ENGAGE	LITERA	CY-SCOPE	AND SEC	UENCE

ENGAGE LITERACY-SCOPE AND SEQUENCE												
	KINDERGARTEN- G	RL'S A-D (LEVELS 1-6)		GRADE 1- GRL	'S E-I (LEVELS 7-16)		GRADE 2- GRL	S J-M (LEVELS 17-24)		GRADE 3- GRL'S N-P (LEVELS 25-30)		
LITERACY COMPONENTS	LEVELS 1-2	LEVELS 3-5	LEVELS 6-8	LEVELS 9-11	LEVELS 12-15	LEVELS 16-18	LEVELS 19-20	LEVELS 21-23	LEVELS 24-25	LEVELS 26-27	LEVELS 28-30	
TEXT CONVENTION	identifies front/back of book identifies word/pictures identifies letters/words recognizes that sentences are made up of words identifies starting point, directionality and return sweep recognizes and matches uppercase and lower-case letters	identifies title, author a identifies full stops, cal exclamation marks and identifies font emphasi or capital letters recognizes and matche lower-case letters	pital letters, I question marks is, eg SPLASH in bold	identifies exclamatio marks, commas and identifies inverted co (Levels 12-15)		identifies exclamation marks, question marks, commas and talking marks identifies the blurb, table of contents and the glossary identifies paragraphs identifies hyphens and dashes explores phonological pronunciation in non-fiction texts				identifies exclamation marks, question marks, commas and talking marks, semicolons, colons, brackets identifies the blurb, table of contents and the glossary identifies paragraphs identifies a phrase identifies hyphens and dashes explores phonological pronunciation in non-fiction texts		
PHONOLOGICAL AWARENESS	Word awareness • recognizes words that are the same or different, eg fatbat, nut-hut (cvc words) eg cat-car, pot-pet • recognizes words that begin with the same sound, eg 'mat starts like my name Michael' • recognizes that sentences are made up of words, eg the child could tap, clap or place a counter for each word they hear Syllables • syllables • syllable segmentation — segment oral sentences into individual words • syllable counting/clapping/ chin movement — say word and repeat back, eg cat (one syllable); play/ing (two syllables) Rhyming words • join in with rhymes and chants	different, eg fat-bat, nu eg cat-car, pot-pet recognizes words that sound, eg 'mat starts li recognizes that senten words, eg the child cou a counter for each wor Syllables syllable segmentation sentences into individu syllable counting/clapp—say word and repeat per (two syllables) Rhyming words join in with rhymes and recognition of rhyming rhyme?, eg happy-napp rhyming word product with ball_book Manipulation of sound sounds (beginning/mid phoneme isolation (be 'What sound can you first spoken sound) 'What sound do you l'name"?'(m) phoneme stretching (b' stretching a word (vo beginning/middle/enchands, counters, strin, to demonstrate Segmenting words interesting words interes	ord awareness ecognizes words that are the same or different, eg fat-bat, nut-hut (cvc words) eg cat-car, pot-pet ecognizes words that begin with the same sound, eg 'mat starts like my name Michael' recognizes that sentences are made up of words, eg the child could tap, clap or place a counter for each word they hear **Ilables* syllable segmentation — segment oral sentences into individual words syllable counting/clapping/chin movement — say word and repeat back, eg paper pa/ per (two syllables) **Nyming words oin in with rhymes and chants recognition of rhyming words — do they hyme?, eg happy-nappy, play-ball rhyming word production, eg 'What rhymes with ball _/book', etc. **anipulation of sounds in words — hearing unds (beginning/middle/end)' shoneme isolation (beginning/end), eg 'What sound can you hear at the beginning of banana?' 'What sound can you hear first?' (identify first spoken sound) 'What sound do you hear last in the word 'name"?' (m) 'what sound do you hear last in the word 'name"?' (m) 'stretching a word (vocally) to show beginning/middle/end sound — use hands, counters, string or play dough		olving words with blends g ccvc, flit-flip apping/chin movement s) on — say word and yllabic words) gnition — increase y, eg clear, near cition — increase y, eg spoon, moon inds in words — hearing niddle/end)' — you hear first?', cvcc (p-o-t, b-a-ck) — stretching a word iginning/middle/end ounters to demonstrate — first/middle/last on/manipulation — and with another to g black, track into sounds is, eg c-a-t, b-oo-k ant blends — bl, cl, fl, sn, st, eg s-p-l-at, s-p-wareness of separate rime, eg 's-at' say the bidentify the rime to make new ack' away from 'back'	Syllables • syllable counting/clap (multi-syllabic words) • syllable segmentation repeat back (multi-sy Rhyming words • rhyming words recogn degree of complexity, • rhyming word product degree of complexity, • rhyming word product degree of complexity, • produce rhyming word product degree of complexity, • produce rhyming word same sound, eg say a 'back' but starts with Manipulation of sound hearing sounds (begin) • phoneme isolation—hear first/middle/last' • phoneme manipulatic 'Say "dip" but leave of sound' Alliteration • explore sentences, phone use alliteration, eg Sa Segmenting words int (separating phoneme • segmenting consonar (br, cr, dr, fr, gr, pr, tr), • demonstrating aware phonemes • segment onset and rint Blending a sequence of single socceve, covec • use onset and rime to new words	nition — increase e garound, found tition — increase e garound, found tition — increase e garound, found tition — increase e ge taught, caught ds that begin with the word that rhymes with 'tr' ds in words — nning/middle/end) 'What sound do you ?' on/ substitution, eg ff the beginning nrases and rhymes that lly sells seashells to sounds s) nt blends e g s-p-l-at, s-p-in mess of separate me patterns of sounds into words sounds: ccvc, cvcc,	"back' but starts with" Manipulation of sound hearing sounds (begin phoneme isolation—hear first/middle/lasts phoneme manipulatio "Say "chip" but leave of sound hear first/middle/lasts phoneme manipulatio "Say "chip" but leave of sound hear first/middle/lasts phoneme manipulatio "Say "chip" but leave of sound hear so	In—say word and labic words) eg write on three ge write on three thave the child the cards until they sition—increase eg swirled, twirled tion—increase eg crawled, sprawled iton—increase eg crawled, sprawled iton—increase eg crawled, sprawled the word that rhymes with the straw of the trivial sit of the sition of the sitio	explores phonological pronunciation in non-fiction texts Syllables • syllable counting/clapping/chin movement (multi-syllabic words) • syllable segmentation — say word and repeat back (multi-syllabic words) • syllable manipulation, eg write on three cards: im, por, tant and have the child physically manipulate the cards until they make sense Rhyming words • rhyming words recognition — increase degree of complexity, eg swirled, twirled • rhyming word production — increase degree of complexity, eg crawled, sprawled • produce rhyming words that begin with the		
	separate onset and rime, eg b-at, say the sounds separately to identify the rime			blend sequence of si	of sounds into words ingle sounds: cv, vc, cvc words. eg take away the			make a new word, eg delete 'n' from final bl use onset and rime to	ends, eg went — wet	delete 'n' from final blends, eg went — wet use onset and rime to make /blend new words		

words

• use onset and rime to make /blend new

words

• blend to make new words, eg take away the

'b' form 'bat' and add 'c'

Blending a sequence of sounds into words

• blend a sequence of single sounds: cv, vc, cvc

ENGAGE LITERACY-SCOPE AND SEQUENCE (cont.)

KINDERGARTEN- GRL'S A-D (LEVELS 1-6) GRADE 1- GRL'S E-I (LEVELS 7-16)									CDADE 2 CDUC N.D. (LEUELG 25.20)			
LITERACY COMPONENTS	LEVELS 1-2	TEN- GRL'S A-D (LEVELS LEVELS 3-5	1-6) LEVELS 6-8	GRADE 1- GR	L'S E-I (LEVELS 7-16) LEVELS 12-15	LEVELS 16-18	GRADE 2- (GRL'S J-M (LEVELS 17-24) LEVELS 21-23	154	ELS 24-25	GRADE 3- GRL'S N-P (LEVE	LEVELS 28-30
GRAPHOPHONICS	• become familiar with upper-and lower-case letters • explore sound/ letter identification: a b c d e f g h l j k l m n o p q r s t u v w x y z	• blend known letter-sounds (v + c): am, an, at, ag, ap ed, en, et ig, in, it, ip, og, on, ot, ox ub, ug, un, up, ut	• blend known letter-sounds (v + c): am, an, at, ag, ap, ab, ad, as, ax ed, en, et, eg, em, ep, es ig, in, it, ip, ib, id, im, ip, ix og, on, ot, ox, ob, od, op ub, ug, un, up, ut, ud, um, us • onset and rime (three letters) cvc, eg c-at • consonant diagraphs (initial) — sh, th, ch • consonant two- letter blends (initial) — bl, cl, fl, pl, sk, sl, sp, sw, sm, st • suffixes — s, ing	Consonant diagraph (initial) — sh, th, ch, wh Consonant blends (medial/final) — sh, ck Onset and rime (four letters) blend, short vowel, c, eg sp-o-t Consonant two- letter blends (initial) — bl, cl, fl, pl, sk, sl, sp, sw, sm, sn, st br, cr, dr, fr, gr, pr, tr Suffixes — s, ing, ed Ong 'i' sound — my, by, sky	• consonant blends (medial/final) — ct, ft, lk, lp, lt, mp, nd, nt, pt, st, ld, ng, sk • consonant diagraph (initial) — sh, th, ch, wh • consonant blends (medial/final) — sh, ck, th, ch • suffixes — s, ing, ed, es • final consonant blends — ss, ff, ll, zz • vowel diagraphs — ee (see), ay (stay), ou (house) • onset and rime (four letters) blend, short vowel, c blend final, eg sp-i-lt c, long vowel, c, eg f-ee-t blend, long vowel, c, eg gr-ee- • contractions, eg can't, l'm, won't, didn't, don't, that's, he's, let's	consonant diagraph sh, th, ch, wh, ph vowel diagraphs — a (grew), ow (cow), ou 'ou'), oy long vowel sounds — silent 'e' (long vowel a-e, i-e, e-e, o-e, u-e vowels before 'r' — a suffixes — s, ing, ed, onset and rime (fou, short vowel, blend fin vowel, c, eg f-e-t bligger-e-n blend, long v	(initial) — In (draw), ew I (mouse: long - ee, ea, ay, oa rule) — er, er es, ly, er five letters) blend, nal, eg sp-i-lt c, long end, long vowel, c, eg rowel, c, eg ff-oa-t I, eg gr-ew blend, vowel n blend, silent Idn't, shouldn't, (threw/through), ever), synonyms	consonant diagraph (initial) - ph, qu vowel diagraphs — vowels bi long vowel sounds — ai, ew, long vowel digraphs — ou, or short vowel digraphs — ea suffixes — s, ing, ed, es, ly, er prefixes — un, non, ness, abl plurals — y to ies onset and rime (four/five lett final, eg sp-i-lt c, long vowel, eg gr-ee-n blend, long vowel, digraph, eg gr-ew blend, vow silent 'e', eg place onset and rime (six letters) tr stro-ng triple blends, long v contractions, eg doesn't, we' three-letter consonant blend explore homonyms, (threw/ti never/hear)	— sh, th, ch, wh efore 'r': ar, er, in ey, ie w, ew y, less, ness e, tion ers) blend, shor c, eg f-ee-t bler vel digraph, c, eg riple blends, sho owel, c, eg str-e d, l'd, must've, s s — scr, spl, spr hrough), ant on	t vowel, blend nd, long vowel, c, end, vowel g bl-ow-n blend, ort vowel, c, eg a-m he'll, aren't . squ, str, shr, thr yms (always,	• consonant diagraph (initial) — si • consonant diagraphs final and m (silent), ph, ng, mb • consonant sounds — dge, ght, n • vowel diagraphs — vowels befor • digraphs — ay, aw, ew, oi, oa, oy, (short), ow (long), ai (long a, eg (short e, eg ready), ey (long e, eg (short e, eg ready), ey (long e, eg (short e, eg neighbor), ey (long e, eg (long i, eg applied), ou (short e, eg priefixes — un, non, ness, able, tiv plurals — ches, shes, sses, xes, y i, e, y after c make the c say s, eg • onset and rime (four/five letters) final, eg sp-i-it c, long vowel, c, eg gr-ew blend, vowel digraph, c eg griew blend, vowel digraph, c eg greew blend, vowel digraph, c eg greew blend, song vowe • contractions, eg doesn't, we'd, l'c should've, could've • three-letter consonant blends — • explore homornyms (threw/throu synonyms (there/their/they're, st	n, th, ch, wh, ph, qu, kn edial—gh (f sound), gh se, nch, ng, nge, nk, tch e'r': ar, er, ir, or, ur oo (short/ long), ou (long), ow snail), ea (long a, eg great), ea (donkey), ew (long oo sound, ei (long e, eg ceiling), ei (long rvey), ie (long e, eg grieve), ie gg double), ion, ought s, ness, on ies, f-ves circus blend, short vowel, blend g f-ee-t blend, long vowel, c, gg fl-oa-t blend, vowel digraph, eg bl-ow-n blend, silent 'e', blends, short vowel, c, eg l, c, eg str-ea-m l, must've, she'll, aren't, scr, spl, spr, squ, str, shr, thr gh), ant onyms (always/never),
LITERACY/ LANGUAGE DEVELOPMENT	Definitions • finding word meanings using context of sentence/story	Definitions • finding word meanings using context of sentence/ story Connecting pronouns with nouns • connect pronouns with previously mentioned nouns, ie her/she is for Jessica (orally) Cloze • complete cloze where words/ pictures are given	Connecting pronou Connect pronouns mentioned nouns, Jessica (orally and pronouns with pict Tenses Identify future, pas Cloze Complete cloze wh pictures are given Complete cloze wh given.?	with previously ie her/she is for by matching tures of characters) st, present tense nere words/	Definitions • finding word meanings using context of sentence/story Connecting pronouns with nouns • able to connect pronouns with previously mentioned nouns, eg her/she is for Jessica, character/ item tables, color code/highlight nouns with pronouns Tenses • identify future/past/ present tense Cloze • cloze where words/ pictures are given • cloze where words aren't given • cloze where text has been reworded	connecting pronoun: able to connect pron mentioned nouns, eg character/item table: nouns with pronouns Tenses identify future/past/i Conjunctions (they effect condition reverse time order — a sentence where or conjunctions (and, b)	gs using the dictionary s with nouns ouns with previously sher/ she is for Jessica, s, color code/highlight spresent tense time, space) - sequence events in der is determined by ecause, so, since, if, until, although, however, I ate dinner I went dinner before I went ore I went outside I outside after I ate sictures are given ren't given been reworded een fact and opinion	Definitions • finding word meanings using clinding word meanings using Connecting pronouns with ne able to connect pronouns with gery her/she is for Jessica, char highlight nouns with pronour Tenses • identify future/past/present to Conjunctions (they effect coners identify future/past/present to Conjunctions (they effect coners is determined by conjunif, before, after, when, until, a reverse time order: * after 1, 2, eg After I ate din 1 before 2, eg I ate dinner before 2, 1, eg Before I were 2 after 1, eg I went outside cloze • cloze where words/pictures active cloze where words aren'ig event clozeting information • lostinguishing between real active distinguishing between real active distinguishing between real active situation information • distinguishing between real active provided in the situation of the sit	the dictionary own previously macter/item table is tense dittion time, space events in a sinctions (and, be although, however I went out is distincted in the table is the same of the	ce) entioned nouns, as, color code/ ce) entence where ecause, so, since, rer, unless, but) de. tiside. dinner. r. competing	Definitions • finding word meanings using cor • finding word meanings using the • using a thesaurus to find words t Connecting pronouns with noun • able to connect pronouns with per/she is for Jessica, characte/f highlight nouns with pronouns Tenses • identify future/past/present tens Conjunctions (they effect conditis • reverse time order — sequence order is determined by conjunctif, before, after, when, until, altho who, once) • reverse time order: • after 1, 2, eg After late dinner • 1 before 2, eg late dinner befor • before 2, 1, eg Before I went or • 2 after 1, 2, eg After late dinner • 1 before 2, eg I went outside afte Cloze • cloze where words aren't given • cloze where text has been rewor Extract locating information • locating relevant information wh Fact and opinion • distinguishing between fact and • distinguishing between fact and • distinguishing between fact and • figurative language • interpreting figurative language, Author's intent • identifies author's purpose (is th persuade, inform, describe, enter • shows an understanding of auth and any hidden messages	dictionary have the same meaning s reviously mentioned nouns, eg tern tables, color code/ e on time, space) events in a sentence where ons (and, because, so, since, ugh, however, unless, but, I went outside. e I went outside. r I ate dinner. r I ate dinner. d d en there is competing information opinion make believe metaphors and similes e text to: tain)

ENGAGE LITERACY-SCOPE AND SEQUENCE (cont.)

	KINDERGAR		JAGE EI		GRADE 1- GRL'S E-I (LEVELS 7-16) GRADE 2- GR								
LITERACY COMPONENTS			1 EVELS 6-8			LEVELS 16-18 LEVELS 19-20							
LITERACY COMPONENTS COMPREHENSION	Recall • discuss/recall events in story • role play events in story • roral retell story • verbal cloze Sequencing • sequencing of pictures taken directly from the text (beginning, middle, end) • ordering events (begin ning, middle, end) • order directions or steps (procedural texts — placing pictures in order, making objects from procedural text) Predicting • making predictions about text prior to reading (title, front cover) • making predictions about what could happen next • making predictions whilst reading (end of page) Summarizing • verbal summary of story/what happened	Recall discuss/recall events in story role play events (cloze) Sequencing sequencing of pictures taken directly from the text sequencing of sentences taken directly from text verbatim sequencing of words to form a sentence rordering events (beginning, middle, end) rorder directions or steps (procedural texts placing pictures in order, making objects from procedural text) Predicting making predictions about text prior to reading (title, front cover) making predictions about what could happen next making predictions whilst reading (end of page)				Recall discuss/recall events role play events verbal cloze complete senter from text (cloze answer yes/no, the sequencing of promitive text sequencing of sequencing of sequencing of sequencing events directly from text ordering events end) ordering events differ, before) order directions texts) Predicting making predicting making predicting making predictifichappen next	vents in story in story in story inces copied verbatim true/false questions ictures taken directly entences taken tverbatim (beginning, middle, (first, then, last, or steps (procedural	RL'S J-M (LEVELS 17-24) Recall discuss/recall events in store of the play events of the play events of the text of the text of the text of the play events of the text of the play events of the text ordering events (beging ordering events (first, order directions or store of the play events of the sequence events in a determined by sentential determined by sentential events or, if, then the predicting of the predicting of the predicting of the predictions at (title, front cover)	in story opied verbatim from alse questions as taken directly from ces taken directly from aphs taken directly from tes nning, middle, end) then, last, after, before) eps (procedural texts) sentence where order is see beginning — at start see, actually, before, eithe	order directions or steps (procedural texts) sequence events in a sentence where order is determined by sentence beginning — at start of sentence — be cause, actually, before, either, or, if, then Predicting making predictions about text prior to reading (title, front cover) making predictions about what could happen next making predictions whilst reading (end of page)			

ENGAGE LITERACY-SCOPE AND SEQUENCE (cont.)

	_KINDERGAR					GRADE 3- GRL'S N-P.(LE	EVELS 25-30)					
LITERACY COMPONENTS			LEVELS 6-8 LEVELS 9-11			LEVELS 16-18						
LITERACY COMPONENTS COMPREHENSION (CONT)	LEVELS 1-2	LEVELS 3-5 Summarizing • verbal summary of story/what happened Finding the main idea • that is explicitly stated Cause and effect • cause and effect (why, what happened, because) Comparing and contrasting • finding likenesses and differences (most like, different, alike, similar) Inferences • drawing inferences from a picture (you can tell, probably) • drawing inferences from a sentence by reasoning (you can tell, probably) • draws together information across sentences to infer a relationship	Cause and effect • cause and effect (wh because) Comparing and control of finding likenesses an (most like, different, Inferences • drawing inferences f (you can tell, probable drawing inferences to draws together infor sentences to infer a sentence	rasting ad differences alike, similar) from a picture by ell, probably) mation across	1- GRL'S E-I (LEVELS 7-16) LEVELS 12-15 Summarizing • verbal summary of story • drawing together pieces of information across the text Finding main idea (all the text or on individual pages) • that is explicitly stated Cause and effect • cause and effect (why, what happened, because) Comparing and contrasting • finding likenesses and differences (most like, different, alike, similar) Inferences • drawing inferences from a picture (you can tell, probably) • drawing inferences from a sentence by reasoning (you can tell, probably) • draws together information across sentences to infer a relationship	LEVELS 16-18 Summarizing • verbal summary of drawing together information acrosing together information betwood in the second of the second	of story r pieces of ss the text r pieces of seen phrases ing of conjunctions) ans/pages) stated ovious (hidden (why, what sse) contrasting s and differences ent, alike, similar) es from a sentence u can tell, probably) r information across r a relationship r information /article to infer a	LEVELS 21-23 Summarizing • verbal summary of st • drawing together piesthe text • drawing together piesthe drawing together piesthe drawing together piesthe text • drawing together piesthe drawing in the text/sections/p. • that is explicitly state • where it is not obviou. Cause and effect • cause and effect • cause and effect • cause and effect • finding likenesses and different, alike, simila Inferences • drawing inferences for reasoning (you can technology) • drawing together infeto infer a relationship	ces of information across ces of information across ces of information across ces of information across ces of information king at meaning of aragraphs of the text) d s (hidden messages, etc. y, what happened, asting d differences (most like, y) om a sentence by ll, probably) ormation across sentence ormation from paragraphs onship leces of implied	across the text drawing together pi across sentences drawing together pi across paragraphs drawing together pi between phrases (lo conjunctions) Finding main idea (all the text/sections/ text) that is explicitly stai where it is not obvic (hidden messages, of Cause and effect cause and effect (w because) Comparing and cont finding likenesses an (most like, different, Inferences drawing inferences: reasoning (you can drawing together in sentences to infer a drawing together in	story seces of information security sec	