

Scope & Sequence

Every English language-arts skill, strand by strand



Living Stories & Sentences builds the whole of English language arts — reading, writing, speaking, grammar, and vocabulary — through living books, in the Charlotte Mason way. Here is what your student practices, strand by strand; reading and narration are the heart, and the rest deepens the craft.

Reading

A living book every week — a fable, a song, short stories, then two novels — read closely across two days, by audiobook, read-aloud, or on their own.

Oral narration

Telling the story back in their own words, out loud, every week. This is the root of comprehension, attention, and all the writing that follows.

Written narration & composition

Narration in many forms — a poem, a letter, a journal, a news article, a play, a graphic-novel page, an interview — building toward true composition, with a revision day about once a month.

Copywork

A real passage of literature to copy by hand each week, growing longer through the year — handwriting, spelling, and punctuation learned by imitation.

Dictation

Writing that same passage from memory — spelling, capitalization, and punctuation, practiced on a sentence they already know and love.

Vocabulary

A word to know each week, with attention to connotation — the feeling a word carries, and why a writer chose it.

Grammar & language

One clear skill a week — sentences, punctuation, parts of speech, and figurative language — always used in their own writing, never just defined. (The full sequence follows.)

Research

In the spring, a first research paper, built a little at a time — shaping a question, taking notes, paraphrasing, citing sources, and writing it up.

Nature study

Weekly looking and writing from life — object study and open observation — the habit of attention behind every other skill.



Scope & Sequence

How the language builds — the fall lays it down, the spring builds higher

Each strand is laid down in the fall and built higher in the spring — the same grammar, punctuation, sentence craft, figurative language, and composition a strong writer carries into high school and beyond. Nothing is taught once and dropped; every skill returns in the copywork, the reading, and — most of all — in your student's own writing.

Sentence structure

Term 1 complete sentences, compound sentences, and mending run-ons

Term 2 simple & complex sentences, and subject & predicate

Punctuation

Term 1 the comma after an opening phrase, apostrophes, and dialogue punctuation

Term 2 end marks, the series comma, and the marks for quoting and citing a source

Parts of speech

Term 1 nouns — specific, proper, and exact — plus strong verbs and showing adjectives

Term 2 adverbs, pronouns, and prepositions with their phrases

Figurative language & literary devices

Term 1 simile

Term 2 metaphor, personification, imagery, and alliteration

Composition, voice & point of view

Term 1 first & third person, revising, strong endings, and narration in many forms

Term 2 strong openings and conclusions — and a first research paper, built end to end

Vocabulary & word study

Term 1 a word a week, with attention to connotation — the feeling a word carries

Term 2 the same study, deepened alongside the reading and the research

◆ Close Reading — From Page to Place

One movement of mind runs beneath every strand — observe, infer, find patterns, make connections, make meaning. A student reading a paragraph and a student studying a bird's nest practice the same discipline of attention: Find It, Follow It, Frame It, on the page and in the field alike.

Scope & Sequence

The language sequence — one skill a week

◆ **Term 1 · Attention & Expression**

Weeks 1–15

- Wk 1 **Complete sentence** — one complete thought — capital letter to end mark
- Wk 2 **Opening-phrase comma** — the comma that follows an opening phrase
- Wk 3 **Simile** — comparing two things with “like” or “as”
- Wk 4 **Strong verbs** — verbs that show the action, not just tell it
- Wk 5 **Showing adjective** — adjectives that let the reader see the thing
- Wk 6 **Specific nouns** — naming the particular, not the general
- Wk 7 **Compound sentence** — joining two thoughts with a comma + and / but / so
- Wk 8 **Proper noun** — names of people and places take a capital
- Wk 9 **Revising** — turning a narration into a true composition
- Wk 10 **Run-on sentence** — finding and mending sentences that run together
- Wk 11 **First & third person** — point of view — who is telling it
- Wk 12 **Apostrophe** — possessives and contractions
- Wk 13 **Exact noun** — the precise word instead of the general one
- Wk 14 **Dialogue punctuation** — quotation marks and commas in speech
- Wk 15 **Strong ending** — closing a composition so it lands

Scope & Sequence

The language sequence — spring, with the strands woven together

◆ Term 2 • Reflection & Wonder

Weeks 16–30

The strands keep turning, one a week — figurative language, grammar, punctuation, and sentence craft — while a first research paper is built gradually across the term, never in a single block.

Wk 16	Metaphor — a comparison that says one thing IS another	Figurative
Wk 17	Adverbs — words that tell how, when, or where	Grammar
Wk 18	End marks — the period, question mark, and exclamation point	Punctuation
Wk 19	Simple & complex sentences — joining a main thought to a lesser one	Sentence craft
Wk 20	Personification — giving human life to a thing or an animal	Figurative
Wk 21	Pronouns — words that stand in for nouns — kept clear	Grammar
Wk 22	The series comma — commas that separate items in a list	Punctuation
Wk 23	A research question — shaping a question small enough to answer	Research
Wk 24	Imagery — words that paint a picture for the senses	Figurative
Wk 25	Prepositions & phrases — the little words that place things in space and time	Grammar
Wk 26	Paraphrase — putting a source in your own words, and crediting it	Research
Wk 27	Alliteration — the music of repeated beginning sounds	Figurative
Wk 28	Subject & predicate — the who, and what is said about them	Sentence craft
Wk 29	Citing a source — quotation marks, and giving credit where it is due	Research
Wk 30	Opening & conclusion — beginning well, and landing the ending	Composition