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<tr>
<td>TEXT CONVENTION</td>
<td>• recognizes front/back of book • identifies title, author and illustrator • identifies full stops, capital letters, exclamation marks and question marks • identifies font emphasis, eg SPLASH in bold or capital letters • recognizes and matches upper-case and lower-case letters • rhyming words (two syllables) • syllable counting/clapping/chin movement (multi-syllabic words) • syllable segmentation — say word and repeat back (multi-syllabic words) • rhyming words • rhyming words recognition — increase degree of complexity, eg around, found • rhyming word production — increase degree of complexity, eg taught, caught • produce rhyming words that begin with the same sound, eg say a word that rhymes with 'back' but starts with 'br' • manipulation of sounds in words — hearing sounds (beginning/middle/end) • phoneme isolation — 'What sound do you hear first/middle/last?' • phoneme manipulation/substitution, eg 'Say &quot;chip&quot; but leave off the beginning sound' • alliteration • explore sentences, phrases and rhymes that use alliteration, eg Sally sells seashells • segmenting words into sounds (separating phonemes) • segmenting consonant blends (br, cr, dr, fr, gr, tr, br, fr, s-p-l-at, s-p-in) • demonstrating awareness of separate phonemes • segment onset and rime patterns • blending a sequence of sounds into words — a sequence of single sounds: cv, cvc, ccvc, cccvc, cccvce • use onset and rime to make/bend new words</td>
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| PHONOLOGICAL AWARENESS | • rhyming words • join in with rhymes and chants • word awareness • recognizes words that are the same or different, eg bat, cat, cat, bat (cvc words) • syllable counting/clapping/chin movement — say word and repeat back, eg cat (one syllable); play (two syllables) • rhyming words • join in with rhymes and chants • recognition of rhyming words — do they rhyme?, eg happy-happy, play-ball • rhyming word production, eg 'What rhymes with bal?' • manipulation of sounds in words — hearing sounds (beginning/middle/end) • phoneme isolation — 'What sound can you hear at the beginning of banana?' • What sound do you hear in the word 'name'? (cm) • phoneme stretching (beginning/middle/end) • stretching a word (vocally) to show beginning/middle/end sound • use hands, counters to demonstrate the sound you hear • first/middle/last • phoneme substitution/manipulation — replace the first sound with another to make a new word, eg black, track • segmenting words into sounds • separate onset and rime, eg b-at, say the sounds separately to identify the rime • blending a sequence of sounds into words • blend a sequence of single sounds: cv, vc, cce, cvc • syllables • syllable counting/clapping/chin movement (multi-syllabic words) • syllable segmentation — say word and repeat back (multi-syllabic words) • rhyming words • rhyming words recognition — increase degree of complexity, eg around, found • rhyming word production — increase degree of complexity, eg taught, caught • produce rhyming words that begin with the same sound, eg say a word that rhymes with 'back' but starts with 'br' • manipulation of sounds in words — hearing sounds (beginning/middle/end) • phoneme isolation — 'What sound do you hear first/middle/last?' • phoneme manipulation/substitution, eg 'Say "chip" but leave off the beginning sound' • alliteration • explore sentences, phrases and rhymes that make sense • segmenting words into sounds (separating phonemes) • segmenting consonant blends (br, cr, dr, fr, gr, tr, br, fr, s-p-l-at, s-p-in) • demonstrating awareness of separate phonemes • segment onset and rime patterns • blending a sequence of sounds into words • a sequence of single sounds: cv, cvc, ccvc, cccvc, cccvce • use onset and rime to make/bend new words • 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 • alliteration • explore sentences, phrases and rhymes that make sense • segmenting words into sounds (increase complexity) • segment onset and rime patterns • blending a sequence of sounds into words • delete consonants from consonant blends to make a new word, eg 'black' without the 'l' • exchange one consonant within a consonant blend with another consonant to make a new word, eg s-tack, s-h-ack • delete 'r' from final blends, eg went — wet • use onset and rime to make/bend new words

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ENGAGE LITERACY-SCOPE AND SEQUENCE (cont.)

LITERACY COMPONENTS

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<td><strong>GRAPHOPHONICS</strong></td>
<td><strong>LEVELS 1-2</strong></td>
<td><strong>LEVELS 3-5</strong></td>
<td><strong>LEVELS 6-8</strong></td>
</tr>
</tbody>
</table>
| - become familiar with upper-and-lower-case letters | - explore sound/liter identification: **ab**<br>**c**<br>**d**<br>**e**<br>**f**<br>**g**<br>**h**<br>**i**<br>**j**<br>**k**<br>**l**<br>**m**<br>**n**<br>**o**<br>**p**<br>**q**<br>**r**<br>**s**<br>**t**<br>**u**<br>**v**<br>**w**<br>**x**<br>**y**<br>**z** | - blend known letter-sounds (v + c).<br>am, an, at, ag, ap, ed, en, es, et, et, ed, en, et, eg, em, ep, es, ig, in, ir, ip, id, sn, sk | - consonant blends (medial) — sh, ch, th, ph, qu
- consonant blends (final) — ch, th, ph, qu
- vowel diagraphs — vowel sounds before reader — (aw) draw, (ew) grew, (ow) cow, (ou) mouse: long vowel sounds — ai, ey, oy
- short vowel sounds — ia, ay, oy
- short vowel diagraphs — ea, ee, ea, oo, au
- consonant blends — ea, ee, ea, oo, au
- consonant blends — ea, ee, ea, oo, au
- consonant blends — ea, ee, ea, oo, au
- consonant blends — ea, ee, ea, oo, au
- vowel diagraphs — vowel sounds — ea, ea, oo, au

| **LEVELS 9-11**                  | **LEVELS 12-15**                | **LEVELS 16-18**                | **LEVELS 19-20**                |
| - blend known letter-sounds (v + c).<br>am, an, at, ag, ap, ed, en, es, et, et, ed, en, et, eg, em, ep, es, ig, in, ir, ip, id, sn, sk | - consonant blends (medial) — sh, ch, th, ph, qu
- consonant blends (final) — ch, th, ph, qu
- vowel diagraphs — vowel sounds before reader — (aw) draw, (ew) grew, (ow) cow, (ou) mouse: long vowel sounds — ai, ey, oy
- short vowel sounds — ia, ay, oy
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- consonant blends — ea, ee, ea, oo, au
- consonant blends — ea, ee, ea, oo, au
- vowel diagraphs — vowel sounds — ea, ea, oo, au

| **LEVELS 21-25**                | **LEVELS 26-27**                | **LEVELS 28-28**                |
| - consonant blends (initial) — sh, th, ph, qu | - vowel diagraphs — vowel sounds before reader — (aw) draw, (ew) grew, (ow) cow, (ou) mouse: long vowel sounds — ai, ey, oy
- short vowel sounds — ia, ay, oy
- short vowel diagraphs — ea, ee, ea, oo, au
- consonant blends — ea, ee, ea, oo, au
- consonant blends — ea, ee, ea, oo, au
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- consonant blends — ea, ee, ea, oo, au
- vowel diagraphs — vowel sounds — ea, ea, oo, au

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<tr>
<th><strong>LITERACY/LANGUAGE DEVELOPMENT</strong></th>
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<tr>
<td>- finding word meanings using context of sentence/story</td>
<td>- connecting pronouns with nouns</td>
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<td>- identifying future past, present tense</td>
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<td>Recall</td>
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<td>• discuss/recall events in story</td>
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<td>• role play events in story</td>
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<td>• oral retell story</td>
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<td>• verbal cloze</td>
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<td>• sequencing of pictures taken directly from the text (beginning, middle, end)</td>
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<td>• ordering events (beginning, middle, end)</td>
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<td>• order directions or steps (procedural texts) — placing pictures in order, making objects from procedural text</td>
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<td>• making predictions about text prior to reading (title, front cover)</td>
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<td>• making predictions about what could happen next</td>
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<td>• drawing together pieces of information across the text (write several sentences summarizing story/event)</td>
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**ENGAGE LITERACY-SCOPE AND SEQUENCE (cont.)**

- **Recall**
  - Discuss/recall events in story
  - Role play events in story
  - Oral retell story
  - Verbal cloze
- **Sequencing**
  - Sequencing of pictures taken directly from the text (beginning, middle, end)
  - Ordering events (beginning, 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
- **Definitions**
  - Finding word meanings using context of sentence/story
- **Summarizing**
  - Verbal summary of story/what happened
  - Drawing together pieces of information across the text (write several sentences summarizing story/event)
- **Finding the main idea**
  - That is explicitly stated

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## LITERACY COMPONENTS

### LITERACY COMPONENTS LEVELS 1–2

- **Summarizing**
  - verbal summary of story/what happened

### LITERACY COMPONENTS LEVELS 3–5

- **Finding the main idea**
  - that is explicitly stated
- **Cause and effect**
  - cause and effect (why, what happened, because...)

### LITERACY COMPONENTS LEVELS 6–8

- **Comparing and contrasting**
  - that is explicitly stated
- **Inferences**
  - drawing inferences from a sentence by reasoning (you can tell, probably)

### LITERACY COMPONENTS LEVELS 9–11

- **Summarizing**
  - drawing together pieces of information across sentences to infer a relationship

### LITERACY COMPONENTS LEVELS 12–15

- **Summarizing**
  - verbal summary of story
  - drawing together pieces of information across the text

### LITERACY COMPONENTS LEVELS 16–18

- **Finding the main idea**
  - that is explicitly stated

### LITERACY COMPONENTS LEVELS 19–20

- **Cause and effect**
  - cause and effect (why, what happened)

### LITERACY COMPONENTS LEVELS 21–23

- **Comparing and contrasting**
  - that is explicitly stated
  - where it is not obvious (hidden messages, etc.)

### LITERACY COMPONENTS LEVELS 24–25

- **Inferences**
  - drawing inferences from a sentence by reasoning (you can tell, probably)

### LITERACY COMPONENTS LEVELS 26–27

- **Summarizing**
  - drawing together pieces of information across sentences

### LITERACY COMPONENTS LEVELS 28–30

- **Finding the main idea**
  - that is explicitly stated
  - looking at meaning of conjunctions

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### ENGAGE LITERACY-SCOPE AND SEQUENCE (cont.)

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**Comprehension (Cont.)**

- **Summarizing**
  - cause and effect (why, what happened)

- **Finding the main idea**
  - that is explicitly stated

- **Comparing and contrasting**
  - cause and effect (why, what happened)

- **Inferences**
  - drawing inferences from a sentence by reasoning (you can tell, probably)

- **Summarizing**
  - drawing together pieces of information across sentences

- **Finding the main idea**
  - that is explicitly stated

- **Comparing and contrasting**
  - cause and effect (why, what happened, because...)

- **Inferences**
  - drawing inferences from a sentence by reasoning (you can tell, probably)

- **Summarizing**
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- **Comparing and contrasting**
  - cause and effect (why, what happened)

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  - drawing inferences from a sentence by reasoning (you can tell, probably)