

# Program Scope and Sequence

## Comprehension

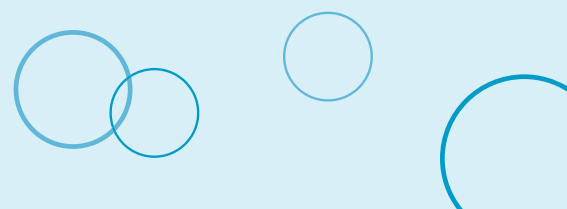
Instruction in both *Intervention by Design* and *Literacy by Design* is based on the same comprehension strategies and graphic organizers.

Comprehension	Primary Kit (K-2)	Intermediate Kit (3-5)
<b>Make Connections</b>	•	•
Make Connections: Background Knowledge	•	•
Make Connections: Compare/Contrast Story Elements	•	•
Make Connections: Text to Text, Self, and World	•	•
Make Connections: Compare/Contrast Information	•	•
Make Connections: Compare/Contrast Genres	•	•
<b>Infer</b>	•	•
Infer: Conclusions	•	•
Infer: Predictions	•	•
Infer: Fact/Opinion	•	•
Infer: Author's Purpose	•	•
Infer: Cause and Effect	•	•
Infer: Generalizations		•
Infer: Student Opinion		•
<b>Synthesize</b>	•	•
Synthesize: Sequence/Steps in a Process	•	•
Synthesize: Create a Summary	•	•
Synthesize: Classify/Categorize Information	•	•
Synthesize: Retell	•	•
Synthesize: Setting, Characters, Plot	•	•
<b>Create Images</b>	•	•
Create Images: Enhance Understanding	•	•
Create Images: Use Visuals	•	•
Create Images: Revise		•

## Links to *Literacy by Design*

- Instruction in both programs is based on the same scope and sequence
- Same graphic organizers are used to scaffold comprehension strategy use
- Vocabulary instruction in both programs includes the same steps and the use of Vocabulary Journals

Comprehension	Primary Kit (K-2)	Intermediate Kit (3-5)
<b>Ask Questions</b>	•	•
Ask Questions: Meaning	•	•
Ask Questions: Author’s Purpose	•	•
Ask Questions: Visuals	•	•
<b>Determine Importance</b>	•	•
Determine Importance: Purpose for Reading	•	•
Determine Importance: Main Ideas	•	•
Determine Importance: Supporting Details	•	•
Determine Importance: Rank Information		•
<b>Monitor Understanding</b>	•	•
Monitor Understanding: Reread Text	•	•
Monitor Understanding: Adjust Pace		•
Monitor Understanding: Reflect on Purpose		•
Monitor Understanding: Strategic Reading		•
Monitor Understanding: Pause and Reflect	•	•
Monitor Understanding: Self-Monitoring	•	•
Monitor Understanding: Genre		•
<b>Use Fix-Up Strategies</b>	•	•
Use Fix-Up Strategies: Pictures	•	•
Use Fix-Up Strategies: Read On		•
Use Fix-Up Strategies: Decoding Word Parts	•	•
Use Fix-Up Strategies: Decoding and Word Analysis	•	•



## Program Scope and Sequence

Phonemic Awareness	Primary Kit (K-2)	Intermediate Kit (3-5)
Phoneme Addition	•	•
Phoneme Blending	•	•
Phoneme Blending: Onset and Rime	•	•
Phoneme Deletion	•	•
Phoneme Isolation	•	•
Phoneme Matching	•	•
Phoneme Segmentation	•	•
Phoneme Segmentation/Blending	•	•
Phoneme Substitution	•	•
Syllable Awareness	•	•
Word Awareness	•	•
Word Rhyming	•	•
Phonics		
Understand and apply alphabetic principle	•	•
Use knowledge of letter-sound relationships to decode	•	•
Develop and apply knowledge of consonant sounds	•	•
Develop and apply knowledge of consonant blends	•	•
Develop and apply knowledge of consonant digraphs	•	•
Develop and apply knowledge of consonant patterns		•
Develop and apply knowledge of short vowels	•	•
Develop and apply knowledge of long vowels	•	•
Develop and apply knowledge of complex vowel patterns		•
Use knowledge of vowel diphthongs		•
Use knowledge of vowel digraphs	•	•
Use knowledge of vowel variants	•	•
Demonstrate understanding of <i>r</i> -controlled vowels		•
Use knowledge of word families to decode	•	•
Use knowledge of spelling patterns to decode (CVC, CVCe)	•	•
Use knowledge of syllables to decode multi-syllable words	•	•
Fluency		
Change voice to reflect content or character	•	•
Convey emotion and meaning	•	•
Read in phrases	•	•
Stress words with special type treatment	•	•
Use punctuation to inform meaning	•	•

Concepts of Print	Primary Kit (K-2) only
Demonstrate book handling	•
Demonstrate directionality	•
Locate author and illustrator	•
Recognize parts of a book	•
Understand that words are separated by spaces	•
Identify end punctuation	•

Word Study/Grammar	Intermediate Kit (3-5) only
Abbreviations	•
Action verbs	•
Adjectives	•
Adverbs	•
Antonyms	•
Compound words	•
Conjunctions	•
Consonant doubling	•
Contractions	•
Helping verbs	•
Homonyms	•
Idioms	•
Inflected endings: <i>ed</i> , <i>ing</i> , and plural <i>s</i>	•
Multiple-meaning words	•
Nouns	•
Prefixes and suffixes	•
Prepositions	•
Pronouns	•
Proper nouns	•
Syllabication	•
Synonyms	•

