

# Program Scope and Sequence

## Technical Skills of Reading Correlation by Level

Foundational Elements: Grades Four through Eight	Program Level				
	1A	1B	2	3	4
<b>1 Phonemic Awareness</b>					
a. Phoneme identification, including counting phonemes in words; distinguishing initial, final, and medial phonemes; and matching initial, final, and medial sounds in spoken words	●	●			
b. Phoneme blending	●	●			
c. Phoneme segmentation	●	●	●		
d. Phoneme manipulation, including phoneme addition and deletion, grade 1; phoneme substitution, grades 1-2; phoneme reversal, grades 2-3	●	●	●		
<b>2 Phonological Awareness</b>					
a. Recognizing words in sentences	●	●			
b. Segmenting words into syllables	●	●			
c. Detecting rhymes	●	●			
d. Blending onset/rime	●	●			
<b>3 Phonics</b>					
a. Alphabetic principle, including letter identification in kindergarten, and sound-letter matching in K-1	●	●			
b. Grapheme/letter-sound correspondences, including letter combinations for individual phonemes (e.g., <i>ci, ge, wh, e, oa, igh, _ck, and a_e</i> )	●	●	●		
<b>4 Decoding and Word Recognition (Attack) Skills</b>					
a. Word structure and fluency, including rapid naming (colors, objects, digits, and letters)	●	●			
b. Sight word reading	●	●			
c. Blending single and multisyllabic words	●	●	●		
d. Recognizing common patterns automatically, including consonants, short vowels (e.g., CVC words and other short-vowel syllable patterns), digraphs, and trigraphs (e.g., <i>_tch</i> and <i>_igh</i> )	●	●	●	●	●
e. Consonant blends, long vowels (CV syllables), and vowel digraphs	●	●	●	●	●
f. Vowel diphthongs and <i>r-</i> and <i>l-</i> controlled vowels	●	●	●	●	●
g. Advanced syllable patterns in multisyllabic words	●	●	●	●	●
h. Word analysis, including word origins and meaning (morphology, syntax, and semantics)	●	●	●	●	●
<b>5 Oral Reading Fluency</b>					
a. Narrative and expository text for fluency, with accuracy and appropriate pacing, intonation, and expression [Fluency is defined as words correct per minute (WCPM) with norms identified by Tindal, Hasbrouck, & James (2005).]	●	●	●	●	●
<b>6 Spelling</b>					
a. Consonant spellings	●	●	●		
b. Short vowels	●	●			
c. Long vowels	●	●	●		

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<b>6 Spelling (continued)</b>					
d. Orthographic generalizations (rules)	●	●	●		
e. Morphemes (prefixes, suffixes, base words, and roots)			●	●	●
<b>7 Vocabulary</b>					
a. Oral vocabulary development	●	●	●		
b. Suffixes and prefixes	●	●	●		
c. Word families	●	●			
d. Base words and their derivatives	●	●	●	●	●
e. Root words and word origins			●	●	●
f. Context meanings	●	●	●	●	●
g. Antonyms and synonyms	●	●	●	●	●
h. Metaphors, similes, analogies, and idioms				●	●
i. Academic vocabulary	●	●	●	●	●
<b>8 Comprehension Skills</b>					
a. Main idea and details	●	●	●	●	●
b. Author's point of view	●	●	●	●	●
c. Sequencing	●	●	●	●	●
d. Classifying and categorizing	●	●	●	●	●
e. Making inferences	●	●	●	●	●
f. Compare and contrast	●	●	●	●	●
g. Cause and effect	●	●	●	●	●
h. Author's purpose	●	●	●	●	●
<b>9 Literary Response and Analysis</b>					
a. Distinguish, identify, and comprehend a variety of genres.	●	●	●		
b. Identify narrative characteristics of plot, setting, and characters.	●	●	●		
c. Compare and contrast narrative characteristics of different versions of same stories by different authors and cultures.	●	●	●	●	
d. Recognize and analyze underlying or recurring themes in narrative text.	●	●	●	●	●
e. Recognize characteristics and different forms of poetry.	●	●	●	●	●
f. Distinguish structural features of text and literary terms or elements of literature and informational text.				●	●
g. Clarify ideas and make connections between literary works.				●	●
h. Evaluate meanings of patterns, symbols, and author techniques.				●	●
i. Determine the credibility of the characterization and degree of realism.				●	●
j. Analyze a range of responses to literary works.				●	●
k. Analyze a work of literature, reflecting on author's heritage, traditions, attitudes, and beliefs.	N/A				