarities and differences between POV of speaker and audience. 4. Distinguish between fact and opinion. 5. Evaluate the speaker's style of delivery by using criteria (i.e., Reader's Theater). 6. Distinguish between information in media and fictional material. 7. Form an opinion about the message of advertisements. 8. Listen respectfully and responsively. 9. Attend to a listening activity for an amount of time. 10. Avoid interrupting. 11. Respond with expression appropriately.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 3: Language for Critical Analysis and Evaluation

Students will read, write, listen and speak for critical analysis and evaluation. (ELA-3)

Language for Critical Analysis and Evaluation- Speaking

Key Idea: ELA.3.2 Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Speak to express opinions in circle time, large/ small group discussions, read-aloud and shared reading, individual conferences, role play, and performances. 2. Share using a TWL. 3. Express an opinion about literary forms, information, or illustrations. 4. Provide reasons to support opinion. 5. Compare story elements. 6. Explain personal criteria for self-selection. 7. Dramatize differences and similarities in characters. 8. Respond respectfully. 9. Use developmentally appropriate vocabulary and pronunciation. 10. Take turns speaking in a group. 11. Speak in complete sentences. 12. Stay on topic. 13. Speak audibly, clearly, and with expression. 	<ol style="list-style-type: none"> 1. Speak to express opinions in circle time, large/ small group discussions, read-aloud and shared reading, individual conferences, role play, and performances. 2. Share using a TWL. 3. Express an opinion about literary forms, information, or illustrations. 4. Provide reasons to support opinion. 5. Compare story elements. 6. Explain personal criteria for self-selection. 7. Dramatize differences and similarities in characters. 8. Respond respectfully. 9. Use developmentally appropriate vocabulary and pronunciation. 10. Take turns speaking in a group. 11. Speak in complete sentences. 12. Stay on topic. 13. Speak audibly, clearly, and with expression. 	<ol style="list-style-type: none"> 1. Speak to express opinions and judgments in large/ small group discussions, individual conferences, school assemblies, presentations, and oral readings. 2. Explain the reasons for a character’s actions. 3. Express an opinion about story elements. 4. Discuss the impact of vocabulary, format, illustrations and titles. 5. Express an opinion on school or community issues. 6. Ask and respond to questions. 7. Respond respectfully. 8. Use developmentally appropriate vocabulary and pronunciation. 9. Take turns speaking in a group. 10. Speak in complete sentences. 11. Stay on topic. 12. Speak audibly, clearly, and with expression.
Grade 3		Grade 4
<ol style="list-style-type: none"> 1. Speak to express opinions and judgments in large/ small group discussions, individual conferences, school assemblies, presentations, and oral readings. 2. Explain the reasons for a character’s actions. 3. Express an opinion about story elements. 4. Discuss the impact of vocabulary, format, illustrations and titles. 5. Express an opinion on school or community issues. 6. Express a judgment about the accuracy and truthfulness of the content of a variety of text. 7. Role play to communicate an interpretation of real/ imaginary people or events. 8. Ask and respond to questions. 9. Respond respectfully. 10. Use developmentally appropriate vocabulary and pronunciation. 11. Take turns speaking in a group. 12. Speak in complete and grammatically correct sentences. 13. Stay on topic and make eye contact. 14. Speak audibly, clearly, and with expression. 		<ol style="list-style-type: none"> 1. Speak to express opinions and judgments in large/ small group discussions, individual conferences, school assemblies, presentations, and oral readings. 2. Explain the reasons for a character’s actions. 3. Express an opinion about story elements. 4. Discuss the impact of vocabulary, format, illustrations and titles. 5. Express an opinion on school or community issues. 6. Express a judgment about the accuracy and truthfulness of the content of a variety of text. 7. Role play to communicate an interpretation of real/ imaginary people or events. 8. Ask and respond to questions. 9. Respond respectfully. 10. Use developmentally appropriate vocabulary and pronunciation. 11. Take turns speaking in a group. 12. Initiate communication with peers and familiar adults. 13. Speak in complete and grammatically correct sentences. 14. Stay on topic and make eye contact. 15. Speak audibly, clearly, and with expression.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 4: Language for Social Interaction

Students will read, write, listen and speak for social interaction. (ELA-4)

Language for Social Interaction - Reading

Key Idea: ELA.4.1 Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.		
Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Read a variety of material with limited text, repetitive language, and simple illustrations on a daily basis. 2. Participate in shared reading and respond to invitations, letter, journals, etc. 3. Differentiate among invitations, letters, journals, pictures, text, morning messages, daily routines, experience charts, notes and cards. 4. Exchange ideas with other readers. 5. Listen and participate in discussions about literature. 6. Develop awareness of regional, cultural, and social differences. 7. Participate in shared electronic exchanges. 8. Respond to other children's writing. 	<ol style="list-style-type: none"> 1. Read a variety of material with limited text, repetitive language, and simple illustrations on a daily basis. 2. Participate in shared reading and respond to invitations, letter, journals, etc. 3. Exchange ideas with other readers. 4. Listen and participate in discussions about literature. 5. Demonstrate an awareness of the differences between formal and informal language. 6. Develop awareness of regional, cultural, and social differences. 7. Participate in shared electronic exchanges. 8. Respond to other students' writing. 9. Respect age, gender, and cultural traditions of the writer. 	<ol style="list-style-type: none"> 1. Read to establish, maintain, and enhance personal relationships to include friendly letters, journals, notes, cards, and messages. 2. Read and respond to invitations, letter, journals, etc. 3. Exchange ideas with other readers. 4. Listen and participate in discussions about literature. 5. Demonstrate an awareness of the differences between formal and informal language. 6. Develop awareness of regional, cultural, and social differences. 7. Participate in shared electronic exchanges. 8. Respond to other students' writing. 9. Respect age, gender, and cultural traditions of the writer.
Grade 3		Grade 4
<ol style="list-style-type: none"> 1. Read to establish, maintain, and enhance personal relationships to include friendly letters, journals, notes, cards, and messages. 2. Read and respond to a variety of literary formats. 3. Listen to and exchange ideas about a broad range of topics. 4. Communicate independently with a variety of audiences. 5. Identify differences between formal and informal language. 6. Recognize and compare age, gender, social, cultural and regional differences expressed in print. 7. Understand that perspective is formed and influenced by background. 8. Create and respond to electronic messages. 		<ol style="list-style-type: none"> 1. Read to establish, maintain, and enhance personal relationships to include friendly letters, journals, notes, cards, and messages. 2. Read and respond to a variety of literary formats. 3. Listen to and exchange ideas about a broad range of topics. 4. Communicate independently with a variety of audiences. 5. Identify differences between formal and informal language. 6. Recognize and compare age, gender, social, cultural and regional differences expressed in print. 7. Understand that perspective is formed and influenced by background. 8. Create and respond to electronic messages.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 4: Language for Social Interaction

Students will read, write, listen and speak for social interaction. (ELA-4)

Language for Social Interaction - Writing

Key Idea: ELA.4.2 Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.		
Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Write for social interaction to include: letters of the alphabet, numbers, words and pictures, cards/ notes/ letters, personal experience stories, journal writing, and shared electronic exchanges. 2. Share the process of writing with peers or adults. 3. Respect the age, gender, and culture of the recipient. 4. Write friendly letters to others. 5. Maintain, with teacher assistance, a portfolio of writing for social interaction. 	<ol style="list-style-type: none"> 1. Write for social interaction to include: letters of the alphabet, numbers, words and pictures, cards/ notes/ letters, personal experience stories, journal writing, and shared electronic exchanges. 2. Share the process of writing with peers or adults. 3. Respect the age, gender, and culture of the recipient. 4. Write friendly letters to others. 5. Maintain, with teacher assistance, a portfolio of writing for social interaction. 	<ol style="list-style-type: none"> 1. Write for social interaction to include: words and pictures, cards/ notes/ letters, personal experience stories, journal writing, and shared electronic exchanges. 2. Share the process of writing for social communication with peers or adults. 3. Respect the age, gender, and culture of the recipient. 4. Begin to develop a personal “voice” that enables the reader to get to know the writer. 5. Write friendly letters to others. 6. Maintain, with teacher assistance, a portfolio of writing for social interaction.
Grade 3		Grade 4
<ol style="list-style-type: none"> 1. Write for social interaction to include: cards/ notes/ letters, personal experience stories, journal writing, and shared electronic exchanges. 1. Share the process of writing for social communication with peers or adults. 2. Respect the age, gender, and culture of the recipient. 3. Begin to develop a personal “voice” that enables the reader to get to know the writer. 4. Write friendly letters to others. 5. Maintain, with teacher assistance, a portfolio of writing for social interaction. 		<ol style="list-style-type: none"> 1. Write for social interaction to include: cards/ notes/ letters, personal experience stories, journal writing, and shared electronic exchanges. 2. Share the process of writing for social communication with peers or adults. 3. Respect the age, gender, and culture of the recipient. 4. Begin to develop a personal “voice” that enables the reader to get to know the writer. 5. Write friendly letters to others. 6. Maintain, with teacher assistance, a portfolio of writing for social interaction.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 4: Language for Social Interaction

Students will read, write, listen and speak for social interaction. (ELA-4)

Language for Social Interaction - Listening

Key Idea: ELA.4.1 Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Listen to establish, maintain, and enhance relationships and friendships including: conversation, circle time, large/ small group discussions, parallel and interactive play/ work, role play, and shared reading/ writing/ speaking experiences. 2. Respect the age, gender, culture and interests of the speaker. 3. Listen to communication to get to know the writer. 4. Listen for the tone of voice and content that signal different types of communication. 5. Listen respectfully and responsively. 6. Attend to a listening activity for an amount of time. 7. Avoid interrupting. 8. Respond with expression appropriately. 	<ol style="list-style-type: none"> 1. Listen to establish, maintain, and enhance relationships and friendships including: conversation, circle time, large/ small group discussions, parallel and interactive play/ work, role play, and shared reading/ writing/ speaking experiences. 2. Respect the age, gender, culture and interests of the speaker. 3. Listen to communication to get to know the writer. 4. Listen for the tone of voice and content that signal different types of communication. 5. Listen respectfully and responsively. 6. Attend to a listening activity for an amount of time. 7. Avoid interrupting. 8. Respond with expression appropriately. 	<ol style="list-style-type: none"> 1. Listen to establish, maintain, and enhance relationships and friendships including: conversation, large/ small group discussions, role play, and conferences with the teacher. 2. Respect the age, gender, culture and interests of the speaker. 3. Listen to communication to get to know the writer. 4. Listen for the tone of voice and content that signal different types of communication. 5. Listen to question, paraphrase, and summarize for clarification. 6. Listen respectfully and responsively. 7. Attend to a listening activity for an amount of time. 8. Avoid interrupting. 9. Respond with expression appropriately.
Grade 3		Grade 4
<ol style="list-style-type: none"> 1. Listen to establish, maintain, and enhance relationships and friendships including: conversation, large/ small group discussions, role play, and conferences with the teacher. 2. Respect the age, gender, culture and interests of the speaker. 3. Listen to communication to get to know the writer. 4. Listen for the tone of voice and content that signal different types of communication. 5. Listen to question, paraphrase, and summarize for clarification. 6. Listen respectfully and responsively. 7. Attend to a listening activity for an amount of time. 8. Avoid interrupting. 9. Respond with expression appropriately. 		<ol style="list-style-type: none"> 1. Listen to establish, maintain, and enhance relationships and friendships including: conversation, large/ small group discussions, role play, and conferences with the teacher. 2. Respect the age, gender, culture and interests of the speaker. 3. Listen to communication to get to know the writer. 4. Listen for the tone of voice and content that signal different types of communication. 5. Listen to question, paraphrase, and summarize for clarification. 6. Listen respectfully and responsively. 7. Attend to a listening activity for an amount of time. 8. Avoid interrupting. 9. Respond with expression appropriately.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 4: Language for Social Interaction

Students will read, write, listen and speak for social interaction. (ELA-4)

Language for Social Interaction - Speaking

Key Idea: ELA.4.2 Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none"> 1. Speak to establish, maintain and enhance relationships and friendships to include: conversation, circle time, large/ small group discussions, parallel and interactive play/ work, role play, and shared reading/ writing/ speaking experiences. 2. Respect the age, gender, culture, and interests of the listener. 3. Participate in small/ large group storytelling, singing or performances in order to interact with others. 4. Share favorite anecdotes, riddles, and rhymes with others. 5. Discuss the content of communication to get to know the writer and each other. 6. Respond respectfully. 7. Use developmentally appropriate vocabulary and pronunciation. 8. Take turns speaking in a group. 9. Speak in complete sentences. 10. Stay on topic. 11. Speak audibly, clearly, and with expression. 	<ol style="list-style-type: none"> 1. Speak to establish, maintain and enhance relationships and friendships to include: conversation, circle time, large/ small group discussions, parallel and interactive play/ work, role play, and shared reading/ writing/ speaking experiences. 2. Respect the age, gender, culture, and interests of the listener. 3. Participate in small/ large group storytelling, singing or performances in order to interact with others. 4. Share favorite anecdotes, riddles, and rhymes with others. 5. Discuss the content of communication to get to know the writer and each other. 6. Respond respectfully. 7. Use developmentally appropriate vocabulary and pronunciation. 8. Take turns speaking in a group. 9. Speak in complete sentences. 10. Stay on topic. 11. Speak audibly, clearly, and with expression. 	<ol style="list-style-type: none"> 1. Speak to establish, maintain, and enhance relationships and friendships including: conversation, large/ small group discussions, role play, and conferences with the teacher. 2. Respect the age, gender, culture, and interests of the listener. 3. Discuss the content of communication to get to know the writer and each other. 4. Respond respectfully. 5. Use developmentally appropriate vocabulary and pronunciation. 6. Take turns speaking in a group. 7. Initiate communication with peers and familiar adults. 8. Speak in complete and grammatically correct sentences. 9. Stay on topic and maintain eye contact. 10. Speak audibly, clearly, and with expression.
Grade 3		Grade 4
<ol style="list-style-type: none"> 1. Speak to establish, maintain, and enhance relationships and friendships including: conversation, large/ small group discussions, role play, and conferences with the teacher. 2. Respect the age, gender, culture, and interests of the listener. 3. Discuss the content of communication to get to know the writer and each other. 4. Respond respectfully. 5. Use developmentally appropriate vocabulary and pronunciation. 6. Take turns speaking in a group. 7. Initiate communication with peers and familiar adults. 8. Speak in complete and grammatically correct sentences. 9. Stay on topic and maintain eye contact. 10. Speak audibly, clearly, and with expression. 		<ol style="list-style-type: none"> 1. Speak to establish, maintain, and enhance relationships and friendships including: conversation, large/ small group discussions, role play, and conferences with the teacher. 2. Respect the age, gender, culture, and interests of the listener. 3. Discuss the content of communication to get to know the writer and each other. 4. Respond respectfully. 5. Use developmentally appropriate vocabulary and pronunciation. 6. Take turns speaking in a group. 7. Initiate communication with peers and familiar adults. 8. Speak in complete and grammatically correct sentences. 9. Stay on topic and maintain eye contact. 10. Speak audibly, clearly, and with expression.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 1: Communication Skills

Students will be able to use a language other than English for communication. **(LOTE-1)**

Checkpoint A Proficiency

Students can initiate and respond to simple statements and engage in simple face-to-face conversation within the vocabulary, structure, and phonology appropriate to the communicative situations and functions of this level. Students can be understood, with some repetitions and circumlocutions, by native speakers used to foreigners attempting to speak their language.

Communication Skills in Modern Languages - Speaking

Key Idea: LOTE1.1 Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.		
Kindergarten	Grade 1	Grade 2
<p><i>EQ: How are people/ families alike and different?</i></p> <ol style="list-style-type: none"> Biographical information (<i>see also SS 3.1</i>) Psychological characteristics- likes, dislikes (<i>see also SS.3.1</i>) Family life (<i>see also SS 1.2</i>) <p><i>EQ: How are the seasons different?</i></p> <ol style="list-style-type: none"> Climate and weather- seasons (<i>see also MST P.4.1</i>) 	<p><i>EQ: How do families interact/ change?</i></p> <ol style="list-style-type: none"> Biographical information (<i>see also SS 2.3</i>) Family life (<i>see also SS 3.1</i>) <p><i>EQ: What patterns in weather occur?</i></p> <ol style="list-style-type: none"> Climate and weather- temp, precip (<i>see also MST P.4.1,2</i>) <p><i>EQ: How do you choose to be healthy?</i></p> <ol style="list-style-type: none"> Meals- everyday (<i>see also H.1.1</i>) 	<p><i>EQ: How are communities alike/ different?</i></p> <ol style="list-style-type: none"> Biographical information (<i>see also SS 1.4</i>) House and home- types of lodging Physical features- local (<i>see also SS.3.1</i>) <p><i>EQ: How are living things systems?</i></p> <ol style="list-style-type: none"> Health- part of the body (<i>see also H.1.1</i>)
Grade 3		Grade 4
<p><i>EQ: What are common characteristics of world communities?</i></p> <ol style="list-style-type: none"> House and home- rooms and other lodging components (<i>see also SS.3.1</i>) Physical features- world communities (<i>see also SS.3.2</i>) Travel- transportation <p><i>EQ: How is energy measured and described?</i></p> <ol style="list-style-type: none"> Meals- regional/ national specialties Meals- food prep (<i>see also H.1.1</i>) Meals- mealtime interaction Informal everyday conversation with individual peers and adults. Informal conversations with peers and familiar adults. 		<p><i>EQ: What is the relationship between a community's physical setting and its ability to satisfy it's needs and wants?</i></p> <ol style="list-style-type: none"> Physical features- New York State (<i>see also SS.3.1</i>) <p><i>EQ: What is the relationship between food, energy, and our bodies?</i></p> <ol style="list-style-type: none"> Meals- regional specialties (<i>see also H.1.1</i>) Meals- fast food (<i>see also H.1.1</i>) Informal everyday conversation with individual peers and adults. Informal conversations with peers and familiar adults. Interaction with providers of common public services in face-to-face communications.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 1: Communication Skills

Students will be able to use a language other than English for communication. **(LOTE-1)**

Checkpoint A Proficiency

Students can comprehend simple statements and questions. Usually comprehends the main idea of extended but simple messages and conversations. Often requires repetition for comprehension even when listening to persons who are used to speaking with non-natives.

Communication Skills in Modern Languages - Listening

Key Idea: LOTE1.1 Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.		
Kindergarten	Grade 1	Grade 2
<p><i>EQ: How are people/families alike and different?</i></p> <ol style="list-style-type: none"> Biographical information (<i>see also SS 3.1</i>) Psychological characteristics- likes, dislikes (<i>see also SS.3.1</i>) Family life (<i>see also SS 1.2</i>) <p><i>EQ: How are the seasons different?</i></p> <ol style="list-style-type: none"> Climate and weather- seasons (<i>see also MST P.4.1</i>) 	<p><i>EQ: How do families interact/ change?</i></p> <ol style="list-style-type: none"> Biographical information (<i>see also SS 2.3</i>) Family life (<i>see also SS 3.1</i>) <p><i>EQ: What patterns in weather occur?</i></p> <ol style="list-style-type: none"> Climate and weather- temp, precip (<i>see also MST P.4.1,2</i>) <p><i>EQ: How do you choose to be healthy?</i></p> <ol style="list-style-type: none"> Meals- everyday (<i>see also H.1.1</i>) 	<p><i>EQ: How are communities alike/different?</i></p> <ol style="list-style-type: none"> Biographical information (<i>see also SS 1.4</i>) House and home- types of lodging Physical features- local (<i>see also SS.3.1</i>) <p><i>EQ: How are living things systems?</i></p> <ol style="list-style-type: none"> Health- part of the body (<i>see also H.1.1</i>)
Grade 3		Grade 4
<p><i>EQ: What are common characteristics of world communities?</i></p> <ol style="list-style-type: none"> House and home- rooms and other lodging components (<i>see also SS.3.1</i>) Physical features- world communities (<i>see also SS.3.2</i>) Travel- transportation <p><i>EQ: How is energy measured and described?</i></p> <ol style="list-style-type: none"> Meals- regional/ national specialties Meals- food prep (<i>see also H.1.1</i>) Meals- mealtime interaction Informal everyday conversation with individual peers and adults. Informal conversations with peers and familiar adults. 		<p><i>EQ: What is the relationship between a community's physical setting and its ability to satisfy it's needs and wants?</i></p> <ol style="list-style-type: none"> Physical features- New York State (<i>see also SS.3.1</i>) <p><i>EQ: What is the relationship between food, energy, and our bodies?</i></p> <ol style="list-style-type: none"> Meals- regional specialties (<i>see also H.1.1</i>) Meals- fast food (<i>see also H.1.1</i>) Informal everyday conversation with individual peers and adults. Informal conversations with peers and familiar adults. Interaction with providers of common public services in face-to-face communications.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 1: Communication Skills

Students will be able to use a language other than English for communication. (LOTE-1)

Checkpoint A Proficiency

Students can understand simple material for informative or social purposes. Can understand the essential content of short, general, public statements and standardized messages. Can comprehend the main ideas of materials containing simple structure and syntax when relying on visual cues and prior familiarity with the topic. Understanding is limited to simple language containing only the highest frequency grammatical patterns and vocabulary items. Can sometimes guess at cognates and highly contextualized unfamiliar vocabulary. May have to read the materials several times in order to achieve understanding.

Communication Skills in Modern Languages - Reading

Key Idea: LOTE 1.2 Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.		
Kindergarten	Grade 1	Grade 2
No indicators at this grade level.	No indicators at this grade level.	<p><i>EQ: How are communities alike/different?</i></p> <ol style="list-style-type: none"> Biographical information (<i>see also SS 1.4</i>) House and home- types of lodging Physical features- local (<i>see also SS.3.1</i>) <p><i>EQ: How are living things systems?</i></p> <ol style="list-style-type: none"> Health- part of the body (<i>see also H.1.1</i>)
Grade 3		Grade 4
<p><i>EQ: What are common characteristics of world communities?</i></p> <ol style="list-style-type: none"> House and home- rooms and other lodging components (<i>see also SS.3.1</i>) Physical features- world communities (<i>see also SS.3.2</i>) Physical features- climate and weather Travel- transportation Biographical information Psychological characteristics Family life <p><i>EQ: How is energy measured and described?</i></p> <ol style="list-style-type: none"> Meals- regional/ national specialties Meals- food prep (<i>see also H.1.1</i>) Meals- mealtime interaction Information provided to the general public on signs, posters, maps, menus, etc. Brief sentences, and short, informal notes. 		<p><i>EQ: What is the relationship between a community's physical setting and its ability to satisfy it's needs and wants?</i></p> <ol style="list-style-type: none"> Physical features- New York State (<i>see also SS.3.1</i>) Family life <p><i>EQ: What is the relationship between food, energy, and our bodies?</i></p> <ol style="list-style-type: none"> Health and welfare- parts of the body Meals- regional specialties (<i>see also H.1.1</i>) Meals- fast food (<i>see also H.1.1</i>) Information provided to the general public on signs, posters, maps, menus, etc. Brief sentences, and short, informal notes.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 1: Communication Skills

Students will be able to use a language other than English for communication. **(LOTE-1)**

Checkpoint A Proficiency

Students can express basic personal needs and compose short messages on very familiar topics based on personal experiences. Writing consists mostly of mastered vocabulary and structures in simple sentences and phrases. Although errors in spelling and grammar are frequent, writing can be understood by native speakers used to dealing with foreigners.

Communication Skills in Modern Languages - Writing

<p>Key Idea: LOTE1.2 Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p>		
Kindergarten	Grade 1	Grade 2
No indicators at this grade level.	No indicators at this grade level.	<p><i>EQ: How are communities alike/different?</i></p> <ol style="list-style-type: none"> Biographical information (<i>see also SS 1.4</i>) House and home- types of lodging Physical features- local (<i>see also SS.3.1</i>) <p><i>EQ: How are living things systems?</i></p> <ol style="list-style-type: none"> Health- part of the body (<i>see also H.1.1</i>)
Grade 3		Grade 4
<p><i>EQ: What are common characteristics of world communities?</i></p> <ol style="list-style-type: none"> House and home- rooms and other lodging components (<i>see also SS.3.1</i>) Physical features- world communities (<i>see also SS.3.2</i>) Physical features- climate and weather Travel- transportation Biographical information Psychological characteristics Family life <p><i>EQ: How is energy measured and described?</i></p> <ol style="list-style-type: none"> Meals- regional/ national specialties Meals- food prep (<i>see also H.1.1</i>) Meals- mealtime interaction Informal notes for communications in everyday life situations. Brief sentences describing information. 		<p><i>EQ: What is the relationship between a community's physical setting and its ability to satisfy it's needs and wants?</i></p> <ol style="list-style-type: none"> Physical features- New York State (<i>see also SS.3.1</i>) Family life <p><i>EQ: What is the relationship between food, energy, and our bodies?</i></p> <ol style="list-style-type: none"> Health and welfare- parts of the body Meals- regional specialties (<i>see also H.1.1</i>) Meals- fast food (<i>see also H.1.1</i>) Informal notes for communications in everyday life situations. Brief sentences describing information.

Communication: K-4 Elementary Scope and Sequence

NYS Standard 2: Cross-Cultural Skills Students will develop cross-cultural skills and understandings. (LOTE-2)

Checkpoint A Proficiency

Student has knowledge of some aspects of the target language culture and is aware of the existence of cultures other than his/her own. Student is able to function in authentic, common, everyday situations but makes frequent cultural errors that impede communication even with native speakers accustomed to dealing with foreigners.

NYS Standard 2: World History Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. (SS-2)

Cross-cultural Skills in Modern Languages

Key Idea: LOTE2.1 Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.

Kindergarten	Grade 1	Grade 2
<p><i>EQ: How are people/ families alike and different?</i> (see also SS.2.2)</p> <p>1. People change over time.</p>	<p><i>EQ: How do families interact/ change?</i>(see also SS.2.2)</p> <p>1. Families lived in other places and at different times.</p> <p>2. Families have a past and they change over time; my family timeline illustrates my family’s history.</p> <p><i>EQ: How do families interact/ change?</i> (see also SS.2.3)</p> <p>3. Families have roles and responsibilities.</p> <p><i>EQ: How are patterns evident in communities?</i> (see also SS.2.3)</p> <p>4. People exchange elements of their cultures.</p> <p><i>EQ: How do people in a class/ family/ community interact?</i> (see also SS.2.3)</p> <p>5. Students, teachers, and staff are all citizens of the school community and have rights and responsibilities.</p>	<p><i>EQ: How are communities alike/ different?</i>(see also SS.2.1)</p> <p>1. Events, people, traditions, practices and ideas make up my urban, suburban, or rural community.</p> <p>2. My urban, suburban, or rural community has changed over time.</p> <p><i>EQ: How are communities alike/ different?</i> (see also SS.2.2)</p> <p>3. My urban, suburban, or rural community has changed over time.</p>
Grade 3		Grade 4
<p><i>EQ: How are world communities similar/ different?</i> (see also SS.2.3)</p> <p>1. World communities have social, political, economic, and cultural similarities and differences.</p> <p>2. People of similar and different cultural groups often live together in world communities.</p> <p>3. All people in world communities need to learn and they learn in different ways.</p> <p><i>EQ: How are world cultures similar/ different?</i> (see also SS.2.3)</p> <p>4. People in world communities celebrate their accomplishments, achievements, and contributions.</p> <p>5. People in world communities exchange elements of their cultures.</p> <p><i>EQ: What are common characteristics of world communities?</i> (see also SS.2.3)</p> <p>6. The physical, human, and cultural characteristics of different regions and people throughout the world are different.</p>		<p><i>EQ: How did people arrive in the Americas?</i> (see also SS.2.1)</p> <p>1. Major explorers of NYS</p> <p>2. The slave trade and slavery in the colonies.</p> <p>3. Groups of people who migrated to our local region and into our State.</p> <p><i>EQ: How was NYS influenced in the Colonial period?</i> (see also SS.2.1)</p> <p>4. Dutch, English, and French influences in NYS.</p> <p><i>EQ: How did NY expand during the Industrial Revolution?</i> (see also SS.2.1)</p> <p>5. Immigration and migration (e.g. Ellis Island; starvation in Ireland; forced relocation of Native American Indians in NYS)</p>