

# ENGAGE LITERACY-SCOPE AND SEQUENCE

LITERACY COMPONENTS	KINDERGARTEN- GRL'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)		
	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
<b>TEXT CONVENTION</b>	<ul style="list-style-type: none"> <li>identifies front/back of book</li> <li>identifies word/pictures</li> <li>identifies letters/words</li> <li>recognizes that sentences are made up of words</li> <li>identifies starting point, directionality and return sweep</li> <li>recognizes and matches upper-case and lower-case letters</li> </ul>	<ul style="list-style-type: none"> <li>identifies title, author and illustrator</li> <li>identifies full stops, capital letters, exclamation marks and question marks</li> <li>identifies font emphasis, eg SPLASH in bold or capital letters</li> <li>recognizes and matches upper-case and lower-case letters</li> </ul>	<ul style="list-style-type: none"> <li>identifies exclamation marks, question marks, commas and talking marks</li> <li>identifies inverted commas in contractions (Levels 12-15)</li> </ul>	<ul style="list-style-type: none"> <li>identifies exclamation marks, question marks, commas and talking marks</li> <li>identifies paragraphs</li> <li>identifies hyphens and dashes</li> <li>explores phonological pronunciation in non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies exclamation marks, question marks, commas and talking marks</li> <li>identifies the blurb, table of contents and the glossary</li> <li>identifies paragraphs</li> <li>identifies hyphens and dashes</li> <li>explores phonological pronunciation in non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies exclamation marks, question marks, commas and talking marks</li> <li>identifies the blurb, table of contents and the glossary</li> <li>identifies paragraphs</li> <li>identifies hyphens and dashes</li> <li>explores phonological pronunciation in non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies exclamation marks, question marks, commas and talking marks</li> <li>identifies the blurb, table of contents and the glossary</li> <li>identifies paragraphs</li> <li>identifies hyphens and dashes</li> <li>explores phonological pronunciation in non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies exclamation marks, question marks, commas and talking marks</li> <li>identifies the blurb, table of contents and the glossary</li> <li>identifies paragraphs</li> <li>identifies hyphens and dashes</li> <li>explores phonological pronunciation in non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies exclamation marks, question marks, commas and talking marks</li> <li>identifies the blurb, table of contents and the glossary</li> <li>identifies paragraphs</li> <li>identifies hyphens and dashes</li> <li>explores phonological pronunciation in non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies exclamation marks, question marks, commas and talking marks</li> <li>identifies the blurb, table of contents and the glossary</li> <li>identifies paragraphs</li> <li>identifies hyphens and dashes</li> <li>explores phonological pronunciation in non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies exclamation marks, question marks, commas and talking marks</li> <li>identifies the blurb, table of contents and the glossary</li> <li>identifies paragraphs</li> <li>identifies hyphens and dashes</li> <li>explores phonological pronunciation in non-fiction texts</li> </ul>
<b>PHONOLOGICAL AWARENESS</b>	<p><b>Word awareness</b></p> <ul style="list-style-type: none"> <li>recognizes words that are the same or different, eg fat-bat, nut-hut (cvc words) eg cat-car, pot-pet</li> <li>recognizes words that begin with the same sound, eg 'mat starts like my name Michael'</li> <li>recognizes that sentences are made up of words, eg the child could tap, clap or place a counter for each word they hear</li> </ul> <p><b>Syllables</b></p> <ul style="list-style-type: none"> <li>syllable segmentation — segment oral sentences into individual words</li> <li>syllable counting/clapping/chin movement — say word and repeat back, eg paper pa/per (two syllables)</li> </ul> <p><b>Rhyming words</b></p> <ul style="list-style-type: none"> <li>join in with rhymes and chants</li> <li>recognition of rhyming words — do they rhyme?, eg happy-nappy, play-ball</li> <li>rhyming word production, eg 'What rhymes with ball_/book ____', etc.</li> </ul> <p><b>Manipulation of sounds in words — hearing sounds (beginning/middle/end)</b></p> <ul style="list-style-type: none"> <li>phoneme isolation — ask 'What sound do you hear first?', eg cv (b-e), vc (on), cvc (p-o-t, b-a-ck)</li> <li>phoneme stretching — stretching a word (vocally) to show beginning/middle/end sound ; use hands, counters to demonstrate the sound you hear — first/middle/last</li> <li>phoneme substitution /manipulation — replace the first sound with another to make a new word, eg black, track</li> </ul> <p><b>Segmenting words into sounds</b></p> <ul style="list-style-type: none"> <li>separating phonemes, eg c-a-t, b-oo-k</li> <li>segmenting consonant blends — bl, cl, fl, pl, sk, sl, sp, sw, sm, sn, st, eg s-p-l-at, s-p-in (demonstrating awareness of separate phonemes)</li> <li>separate onset and rime, eg 's-at' say the sounds separately to identify the rime</li> <li>segment onset and rime to make new words, eg take the 'ack' away from 'back'</li> </ul> <p><b>Blending a sequence of sounds into words</b></p> <ul style="list-style-type: none"> <li>blend sequence of single sounds: cv, vc, cvc</li> <li>blend to make new words, eg take away the 'b' form 'bat' and add 'c'</li> </ul>	<p><b>Word awareness</b></p> <ul style="list-style-type: none"> <li>recognizes words that are the same or different, eg fat-bat, nut-hut (cvc words) eg cat-car, pot-pet</li> <li>recognizes words that begin with the same sound, eg 'mat starts like my name Michael'</li> <li>recognizes that sentences are made up of words, eg the child could tap, clap or place a counter for each word they hear</li> </ul> <p><b>Syllables</b></p> <ul style="list-style-type: none"> <li>syllable segmentation — segment oral sentences into individual words</li> <li>syllable counting/clapping/chin movement — say word and repeat back, eg paper pa/per (two syllables)</li> </ul> <p><b>Rhyming words</b></p> <ul style="list-style-type: none"> <li>join in with rhymes and chants</li> <li>recognition of rhyming words — do they rhyme?, eg happy-nappy, play-ball</li> <li>rhyming word production, eg 'What rhymes with ball_/book ____', etc.</li> </ul> <p><b>Manipulation of sounds in words — hearing sounds (beginning/middle/end)</b></p> <ul style="list-style-type: none"> <li>phoneme isolation (beginning/end), eg 'What sound can you hear at the beginning of banana?'</li> <li>'What sound can you hear first?' (identify first spoken sound)</li> <li>'What sound do you hear last in the word "name"?' (m)</li> <li>phoneme stretching (beginning/middle/end) — stretching a word (vocally) to show beginning/middle/end sound — use hands, counters, string or play dough to demonstrate</li> </ul> <p><b>Segmenting words into sounds</b></p> <ul style="list-style-type: none"> <li>separate onset and rime, eg b-at, say the sounds separately to identify the rime</li> </ul> <p><b>Blending a sequence of sounds into words</b></p> <ul style="list-style-type: none"> <li>blend a sequence of single sounds: cv, vc, cvc</li> </ul>	<p><b>Word awareness</b></p> <ul style="list-style-type: none"> <li>word awareness involving words with blends — same/different, eg ccvc, flit-flip</li> </ul> <p><b>Syllables</b></p> <ul style="list-style-type: none"> <li>syllable counting/clapping/chin movement (multi-syllabic words)</li> <li>syllable segmentation — say word and repeat back (multi-syllabic words)</li> </ul> <p><b>Rhyming words</b></p> <ul style="list-style-type: none"> <li>rhyming words recognition — increase degree of complexity, eg clear, near</li> <li>rhyming word production — increase degree of complexity, eg spoon, moon</li> </ul> <p><b>Manipulation of sounds in words — hearing sounds (beginning/middle/end)</b></p> <ul style="list-style-type: none"> <li>phoneme isolation — ask 'What sound do you hear first?', eg cv (b-e), vc (on), cvc (p-o-t, b-a-ck)</li> <li>phoneme stretching — stretching a word (vocally) to show beginning/middle/end sound ; use hands, counters to demonstrate the sound you hear — first/middle/last</li> <li>phoneme substitution /manipulation — replace the first sound with another to make a new word, eg black, track</li> </ul> <p><b>Segmenting words into sounds</b></p> <ul style="list-style-type: none"> <li>separating phonemes, eg c-a-t, b-oo-k</li> <li>segmenting consonant blends — bl, cl, fl, pl, sk, sl, sp, sw, sm, sn, st, eg s-p-l-at, s-p-in (demonstrating awareness of separate phonemes)</li> <li>separate onset and rime, eg 's-at' say the sounds separately to 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(beginning/middle/end)</b></p> <ul style="list-style-type: none"> <li>phoneme isolation — 'What sound do you hear first/middle/last?'</li> <li>phoneme manipulation/ substitution, eg 'Say "dip" but leave off the beginning sound'</li> </ul> <p><b>Alliteration</b></p> <ul style="list-style-type: none"> <li>explore sentences, phrases and rhymes that use alliteration, eg Sally sells seashells</li> </ul> <p><b>Segmenting words into sounds (separating phonemes)</b></p> <ul style="list-style-type: none"> <li>segmenting consonant blends (br, cr, dr, fr, gr, pr, tr), eg s-p-l-at, s-p-in</li> <li>demonstrating awareness of separate phonemes</li> <li>segment onset and rime patterns</li> </ul> <p><b>Blending a sequence of sounds into words</b></p> <ul style="list-style-type: none"> <li>a sequence of single sounds: ccvc, cvcc, cccvc, ccvcc</li> <li>use onset and rime to make/blend new words</li> </ul>	<p><b>Syllables</b></p> <ul style="list-style-type: none"> <li>syllable counting/clapping/chin movement (multi-syllabic words)</li> <li>syllable segmentation — say word and repeat back (multi-syllabic words)</li> <li>syllable manipulation, eg write on three cards: im, por, tant and have the child physically manipulate the cards until they make sense</li> </ul> <p><b>Rhyming words</b></p> <ul style="list-style-type: none"> <li>rhyming words recognition — increase degree of complexity, eg swirled, twirled</li> <li>rhyming word production — increase degree of complexity, eg crawled, sprawled</li> <li>produce rhyming words that begin with the same sound, eg say a word that rhymes with 'back' but starts with 'tr'</li> </ul> <p><b>Manipulation of sounds in words — hearing sounds (beginning/middle/end)</b></p> <ul style="list-style-type: none"> <li>phoneme isolation — 'What sound do you hear first/middle/last?'</li> <li>phoneme manipulation/substitution, eg 'Say "chip" but leave off the beginning sound'</li> </ul> <p><b>Alliteration</b></p> <ul style="list-style-type: none"> <li>explore sentences, phrases and rhymes that use alliteration, eg Sally sells seashells</li> </ul> <p><b>Segmenting words into sounds (increase complexity)</b></p> <ul style="list-style-type: none"> <li>segment onset and rime patterns</li> </ul> <p><b>Blending a sequence of sounds into words</b></p> <ul style="list-style-type: none"> <li>delete consonants from consonant blends to make a new word, eg 'black' without the 'l'</li> <li>exchange one consonant within a consonant blend with another consonant to make a new word, eg s-l-ack, s-h-ack</li> <li>delete 'n' from final blends, eg went — wet</li> <li>use onset and rime to make /blend new words</li> </ul>	<p><b>Syllables</b></p> <ul style="list-style-type: none"> <li>syllable counting/clapping/chin movement (multi-syllabic words)</li> <li>syllable segmentation — say word and repeat back (multi-syllabic words)</li> <li>syllable manipulation, eg write on three cards: im, por, tant and have the child physically manipulate the cards 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</ul> <p><b>Blending a sequence of sounds into words</b></p> <ul style="list-style-type: none"> <li>delete consonants from consonant blends to make a new word, eg 'black' without the 'l'</li> <li>exchange one consonant within a consonant blend with another consonant to make a new word, eg s-l-ack, s-h-ack</li> <li>delete 'n' from final blends, eg went — wet</li> <li>use onset and rime to make /blend new words</li> </ul>					

# ENGAGE LITERACY-SCOPE AND SEQUENCE (cont.)

LITERACY COMPONENTS	KINDERGARTEN- GRL'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)	
	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
<b>GRAPHOPHONICS</b>	<ul style="list-style-type: none"> <li>become familiar with upper-and lower-case letters</li> <li>explore sound/letter identification: a b c d e f g h i j k l m n o p q r s t u v w x y z</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>blend cvc — onset and rime (three letters) c-at</li> <li>consonant digraph (initial) — sh</li> <li>suffixes — s</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>onset and rime (three letters) (initial) — bl, cl, fl, pl, sk, sl, sp, sw, sm, sn, st br, cr, dr, fr, gr, pr, tr</li> <li>suffixes — s, ing, ed</li> <li>long 'i' sound — my, by, sky</li> </ul>	<ul style="list-style-type: none"> <li>consonant digraph (initial) — sh, th, ch, wh</li> <li>consonant blends (medial/final) — sh, ck</li> <li>onset and rime (four letters) blend short vowel, c, eg sp-o-t</li> <li>consonant two-letter blends (initial) — bl, cl, fl, pl, sk, sl, sp, sw, sm, sn, st br, cr, dr, fr, gr, pr, tr</li> <li>suffixes — s, ing, ed</li> <li>long 'i' sound — my, by, sky</li> </ul>	<ul style="list-style-type: none"> <li>consonant blends (medial/final) — ct, ft, lk, lp, lt, mp, nd, nt, pt, st, ld, ng, sk</li> <li>consonant digraph (initial) — sh, th, ch, wh</li> <li>consonant blends (medial/final) — sh, ck, th, ch</li> <li>suffixes — s, ing, ed, es</li> <li>final consonant blends — ss, ff, ll, zz (stay), ou (house)</li> <li>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-n blend, long vowel, c, eg fl-oa-t blend, vowel digraph, eg gr-ew blend, vowel digraph, c, eg bl-ow-n blend, silent 'e', eg place</li> <li>contractions, eg couldn't, shouldn't, I'll, wasn't, you're</li> <li>explore homonyms, (threw/through), antonyms (always, never), synonyms (their/ there/they're, stair/stare, hair/hare, here/hear)</li> </ul>	<ul style="list-style-type: none"> <li>consonant digraph (initial) — sh, th, ch, wh, ph, qu</li> <li>vowel digraphs — vowels before 'r': ar, er, ir, or, ur (grew), ow (cow), ou (mouse: long 'ou'), oy</li> <li>long vowel sounds — ee, ea, ay, oa</li> <li>silent 'e' (long vowel rule) — a-e, i-e, e-e, o-e, u-e</li> <li>vowels before 'r' — ar, er</li> <li>suffixes — s, ing, ed, es, ly, er</li> <li>onset and rime (four/five letters) blend, short vowel, blend final, eg sp-i-lt c, long vowel, c, eg gr-ee-n blend, long vowel, c, eg fl-oa-t blend, vowel digraph, c, eg bl-ow-n blend, silent 'e', eg place</li> <li>onset and rime (six letters) triple blends, short vowel, c, eg str-o-ng triple blends, long vowel, c, eg str-ee-m</li> <li>contractions, eg doesn't, we'd, I'd, must've, she'll, aren't</li> <li>three-letter consonant blends — scr, spl, spr, squ, str, shr, thr</li> <li>explore homonyms, (threw/through), antonyms (always, never), synonyms (their/ there/they're, stair/stare, hair/hare, here/hear)</li> </ul>	<ul style="list-style-type: none"> <li>consonant digraph (initial) — sh, th, ch, wh, ph, qu, kn</li> <li>consonant digraphs final and medial— gh (f sound), gh (silent), ph, ng, mb</li> <li>consonant sounds — dge, ght, nce, nch, ng, nge, nk, tch</li> <li>vowel digraphs — vowels before 'r': ar, er, ir, or, ur</li> <li>digraphs — ay, aw, ew, oi, oa, oy, oo (short/long), ou (long), ow (short), ea (long a, eg snail), ea (long a, eg great), ea (short e, eg ready), ey (long e, eg donkey), ew (long oo sound, eg blew), air, ear, au ('or' sound), ei (long e, eg ceiling), ei (long e, eg neighbor), ey (long e, eg survey), ie (long e, eg grieve), ie (long i, eg applied), ou (short u, eg double), ion, ought</li> <li>suffixes — s, ing, ed, es, ly, er, less, ness</li> <li>prefixes — un, non, ness, able, tion</li> <li>plurals — ches, shes, sses, xes, y-ies, f-ves</li> <li>i, e, y after c make the c say s, eg circus</li> <li>onset and rime (four/five letters) blend, short vowel, blend final, eg sp-i-lt c, long vowel, c, eg f-ee-t blend, long vowel, c, eg gr-ee-n blend, long vowel, c, eg fl-oa-t blend, vowel digraph, eg gr-ew blend, vowel digraph, c, eg bl-ow-n blend, silent 'e', eg place</li> <li>onset and rime (six letters) triple blends, short vowel, c, eg str-o-ng triple blends, long vowel, c, eg str-ee-m</li> <li>contractions, eg doesn't, we'd, I'd, must've, she'll, aren't, should've, could've</li> <li>three-letter consonant blends — scr, spl, spr, squ, str, shr, thr</li> <li>explore homonyms (threw/through), antonyms (always/never), synonyms (there/their/they're, stair/stare, hare/hair, here/hear)</li> </ul>				
<b>LITERACY/ LANGUAGE DEVELOPMENT</b>	<p><b>Definitions</b></p> <ul style="list-style-type: none"> <li>finding word meanings using context of sentence/story</li> </ul>	<p><b>Definitions</b></p> <ul style="list-style-type: none"> <li>finding word meanings using context of sentence/ story</li> </ul> <p><b>Connecting pronouns with nouns</b></p> <ul style="list-style-type: none"> <li>connect pronouns with previously mentioned nouns, ie her/she is for Jessica (orally)</li> </ul> <p><b>Cloze</b></p> <ul style="list-style-type: none"> <li>complete cloze where words/ pictures are given</li> </ul>	<p><b>Connecting pronouns with nouns</b></p> <ul style="list-style-type: none"> <li>connect pronouns with previously mentioned nouns, ie her/she is for Jessica (orally and by matching pronouns with pictures of characters)</li> </ul> <p><b>Tenses</b></p> <ul style="list-style-type: none"> <li>identify future, past, present tense</li> </ul> <p><b>Cloze</b></p> <ul style="list-style-type: none"> <li>complete cloze where words/ pictures are given</li> <li>complete cloze where words aren't given. ?</li> </ul>	<p><b>Definitions</b></p> <ul style="list-style-type: none"> <li>finding word meanings using context of sentence/story</li> </ul> <p><b>Connecting pronouns with nouns</b></p> <ul style="list-style-type: none"> <li>able to connect pronouns with previously mentioned nouns, eg her/she is for Jessica, character/item tables, color code/highlight nouns with pronouns</li> </ul> <p><b>Tenses</b></p> <ul style="list-style-type: none"> <li>identify future/past/present tense</li> </ul> <p><b>Cloze</b></p> <ul style="list-style-type: none"> <li>cloze where words/ pictures are given</li> <li>cloze where words aren't given</li> <li>cloze where text has been reworded</li> </ul>	<p><b>Definitions</b></p> <ul style="list-style-type: none"> <li>finding word meanings using context of sentence/story</li> </ul> <p><b>Connecting pronouns with nouns</b></p> <ul style="list-style-type: none"> <li>able to connect pronouns with previously mentioned nouns, eg her/ she is for Jessica, character/item tables, color code/highlight nouns with pronouns</li> </ul> <p><b>Tenses</b></p> <ul style="list-style-type: none"> <li>identify future/past/present tense</li> </ul> <p><b>Conjunctions</b> (they effect condition time, space)</p> <ul style="list-style-type: none"> <li>reverse time order — sequence events in a sentence where order is determined by conjunctions (and, because, so, since, if, before, after, when, until, although, however, unless, but)</li> <li>reverse time order:                     <ul style="list-style-type: none"> <li>* after 1, 2, eg After I ate dinner I went outside.</li> <li>* 1 before 2, eg I ate dinner before I went outside.</li> <li>* before 2, 1, eg Before I went outside I ate dinner.</li> <li>* 2 after 1, eg I went outside after I ate dinner.</li> </ul> </li> </ul> <p><b>Cloze</b></p> <ul style="list-style-type: none"> <li>cloze where words/pictures are given</li> <li>cloze where words aren't given</li> <li>cloze where text has been reworded</li> </ul> <p><b>Extract locating information</b></p> <ul style="list-style-type: none"> <li>locating relevant information when there is competing information</li> </ul> <p><b>Fact and opinion</b></p> <ul style="list-style-type: none"> <li>distinguishing between fact and opinion</li> <li>distinguishing between real and make believe</li> </ul> <p><b>Figurative language</b></p> <ul style="list-style-type: none"> <li>interpreting figurative language, metaphors and similes</li> </ul> <p><b>Author's intent</b></p> <ul style="list-style-type: none"> <li>identifies author's purpose (is the text to: persuade, inform, describe, entertain?)</li> <li>shows an understanding of author's intent and any hidden messages</li> </ul>	<p><b>Definitions</b></p> <ul style="list-style-type: none"> <li>finding word meanings using context of sentence/story</li> <li>finding word meanings using the dictionary</li> </ul> <p><b>Connecting pronouns with nouns</b></p> <ul style="list-style-type: none"> <li>able to connect pronouns with previously mentioned nouns, eg her/she is for Jessica, character/item tables, color code/ highlight nouns with pronouns</li> </ul> <p><b>Tenses</b></p> <ul style="list-style-type: none"> <li>identify future/past/present tense</li> </ul> <p><b>Conjunctions</b> (they effect condition time, space)</p> <ul style="list-style-type: none"> <li>reverse time order — sequence events in a sentence where order is determined by conjunctions (and, because, so, since, if, before, after, when, until, although, however, unless, but)</li> <li>reverse time order:                     <ul style="list-style-type: none"> <li>* after 1, 2, eg After I ate dinner I went outside.</li> <li>* 1 before 2, eg I ate dinner before I went outside.</li> <li>* before 2, 1, eg Before I went outside I ate dinner.</li> <li>* 2 after 1, eg I went outside after I ate dinner.</li> </ul> </li> </ul> <p><b>Cloze</b></p> <ul style="list-style-type: none"> <li>cloze where words/pictures are given</li> <li>cloze where words aren't given</li> <li>cloze where text has been reworded</li> </ul> <p><b>Extract locating information</b></p> <ul style="list-style-type: none"> <li>locating relevant information when there is competing information</li> </ul> <p><b>Fact and opinion</b></p> <ul style="list-style-type: none"> <li>distinguishing between fact and opinion</li> <li>distinguishing between real and make believe</li> </ul> <p><b>Figurative language</b></p> <ul style="list-style-type: none"> <li>interpreting figurative language, metaphors and similes</li> </ul> <p><b>Author's intent</b></p> <ul style="list-style-type: none"> <li>identifies author's purpose (is the text to: persuade, inform, describe, entertain)</li> <li>shows an understanding of author's intent and any hidden messages</li> </ul>					

# ENGAGE LITERACY-SCOPE AND SEQUENCE (cont.)

LITERACY COMPONENTS	KINDERGARTEN- GRL'S A-D (LEVELS 1-6)			GRADE 1- GRL'S E-1 (LEVELS 7-16)			GRADE 2- GRL'S J-M (LEVELS 17-24)			GRADE 3- GRL'S N-P (LEVELS 25-30)	
	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
<b>COMPREHENSION</b>	<p><b>Recall</b></p> <ul style="list-style-type: none"> <li>• discuss/recall events in story</li> <li>• role play events in story</li> <li>• oral retell story</li> <li>• verbal cloze</li> </ul> <p><b>Sequencing</b></p> <ul style="list-style-type: none"> <li>• sequencing of pictures taken directly from the text (beginning, middle, end)</li> <li>• ordering events (beginning, middle, end)</li> <li>• order directions or steps (procedural texts — placing pictures in order, making objects from procedural text)</li> </ul> <p><b>Predicting</b></p> <ul style="list-style-type: none"> <li>• making predictions about text prior to reading (title, front cover)</li> <li>• making predictions about what could happen next</li> <li>• making predictions whilst reading (end of page)</li> </ul> <p><b>Summarizing</b></p> <ul style="list-style-type: none"> <li>• verbal summary of story/what happened</li> </ul>	<p><b>Recall</b></p> <ul style="list-style-type: none"> <li>• discuss/recall events in story</li> <li>• role play events in story</li> <li>• oral retell story</li> <li>• verbal cloze</li> <li>• complete sentences copied verbatim from text (cloze)</li> </ul> <p><b>Sequencing</b></p> <ul style="list-style-type: none"> <li>• sequencing of pictures taken directly from the text</li> <li>• sequencing of sentences taken directly from text verbatim</li> <li>• sequencing of words to form a sentence</li> <li>• ordering events (beginning, middle, end)</li> <li>• order directions or steps (procedural texts — placing pictures in order, making objects from procedural text)</li> </ul> <p><b>Predicting</b></p> <ul style="list-style-type: none"> <li>• making predictions about text prior to reading (title, front cover)</li> <li>• making predictions about what could happen next</li> <li>• making predictions whilst reading (end of page)</li> </ul>	<p><b>Recall</b></p> <ul style="list-style-type: none"> <li>• discuss/recall events in story</li> <li>• role play events in story</li> <li>• oral retell story</li> <li>• verbal cloze</li> <li>• complete sentences copied verbatim from text (cloze)</li> </ul> <p><b>Sequencing</b></p> <ul style="list-style-type: none"> <li>• sequencing of pictures taken directly from the text</li> <li>• sequencing of sentences taken directly from text verbatim</li> <li>• ordering events (beginning, middle, end)</li> <li>• order directions or steps (procedural texts)</li> </ul> <p><b>Predicting</b></p> <ul style="list-style-type: none"> <li>• making predictions about text prior to reading (title, front cover)</li> <li>• making predictions about what could happen next</li> <li>• making predictions whilst reading (end of page)</li> </ul> <p><b>Definitions</b></p> <ul style="list-style-type: none"> <li>• finding word meanings using context of sentence/story</li> </ul> <p><b>Summarizing</b></p> <ul style="list-style-type: none"> <li>• verbal summary of story/ what happened</li> <li>• drawing together pieces of information across the text (write several sentences summarizing story/event)</li> </ul> <p><b>Finding the main idea</b></p> <ul style="list-style-type: none"> <li>• that is explicitly stated</li> </ul>	<p><b>Recall</b></p> <ul style="list-style-type: none"> <li>• discuss/recall events in story</li> <li>• role play events in story</li> <li>• verbal cloze</li> <li>• complete sentences copied verbatim from text (cloze)</li> <li>• answer yes/no, true/false questions</li> </ul> <p><b>Sequencing</b></p> <ul style="list-style-type: none"> <li>• sequencing of pictures taken directly from the text</li> <li>• sequencing of sentences taken directly from text verbatim</li> <li>• ordering events (beginning, middle, end)</li> <li>• order directions or steps (procedural texts)</li> </ul> <p><b>Predicting</b></p> <ul style="list-style-type: none"> <li>• making predictions about text prior to reading (title, front cover)</li> <li>• making predictions about what could happen next</li> <li>• making predictions whilst reading (end of page)</li> </ul>	<p><b>Recall</b></p> <ul style="list-style-type: none"> <li>• discuss/recall events in story</li> <li>• role play events in story</li> <li>• verbal cloze</li> <li>• complete sentences copied verbatim from text (cloze)</li> <li>• answer yes/no, true/false questions</li> </ul> <p><b>Sequencing</b></p> <ul style="list-style-type: none"> <li>• sequencing of pictures taken directly from the text</li> <li>• sequencing of sentences taken directly from text verbatim</li> <li>• ordering events (beginning, middle, end)</li> <li>• order directions or steps (procedural texts)</li> </ul> <p><b>Predicting</b></p> <ul style="list-style-type: none"> <li>• making predictions about text prior to reading (title, front cover)</li> <li>• making predictions about what could happen next</li> <li>• making predictions whilst reading (end of page)</li> </ul>	<p><b>Recall</b></p> <ul style="list-style-type: none"> <li>• discuss/recall events in story</li> <li>• role play events in story</li> <li>• verbal cloze</li> <li>• complete sentences copied verbatim from text (cloze)</li> <li>• answer yes/no, true/false questions</li> </ul> <p><b>Sequencing</b></p> <ul style="list-style-type: none"> <li>• sequencing of pictures taken directly from the text</li> <li>• sequencing of sentences taken directly from text verbatim</li> <li>• ordering events (beginning, middle, end)</li> <li>• order directions or steps (procedural texts)</li> <li>• sequencing of chapters taken directly from text (verbatim)</li> <li>• ordering events (beginning, middle, end)</li> <li>• order directions or steps (procedural texts)</li> <li>• sequence events in a sentence where order is determined by sentence beginning — at start of sentence — because, actually, before, either, or, if, then</li> </ul> <p><b>Predicting</b></p> <ul style="list-style-type: none"> <li>• making predictions about text prior to reading (title, front cover)</li> <li>• making predictions about what could happen next</li> <li>• making predictions whilst reading (end of page)</li> </ul>					

# ENGAGE LITERACY-SCOPE AND SEQUENCE (cont.)

LITERACY COMPONENTS	KINDERGARTEN- GRL'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)	
	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
<b>COMPREHENSION (CONT)</b>		<p><b>Summarizing</b></p> <ul style="list-style-type: none"> <li>verbal summary of story/what happened</li> </ul> <p><b>Finding the main idea</b></p> <ul style="list-style-type: none"> <li>that is explicitly stated</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>cause and effect (why, what happened, because . . .)</li> </ul> <p><b>Comparing and contrasting</b></p> <ul style="list-style-type: none"> <li>finding likenesses and differences (most like, different, alike, similar)</li> </ul> <p><b>Inferences</b></p> <ul style="list-style-type: none"> <li>drawing inferences from a picture (you can tell, probably)</li> <li>drawing inferences from a sentence by reasoning (you can tell, probably)</li> <li>draws together information across sentences to infer a relationship</li> </ul>	<p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>cause and effect (why, what happened, because . . .)</li> </ul> <p><b>Comparing and contrasting</b></p> <ul style="list-style-type: none"> <li>finding likenesses and differences (most like, different, alike, similar)</li> </ul> <p><b>Inferences</b></p> <ul style="list-style-type: none"> <li>drawing inferences from a picture (you can tell, probably)</li> <li>drawing inferences from a sentence by reasoning (you can tell, probably)</li> <li>draws together information across sentences to infer a relationship</li> </ul>		<p><b>Summarizing</b></p> <ul style="list-style-type: none"> <li>verbal summary of story</li> <li>drawing together pieces of information across the text</li> </ul> <p><b>Finding main idea</b> (all the text or on individual pages)</p> <ul style="list-style-type: none"> <li>that is explicitly stated</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>cause and effect (why, what happened, because...)</li> </ul> <p><b>Comparing and contrasting</b></p> <ul style="list-style-type: none"> <li>finding likenesses and differences (most like, different, alike, similar)</li> </ul> <p><b>Inferences</b></p> <ul style="list-style-type: none"> <li>drawing inferences from a picture (you can tell, probably)</li> <li>drawing inferences from a sentence by reasoning (you can tell, probably)</li> <li>draws together information across sentences to infer a relationship</li> </ul>	<p><b>Summarizing</b></p> <ul style="list-style-type: none"> <li>verbal summary of story</li> <li>drawing together pieces of information across the text</li> <li>drawing together pieces of information between phrases (looking at meaning of conjunctions)</li> </ul> <p><b>Finding main idea</b> (all the text/sections/pages)</p> <ul style="list-style-type: none"> <li>that is explicitly stated</li> <li>where it is not obvious (hidden messages, etc.)</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>cause and effect (why, what happened, because...)</li> </ul> <p><b>Comparing and contrasting</b></p> <ul style="list-style-type: none"> <li>finding likenesses and differences (most like, different, alike, similar)</li> </ul> <p><b>Inferences</b></p> <ul style="list-style-type: none"> <li>drawing inferences from a sentence by reasoning (you can tell, probably)</li> <li>drawing together information from paragraphs/article to infer a relationship</li> <li>reorganizes several pieces of implied information to infer a relationship</li> </ul>		<p><b>Summarizing</b></p> <ul style="list-style-type: none"> <li>verbal summary of story</li> <li>drawing together pieces of information across the text</li> <li>drawing together pieces of information across sentences</li> <li>drawing together pieces of information across paragraphs</li> <li>drawing together pieces of information between phrases (looking at meaning of conjunctions)</li> </ul> <p><b>Finding main idea</b> (all the text/sections/paragraphs of the text)</p> <ul style="list-style-type: none"> <li>that is explicitly stated</li> <li>where it is not obvious (hidden messages, etc.)</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>cause and effect (why, what happened, because...)</li> </ul> <p><b>Comparing and contrasting</b></p> <ul style="list-style-type: none"> <li>finding likenesses and differences (most like, different, alike, similar)</li> </ul> <p><b>Inferences</b></p> <ul style="list-style-type: none"> <li>drawing inferences from a sentence by reasoning (you can tell, probably)</li> <li>drawing together information across sentences to infer a relationship</li> <li>drawing together information from paragraphs/article to infer a relationship</li> <li>reorganizes several pieces of implied information to infer a relationship</li> </ul>		<p><b>Summarizing</b></p> <ul style="list-style-type: none"> <li>verbal summary of story</li> <li>drawing together pieces of information across the text</li> <li>drawing together pieces of information across sentences</li> <li>drawing together pieces of information across paragraphs</li> <li>drawing together pieces of information between phrases (looking at meaning of conjunctions)</li> </ul> <p><b>Finding main idea</b> (all the text/sections/paragraphs of the text)</p> <ul style="list-style-type: none"> <li>that is explicitly stated</li> <li>where it is not obvious (hidden messages, etc.)</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>cause and effect (why, what happened, because...)</li> </ul> <p><b>Comparing and contrasting</b></p> <ul style="list-style-type: none"> <li>finding likenesses and differences (most like, different, alike, similar)</li> </ul> <p><b>Inferences</b></p> <ul style="list-style-type: none"> <li>drawing inferences from a sentence by reasoning (you can tell, probably)</li> <li>drawing together information across sentences to infer a relationship</li> <li>drawing together information from paragraphs/article to infer a relationship</li> <li>reorganizes several pieces of implied information to infer a relationship</li> </ul>	