

Voyager

3.1

# PASSPORT®

## Scope and Sequence



VOYAGER SOPRIS  
LEARNING™

# LEVEL A SCOPE AND SEQUENCE

Lesson	WORD WORKS						LISTEN TO UNDERSTAND (Adv. 1–6) READ TO UNDERSTAND (Adv. 7–12)		PRACTICE				
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Phonics	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Writing	Fluency	Letters, Sounds, and Words	Comprehension/Reading
Adv. 1: A Trip Inside Myself Lessons 1–5	/m/, m, M, /p/, p, P; Concepts of Print	Discriminate Sounds and Words	Discriminate Phonemes				Concept Development; Cloze Activity; Retell	Literary Devices— Alliteration with /m/ and /p/; Context Clues; Categorize	Cloze Activity		Auditory Sequencing	Phonemic Awareness: Initial Sound /m/, /p/; Phonemic Awareness Pairs: Initial Sound /m/, /p/	
Adv. 1: A Trip Inside Myself Lessons 6–10	/f/, f, F, /k/, c, C; Letter and Sound Discrimination	Rhyme Patterns; Rhythm; Discriminate Words	Initial Sound Segmentation				Concept Development; Supporting Details; Context Clues; Recall	Context Clues; Cloze Activity; Literary Devices— Alliteration with /k/; Literary Response					
Adv. 2: My Healthy Body Lessons 1–5	/t/, t, T, /ä/, a, A; Letter Review; Letter and Sound Discrimination	Rhyme Judgment	Initial Sound Segmentation				Concept Development; Literary Response; Context Clues	Graphic Organizer; Cloze Activity; Prior Knowledge; Context Clues; Antonyms	Prior Knowledge; Antonyms; Cloze Activity; Categorize		Auditory Sequences	Phonemic Awareness: Initial Sound /t/ Discrimination	
Adv. 2: My Healthy Body Lessons 6–10	/s/, s, S, /d/, d, D; Letter Review; Letter and Sound Discrimination	Alliteration	Syllable Deletion				Concept Development; Context Clues; Recall	Categorize; Prior Knowledge; Context Clues	Categorize; Prior Knowledge			Phonemic Awareness: Initial Sound /s/	
Adv. 3: Discovering My School Lessons 1–5	/i/, i, I, /n/, n, N; Letter Review; Letter and Sound Discrimination	Rhyme Judgment; Rhyme Matching	Syllable Deletion		VC and CVC Words: <i>am, at, mat, it, mad, sat, Sid, in, fin</i>		Make Predictions; Concept Development; Supporting Details	Cloze Activity; Context Clues	Cloze Activity; Prior Knowledge			Phonemic Awareness: Syllable Deletion	
Adv. 3: Discovering My School Lessons 6–10	/g/, g, G, /l/, l, L; Letter Name Review; Letter and Sound Discrimination	Rhyme Matching; Syllable Blending	Syllable Deletion		VC and CVC Words: <i>if, man, fat, in, fit, mat, an, nap, fan, Sid, lap, mad</i>		Make Predictions; Concept Development; Supporting Details	Categorize; Prior Knowledge	Prior Knowledge; Context Clues			Phonemic Awareness: Initial Sounds	Compare and Contrast Two Texts; Real-World Connection



# LEVEL A SCOPE AND SEQUENCE

Lesson	WORD WORKS						LISTEN TO UNDERSTAND (Adv. 1–6) READ TO UNDERSTAND (Adv. 7–12)		PRACTICE				
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Phonics	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Writing	Fluency	Letters, Sounds, and Words	Comprehension/Reading
Adv. 4: Being Part of a Community Lessons 1–5	/ō/, o, O, /b/, b, B; Letter and Sound Review; Letter and Sound Discrimination	Rhyme Matching	Syllable Deletion		VC and CVC Words: <i>am, man, fin, Sam, in, fan, sat, lit, fig, on, fit, mom, not</i>		Background Knowledge; Literary Response; Recall	Prior Knowledge	Categorize; Cloze Activity; Context Clues; Prior Knowledge			Phonemic Awareness: Initial Sounds; Word Reading: VC Words	
Adv. 4: Being Part of a Community Lessons 6–10	/r/, r, R, /v/, v, V; Letter and Sound Review	Syllable Blending	Onset-Rime		VC and CVC Words: <i>lad, Sam, fit, at, am, fad, lip, sob, on, sit, Nan, nap, Ron, lot, nip, sob</i>		Background Knowledge; Literary Response; Recall	Prior Knowledge	Categorize; Cloze Activity; Prior Knowledge; Word Meaning	Descriptive Drawings		Phonemic Awareness: Initial Sound /r/; Onset-Rime	
Adv. 5: Come On In! Lessons 1–5	/h/, h, H; Letter and Sound Discrimination	Syllable Blending	Onset-Rime Blending	Blending and Segmenting	VC and CVC Words: <i>lob, ran, van, sag, an, mom, rat, sob, map, am, rot, rap, lip, rim, it, rig, lad, mop, rip, on</i>		Make Predictions; Supporting Details	Concept Development; Prior Knowledge; Categorize	Categorize			Phonemic Awareness: Initial Sounds; Onset-Rime Blending	Supporting Details; Ask and Answer Questions About Unknown Words
Adv. 5: Come On In Lessons 6–10	/ě/, e, E, /j/, j, J; Letter and Sound Review	Syllable Deletion	Phoneme Segmentation	Blending and Segmenting	VC and CVC Words: <i>red, leg, led, if</i>		Make Predictions; Literary Response; Supporting Details; Recall	Concept Development; Cloze Activity; Prior Knowledge; Antonyms	Categorize			Phonemic Awareness: Phoneme Segmentation	Concept Development: A Home for Me; Supporting Details
Adv. 6: Sights and Sounds of Nature Lessons 1–5	/z/, z, Z, /w/, w, W; Letter and Sound Discrimination; Review	Syllable Deletion	Phoneme Segmentation	Blending and Segmenting	VC and CVC Words: <i>mad, in, rap, sob, lit, sad, fin, rag, lob, nop, if, rot, lab, lot, map, on, fat</i>		Facts and Details; Supporting Details	Prior Knowledge; Categorize; Cloze Activity	Response to Listening; Antonyms; Prior Knowledge; Word Models			Phonemic Awareness: Initial Sounds	Ask and Answer Questions About Unknown Words
Adv. 6: Sights and Sounds of Nature! Lessons 6–10	/ű/, u, U, /k/, k, K	Syllable Counting	Final Sound Matching	Blending and Segmenting	VC, CVC, and CVCC Words: <i>nest, sand, it, ran, nip, fast, ramp, zip, at, van, land, mat, mast, am, last, lip, rot, wet</i>		Facts and Supporting Details	Prior Knowledge; Antonyms; Riddles	Cloze Activity; Response to Reading; Dictation			Phonemic Awareness: Final Sounds; Initial Sounds /k/, /ű/	Facts and Details

# LEVEL A SCOPE AND SEQUENCE

Lesson	WORD WORKS						LISTEN TO UNDERSTAND (Adv. 1–6) READ TO UNDERSTAND (Adv. 7–12)		PRACTICE				
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Phonics	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Writing	Fluency	Letters, Sounds, and Words	Comprehension/Reading
Adv. 7: Day In and Day Out Lessons 1–5	/ks/, x, X; Letter and Sound Discrimination; Letter and Sound Review	Syllable Counting	Final Sound Matching	Letter and Sound Manipulation	VC, CVC, and CVCC Words: <i>rot, ran, lad, at, van, sad, Ron, ramp, mom, fig, must, lob</i> ; Sight Words: <i>was, is</i>		<ul style="list-style-type: none"><li>Before Reading: Preview Image(s)</li><li>During Reading: Story Reading; Factual Reading</li><li>After Reading: Supporting Details; Facts and Details</li></ul>	Antonyms— <i>fast</i> and <i>slow</i>	Prior Knowledge; Action Words		Sentence Reading	Phonological Awareness: Onset and Rime; Final Sounds; Rhyming Words; Sentence Segmenting; Letters and Sounds: Fluency	
Adv. 7: Day In and Day Out Lessons 6–10	/y/, y, Y, /kw/, <i>q(u), Q(u)</i> ; Letter and Sound Discrimination; Letter and Sound Review	Initial Sound Matching	Phoneme Blending (3 phonemes)		VC, CVC, and CVCC Words; Sight Words: <i>the, I, hi</i>		<ul style="list-style-type: none"><li>Before Reading: Preview Image(s)</li><li>During Reading: Story Reading; Factual Reading</li><li>After Reading: Supporting Details; Facts and Details; Draw Conclusions</li></ul>	Antonyms— <i>wet</i> and <i>dry</i>	Prior Knowledge		Sentence Reading	Phonological Awareness: Initial Sounds; Rhyming Words; Phonemic Awareness: Initial Sound: /y/, /kw/; Word Meaning: Use Affixes to Understand Words	Draw Conclusions
Adv. 8: Up, Down, and All Around Lessons 1–5	Review Letters and Sounds	Initial Sound Matching	Phoneme Blending (3 phonemes)		VC, CVC, and CVCC Words; Sight Words: <i>see, a</i>		<ul style="list-style-type: none"><li>Before Reading: Preview Image(s)</li><li>During Reading: Story Reading; Factual Reading</li><li>After Reading: Facts and Details</li></ul>	Antonyms— <i>up</i> and <i>down</i> , <i>on</i> and <i>off</i> , <i>in</i> and <i>out</i> Spatial Words— <i>under</i>			Sentence Reading; Listen and Respond	Phonological Awareness: Rhyming Words; Sentence Segmenting; Phonics: Initial Sounds; Phonemic Awareness: Final Sounds	
Adv. 8: Up, Down, and All Around Lessons 6–10		Onset-Rime Segmentation	Phoneme Blending (4+ phonemes)		VC, CVC, and CVCC Words; Sight Words: <i>said, go, say</i>	CVC and CVCC Words	<ul style="list-style-type: none"><li>Before Reading: Preview Image(s); Make Predictions</li><li>During Reading: Story Reading; Factual Reading</li><li>After Reading: Draw Conclusions</li></ul>	Spatial Words— <i>over</i> and <i>last</i>	Antonyms: <i>over</i> and <i>under</i> ; Cloze Activity; Multiple Meaning Words		Sentence Reading; Listen and Respond	Phonological Awareness: Onset and Rime; Letters and Sounds: Fluency; Phonemic Awareness: Initial Sounds; Final Sounds	
Adv. 9: Seeing Seasons Lessons 1–5		Initial Sound Matching	Phoneme Blending (4+ phonemes)		VC, CVC, and CVCC Words: <i>bag, tin, bed, tan, pat, kit, jog, tip</i> ; Sight Words: <i>they, to</i>	CVC and CVCC Words	<ul style="list-style-type: none"><li>Before Reading: Introduce Title; Prior Knowledge; Introduce Characters; Identify Setting</li><li>During Reading: Story Reading; Factual Reading</li><li>After Reading: Introduce Setting; Factual Information; Supporting Details</li></ul>		Sight Words		Listen and Respond; Letters and Sounds; Sentence Reading	Phonological Awareness: Onset and Rime; Rhyming Words; Phonemic Awareness: Final Sounds	

# LEVEL A SCOPE AND SEQUENCE

Lesson	WORD WORKS						LISTEN TO UNDERSTAND (Adv. 1–6) READ TO UNDERSTAND (Adv. 7–12)		PRACTICE				
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Phonics	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Writing	Fluency	Letters, Sounds, and Words	Comprehension/Reading
Adv. 9: Seeing Seasons Lessons 6–10		Onset-Rime Segmentation	Initial and Final Sound Substitution		VC, CVC, and CVCC Words: Review; Sight Words: <i>me, are</i>	CVC and CVCC Words	<ul style="list-style-type: none"><li>• Before Reading: Make Predictions; Background Knowledge; Preview Image(s); Identify Setting</li><li>• During Reading: Story Reading; Factual Reading</li><li>• After Reading: Draw Conclusions; Facts and Details; Supporting Details</li></ul>		Spelling CVC and CVCC Words; Concept Development		Listen and Respond; Sentence Reading	Phonological Awareness: Rhyming Words; Phonemic Awareness: Initial Sounds; Final Sounds	Connections Within a Text
Adv. 10: The World Around Us Lessons 1–5		Onset-Rime Manipulation	Initial and Final Sound Substitution	Letter and Sound Manipulation	VC, CVC, and CVCC Words: Review; Sight Words: <i>you, that</i>	CVC and CVCC Words	<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s); Make Predictions; Identify Characters and Setting</li><li>• During Reading: Story Reading; Factual Reading</li><li>• After Reading: Read for Purpose; Context Clues; Story Elements; Retell</li></ul>		Concept Development	Writing Project	Sentence Reading; Listen and Respond	Phonological Awareness: Onset and Rime; Rhyming Words; Phonics: Letter and Sound Manipulation; Phonemic Awareness: Initial Sounds	
Adv. 10: The World Around Us Lessons 6–10		Rhyme Production	Middle Vowel Substitution	Letter and Sound Manipulation	VC, CVC, and CVCC Words: Review; Sight Words: <i>we, for</i>	CVC and CVCC Words	<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s); Preview Text; Make Predictions</li><li>• During Reading: Story Reading; Factual Reading</li><li>• After Reading: Purpose; Supporting Details; Cause and Effect; Author's Purpose</li></ul>		Concept Development	Writing Project	Sentence Reading; Listen and Respond	Phonological Awareness: Onset and Rime; Rhyming Words; Phonics: Letter and Sound Manipulation; Phonemic Awareness: Initial Sounds; Final Sounds	Compare and Contrast Character Experiences; Recognize Common Text Types; Real-World Connection
Adv. 11: Critter Care Lessons 1–5		Onset-Rime Manipulation	Middle Vowel Substitution	Letter and Sound Manipulation	VC, CVC, and CVCC Words: Review; Sight Words: <i>have, no</i>	CVC and CVCC Words	<ul style="list-style-type: none"><li>• Before Reading: Make Predictions; Preview Image(s)</li><li>• During Reading: Story Reading; Factual Reading</li><li>• After Reading: Supporting Details; Purpose; Draw Conclusions; Cause and Effect</li></ul>		Concept Development	Writing Project	Sentence Reading; Listen and Respond	Phonological Awareness: Rhyming Words; Onset and Rime; Phonics: Letter and Sound Manipulation; Phonemic Awareness: Initial Sounds	Connections Within a Text



# LEVEL A SCOPE AND SEQUENCE

Lesson	WORD WORKS						LISTEN TO UNDERSTAND (Adv. 1–6) READ TO UNDERSTAND (Adv. 7–12)		PRACTICE				
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Phonics	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Writing	Fluency	Letters, Sounds, and Words	Comprehension/Reading
Adv. 11: Critter Care Lessons 6–10		Rhyme Production	Extract and Produce Sounds		VC, CVC, and CVCC Words; Sight Words: <i>of, he</i>	CVC and CVCC Words	<ul style="list-style-type: none"><li>• Before Reading: Background Knowledge; Identify Characters</li><li>• During Reading: Story Reading; Factual Reading</li><li>• After Reading: Retell; Context Clues; Read for a Purpose</li></ul>		Concept Development	Writing Project	Sentence Reading; Listen and Respond	Phonological Awareness: Rhyming Words; Phonics: Letter and Sound Manipulation; Phonemic Awareness: Initial Sounds; Final Sounds	
Adv. 12: Beautiful Bugs Lessons 1–5		Onset-Rime Manipulation	Extract and Produce Sounds	Letter and Sound Manipulation	VC, CVC, and CVCC Words; Sight Words: <i>want, do, his, with</i>	CVC and CVCC Words	<ul style="list-style-type: none"><li>• Before Reading: Background Knowledge; Preview Image(s); Make Predictions</li><li>• During Reading: Story Reading; Factual Reading</li><li>• After Reading: Draw Conclusions; Retell; Main Idea; Read for a Purpose</li></ul>		Alike and Different	Writing Project	Sentence Reading; Listen and Respond	Letters and Sounds: Sound Discrimination; Phonics: Letter and Sound Manipulation; Phonemic Awareness: Initial Sounds	Identify Supporting Details
Adv. 12: Beautiful Bugs Lessons 6–10		Rhyme Production	Tracking Sound Changes	Letter and Sound Manipulation	VC, CVC, and CVCC Words; Sight Words: <i>put, be, this, as</i>	CVC and CVCC Words	<ul style="list-style-type: none"><li>• Before Reading: Background Knowledge; Identify Characters; Make Predictions</li><li>• During Reading: Story Reading; Factual Reading</li><li>• After Reading: Supporting Details; Retell; Author's Purpose; Read for a Purpose</li></ul>		Concept Development	Writing Project	Sentence Reading; Listen and Respond	Letters and Sounds: Sound Discrimination; Phonological Awareness: Rhyming Words; Phonemic Awareness: Initial Sounds; Final Sounds	

# LEVEL B SCOPE AND SEQUENCE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 1: A Voyage into Me Lessons 1–5	/a/, a, A, /s/, s, S, /m/, m, M, /l/, l, L, /t/, t, T, /i/, i, I, /f/, f, F, /p/, p, P	Discriminate Environmental Sounds; Discriminate Words	Discriminate Phonemes	Words with <i>i, t, l, a, s, m, f, p</i> ; Sight Words: <i>is, a, the</i>		<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Preview Image(s) and Text; Use Pictures and Graphic Sources</li><li>• During Reading: Build on Understanding; Concepts of Print; Retell Main Events; Use Pictures and Graphic Sources</li><li>• After Reading: Check for Understanding; Cause and Effect; Sequence Events; Interpret Graphic Sources; Identify Story Elements</li></ul>	Categorize; Relate to Prior Experience; Connect to Self; Recognize Antonyms	Describe Emotions; Questioning: Dictation	Expressing Feelings; Classify	Fluency Builder: Be the Teacher	Concepts of Print: Recognizing Sentences; Letter Sounds: Initial Sounds		Letters <i>a, A, s, S</i>
Adv. 1: A Voyage into Me Lessons 6–10	/n/, n, N, /k/, c, C, /r/, r, R, /ü/, u, U, /b/, b, B, /k/, k, K, /j/, j, J, /ö/, o, O	Rhyme Patterns; Rhythm; Discriminate Words	Initial Sound Segmentation	Words with <i>n, c, r, u, b, k, j, o</i> ; Sight Words: <i>to, said, do</i>		<ul style="list-style-type: none"><li>• Before Reading: Different Forms of Communication; Preview Images(s) and Text; Build Background Knowledge; Predict Outcomes</li><li>• During Reading: Text Features; Concepts of Print; Classify; Verify Outcomes</li><li>• After Reading: Explicit and Implicit Questions; Sequence Events; Check for Understanding; Compare Fiction and Nonfiction</li></ul>	Classify; Text Features; Word Web; Story Words	Categorize Words	Language Development	Fluency Builder: Different Forms of Text; Sight Words; Letter and Sound Automaticity	Letter and Sound Identification: Phonics	Build Background Knowledge: Places I Visited	Write in Response to Reading; Places I Want to Visit

LEVEL B SCOPE AND SEQUENCE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 2: Ready, Set, Go! Lessons 1–5	/v/, v, V, /g/, g, G, /d/, d, D, /w/, w, W, /è/, e, E, /h/, h, H, /ks/, x, X, /y/, y, Y	Rhyme Judgment	Initial Sound Segmentation	Words with v, g, d, w, e, h, x, y; Word Families: -at, -an; Sight Words: I, he, we, be, for; Sentence Reading	CVC words	<ul style="list-style-type: none"><li>• Before Reading: Literary Forms—Poster, Story; Predict Outcomes; Preview Image(s) and Text</li><li>• During Reading: Analyze Characters; Explicit and Implicit Questions; Cause and Effect; Sequence Events</li><li>• After Reading: Author’s Purpose; Analyze Characters; Verify Outcomes; Sequence Events</li></ul>	Classify	Sequence Signal Words	Literary Choices; Sequence Events	Sight Words	Phonological Awareness: Rhythm and Patterns; Phonemic Awareness: Letter and Sound Identification: Letter Match	Reading Response: Make Connections; Literary Language Choices	Reading Response: Write in Response to Reading
Adv. 2: Ready, Set, Go! Lessons 6–10	/z/, z, Z, /kw/, q(u), Q(u)	Alliteration	Syllable Deletion	Word Reading: Words with z, q(u); Word Families: -id, -ill; Sight Words: so, go, they, my, by; Sentence Reading	CVC words	<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Predict Outcomes; Text Structures; Literary Forms—Story</li><li>• During Reading: Identify Image(s) and Text; Verify Outcomes; Literary Forms—Poem; Graphic Organizers</li><li>• After Reading: Main Idea and Details; Identify Story Elements; Make Connections; Sequence Events; Author’s Purpose</li></ul>	Categorize; Multiple Meaning Words; Story Words; Action Words	Classify	Role-Play	Partner Read	Phonological Awareness: Alliteration; Phonemic Awareness: Syllable Deletion		Writing Fluency: Penmanship; Reading Response: Writing



# LEVEL B SCOPE AND SEQUENCE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 3: Community Cruise Lessons 1–5	Review	Rhyme Judgment; Rhyme Matching	Syllable Deletion	Word Reading: Review; Word Families: <i>-ell, -it, -ad, -og</i> ; Sight Words: <i>from, he, have, of</i> ; Sentence Reading	CVC words	<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Predict Outcomes</li><li>• During Reading: Literary Forms—Poem; Sequence Events; Explicit and Implicit Questions</li><li>• After Reading: Explicit and Implicit Questions; Verify Outcomes; Different Forms of Communication</li></ul>	Synonyms; Story Words; Classify			3 Read; Timed Reading; Read with Expression	Phonemic Awareness: Word Families; Initial Sounds	Informational Text: Connections Within a Text	Writing Fluency: Write Letters
Adv. 3: Community Cruise Lessons 6–10	Review	Rhyme Matching; Syllable Blending	Syllable Deletion	Word Reading: Review; Word Families: <i>-ip, -ap, -ot, -op</i> ; Sight Words: <i>you, your, are, could, would</i> ; Sentence Reading	CVC words	<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Predict Outcomes</li><li>• During Reading: Explicit and Implicit Questions; Verify Outcomes; Facts and Details</li><li>• After Reading: Compare and Contrast; Main Idea and Details; Explicit and Implicit Questions; Make Inferences; Sequence Events</li></ul>	Recognize Antonyms; Story Words; Categorize; Multiple Meaning Words			3 Read; Timed Reading; Read with Expression	Phonemic Awareness: Medial Sounds; Word Reading: Word Segmentation and Blending		Writing Fluency: Letter Writing

LEVEL B SCOPE AND SEQUENCE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 4: Wandering in the Wild Lessons 1–5	<i>sl, sn, sm, sp, st, sw, sk, sc</i>	Rhyme Matching	Syllable Deletion	Words with <i>sl, sn, sm, sp, st, sw, sk, sc</i> ; Word Families: <i>-ug, -eg, -et, -ut</i> ; Sight Words: <i>good, one, once, was</i> ; Sentence Reading	<i>sl, sp, st</i> ; CVC and CVCC words	<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Fiction and Non-Fiction; Predict Outcomes</li><li>• During Reading: Explicit and Implicit Questions; Literary Devices—Onomatopoeia; Analyze Setting; Verify Outcomes</li><li>• After Reading: Retell; Sequence Events; Explicit and Implicit Questions; Facts and Details</li></ul>	Categorize; Classify; Synonyms; Antonyms	Categorize; Identify Synonyms		3 Read; Timed Reading; Read with Expression		Literary Analysis: Main Idea and Details; Literary Text: Character Analysis	Write in Response to Reading: Communicate Ideas
Adv. 4: Wandering in the Wild Lessons 6–10	<i>ck, sh</i>	Syllable Blending	Onset-Rime	Words with <i>z, ck, sh</i> ; Word Families: <i>-ing, -ack, -ick</i> ; Word Building: Adding <i>-s</i> ; Sight Words: <i>come, some, see, there, where, give</i> ; Sentence Reading	<i>ck, sp, sl, sn, sm, sh</i>	<ul style="list-style-type: none"><li>• Before Reading: Charts and Graphs; Literary Analysis—Fables; Predict Outcomes; Different Forms of Communication—Posters; Activate Prior Knowledge</li><li>• During Reading: Facts and Details; Verify Outcomes; Literary Devices—Onomatopoeia; Main Idea and Details</li><li>• After Reading: Literary Devices—Visual Imagery; Retell; Explicit and Implicit Questions; Compare and Contrast</li></ul>	Descriptive Words (Adjectives); Classify; Multiple Meaning Words	Dictionary Skills		3 Read; Timed Reading; Read with Expression	Word Study: Make Words; Word Families; Letter and Sound Identification: Initial Sounds	Informational Text; Compare and Contrast Two Texts	

# LEVEL B SCOPE AND SEQUENCE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 5: Visiting Relatives Lessons 1–5	<i>cl, fl, gl, pl, bl, qu, th, wh, ch</i>	Syllable Blending	Onset-Rime Blending	Words with <i>cl, fl, gl, pl, bl, th, wh, ch</i> ; Word Families: <i>-en, -ed, -ish, -ap</i> ; Word Building: Inflectional Endings <i>-ing, -s</i> ; Sight Words: <i>how, now, her, little, people</i> ; Sentence Reading	<i>cl, fl, gl, pl, st, th, bl</i>	<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Visual Imagery; Different Forms of Communication—Recipes</li><li>• During Reading: Facts and Details; Author’s Purpose; Visual Imagery</li><li>• After Reading: Make Inferences; Analyze Characters; Step-by-Step Instructions; Explicit and Implicit Questions</li></ul>	Naming and Action Words; Categorize; Classify; Multiple Meaning Words		Verb Tense; Common and Proper Nouns; Possessive Nouns	3 Read; Timed Reading; Read with Expression	Phonics: Consonant Blends; Segment and Blend; Letter and Sound Identification: Word Building		Writing: Reading Response
Adv. 5: Visiting Relatives Lessons 6–10	<i>nd, mp, nt</i>	Syllable Deletion	Phoneme Segmentation	Words with <i>nd, mp, nt</i> ; Word Families: <i>-ank, -ink, -unk, -ock, -ump</i> ; Word Building: Inflectional Ending <i>-ed</i> ; Sight Words: <i>what, friend, want, were</i> ; Sentence Reading	<i>nd, mp, nt</i>	<ul style="list-style-type: none"><li>• Before Reading: Predict Outcomes; Preview Image(s) and Text; Different Forms of Communication—Maps; Story Elements</li><li>• During Reading: Verify Outcomes; Context Clues; Facts and Details; Story Details</li><li>• After Reading: Explicit and Implicit Questions; Story Elements</li></ul>	Classify; Synonyms and Antonyms; Story Words	Cloze Activity	Personal Subject Pronouns; Personal Object Pronouns	3 Read; Timed Reading; Read with Expression	Phonics: Blends and Digraphs; Blend and Segment; Sight Words: Reading	Reading Response: Compare and Contrast Character Experiences	



# LEVEL B SCOPE AND SEQUENCE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 6: Buzzing Around Lessons 1–5	<i>br, cr, dr, fr, gr, pr, tr, c</i> as /s/, <i>g</i> as /j/	Syllable Deletion	Phoneme Segmentation	Words with <i>c</i> as /s/, <i>g</i> as /j/; Word Families: <i>-ang, -ung, -ong, -est, -ast</i> ; Word Building: Inflectional Endings <i>-s, -ing, -ed</i> ; Rule-Based Words: VCe Words; Sight Words: <i>any, many, around, about, these</i> ; Sentence Reading	<i>nt, nd; r</i> Blends; VCe Words; <i>c</i> as /s/, <i>g</i> as /j/	<ul style="list-style-type: none"><li>Before Reading: Build Background Knowledge; Generate Questions; Activate Prior Knowledge; Preview Image(s) and Text</li><li>During Reading: Explicit and Implicit Questions; Facts and Details; Generate Questions</li><li>After Reading: Cause and Effect; Graphic Organizers; Explicit and Implicit Questions; Story Elements—Characters; Main Idea and Details</li></ul>	Science Words; Story Words		Possessive Pronouns; Indefinite Pronouns	3 Read; Timed Reading; Read with Expression	Word Building: Inflectional Endings		Writing Fluency: Write Letters Writing: Sight Words
Adv. 6: Buzzing Around Lessons 6–10	<i>oo</i> as in moon, <i>ay, ft, lt</i>	Syllable Counting	Final Sound Matching	Words with <i>oo, ay, ft, lt</i> ; Word Families: <i>-ave</i> ; Word Building: Inflectional Endings <i>-s, -ing, -ed</i> ; Rule-Based Words: Two-to-Three-Letter Words Ending in a Vowel; Sight Words: <i>only, two, find, over</i> ; Sentence Reading	<i>oo, ay, ft, lt</i>	<ul style="list-style-type: none"><li>Before Reading: Build Background Knowledge; Preview Image(s) and Text; Story Elements—Setting and Characters</li><li>During Reading: Facts and Details; Generate Questions; Author's Purpose</li><li>After Reading: Main Idea and Details; Cause and Effect; Explicit and Implicit Questions; Story Elements—Problem and Solution</li></ul>	Compound Words; Science Words; Story Words	Reading Response	Adjectives; Conjunctions	3 Read; Timed Reading; Read with Expression	Reading: Sight Words	Reading Response: Compare and Contrast Character Experiences	Writing: Inflectional Endings; Reading Response

# LEVEL B SCOPE AND SEQUENCE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 7: Making Choices Lessons 1–5	ea	Syllable Counting	Final Sound Matching	Words with <i>ea</i> ; Word Families: <i>-are</i> , <i>-ice</i> ; Word Building: Consonant Doubling with <i>-ing</i> and <i>-ed</i> ; Compound Words; Sight Words: <i>down</i> , <i>first</i> , <i>who</i> , <i>been</i> ; Sentence Reading	<i>wh</i> , <i>ea</i> , <i>nd</i> , <i>st</i> ; Compound Words	<ul style="list-style-type: none"><li>Before Reading: Predict Outcomes; Build Background Knowledge; Activate Prior Knowledge</li><li>During Reading: Verify Outcomes; Story Details; Generate Questions</li><li>After Reading: Explicit and Implicit Questions; Make Inferences</li></ul>	Compound Words; Story Words	Compound Words	Subject-Verb Agreement; Prepositions; Determiners; Literacy Language Choices	3 Read; Timed Reading; Read with Expression	Phonics: Words with /s/		Writing Fluency: Write Letters
Adv. 7: Making Choices Lessons 6–10	oa, er, oi, ee	Initial Sound Matching	Phoneme Blending (3 phonemes)	Words with <i>oa</i> , <i>er</i> , <i>ch</i> , <i>ee</i> ; Word Families: <i>-alt</i> , <i>-alk</i> ; Word Building: Words Ending in <i>e</i> with <i>-ed</i> , <i>-ing</i> ; Compound Words; Rule-Based Words: Multisyllabic Words—Closed Syllables; Sight Words: <i>other</i> , <i>know</i> , <i>word</i> , <i>work</i> ; Sentence Reading	<i>oa</i> , <i>ch</i> , <i>ee</i> ; Closed-Syllable Words	<ul style="list-style-type: none"><li>Before Reading: Build Background Knowledge; Preview Image(s) and Text</li><li>During Reading: Story Details; Main Idea; Generate Questions</li><li>After Reading: Explicit and Implicit Questions; Make Inferences; Draw Conclusions</li></ul>	Story Words; Compound Words; Synonyms; Multiple Meaning Words; Oral Vocabulary		Declarative Sentences; Interrogative Sentences; Imperative Sentences; Sentence Review	3 Read; Timed Reading; Read with Expression	Phonemic Awareness: Letter and Sound Identification; Word Reading and Spelling: Blending; Phonics: Word Families		Write in Response to Reading: Sequence Events
Adv. 8: Weather Watch Lessons 1–5	Review	Initial Sound Matching	Phoneme Blending (3 phonemes)	Review; Word Families: <i>-ame</i> , <i>-ate</i> , <i>-ine</i> ; Word Building: Words with Suffix <i>-y</i> ; Rule-Based Words: Multisyllabic Words—Open Syllables; Sight Words: <i>new</i> , <i>live</i> , <i>before</i> , <i>through</i> ; Sentence Reading	<i>oa</i> , <i>ee</i> , <i>ay</i> ; Suffix <i>-y</i> ; Multisyllabic Words with <i>-er</i>	<ul style="list-style-type: none"><li>Before Reading: Compare and Contrast; Preview Image(s) and Text; Predict Outcomes</li><li>During Reading: Facts and Details; Different Forms of Communication; Verify Outcomes</li><li>After Reading: Main Idea; Explicit and Implicit Questions; Retell; Compare and Contrast</li></ul>	Science Words; Figurative Language; Social Studies Words; Action Words		Simple Exclamatory Sentences; Sentence Review	Commas and Dashes; 3 Read; Timed Reading; Read with Expression	Word Practice: Sight Words; Segmenting and Blending: Word Reading: Sight Words		

# LEVEL B SCOPE AND SEQUENCE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 8: Weather Watch Lessons 6–10	y as /i/, oo as in book; Review	Onset-Rime Segmentation	Phoneme Blending (4+ phonemes)	Words with y as /i/, oo; Review Rule-Based Words: Multisyllabic Words—Open and Closed Syllables, VCe Syllables; Sight Words: more, push, since, here, great; Sentence Reading	y as /i/, oo; Multisyllabic Words—Closed Syllables; VCe Syllables	<ul style="list-style-type: none"><li>Before Reading: Compare and Contrast; Text Features—Captions; Text Features; Compare Fiction and Nonfiction</li><li>During Reading: Author’s Purpose; Facts and Details</li><li>After Reading: Main Idea; Generate Questions; Facts and Details; Retell</li></ul>	Categorize Words; Social Studies Words; Story Words; Science Words	Dialogue		3 Read; Timed Reading; Read with Expression	Letter and Sound Identification: Letter Combinations; Word Reading: Make Words; Word Practice: Syllables	Compare and Contrast Character Experiences	
Adv. 9: What’s the Cost? Lessons 1–5	ar, oy, tch; Review	Initial Sound Matching	Phoneme Blending (4+ phonemes)	Words with ar, oy, tch; Word Families: -ale, -ake; Word Building: Contractions; Sight Words: done, put, because, sure; Sentence Reading	ar, oy, ee, tch	<ul style="list-style-type: none"><li>Before Reading: Context Clues; Predict Outcomes; Preview Image(s) and Text</li><li>During Reading: Story Details; Verify Outcomes; Facts and Details</li><li>After Reading: Author’s Purpose; Main Idea and Details; Explicit and Implicit Questions; Retell</li></ul>	Synonyms; Multiple Meaning Words; Social Studies Words	Categorize; Action Verbs		3 Read; Timed Reading; Read with Expression	Letter and Sound Identification: Letter Combinations	Compare and Contrast Two Texts	
Adv. 9: What’s the Cost? Lessons 6–10	ou, ai, igh; Review	Onset-Rime Segmentation	Initial and Final Sound Substitution	Words with ou, ai, igh; Word Families: -ain; Word Building: Contractions; Sight Words: use, says, again, pull; Sentence Reading	ou, ai, igh	<ul style="list-style-type: none"><li>Before Reading: Action Words; Predict Outcomes; Preview Image(s) and Text</li><li>During Reading: Verify Outcomes; Story Details</li><li>After Reading: Main Idea; Identify Story Elements</li></ul>	Classify; Multiple Meaning Words			Model Fluency; 3 Read; Timed Reading; Read with Expression; Fluency Builder: Vocabulary	Word Building: Contractions	Build Background Knowledge	



# LEVEL B SCOPE AND SEQUENCE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 10: Tell Me a Story Lessons 1–5	<i>str, scr, spr, spl, shr, thr, ff, ll, ss, zz</i>	Onset-Rime Manipulation	Initial and Final Sound Substitution	Words with <i>str, scr, spr, spl, shr, thr, ff, ll, ss, zz</i> ; Word Families: <i>-old, -ost</i> ; Word Building: Compound Words; Contractions; Sight Words: <i>water, very, does, large</i> ; Sentence Reading	<i>spl, scr, str, spr, ff, ll, ss, zz, igh</i> ; Contractions	<ul style="list-style-type: none"><li>• Before Reading: Literary Devices—Rhyming Poetry; Literary Forms—Chant; Build Background Knowledge</li><li>• During Reading: Draw Conclusions; Literary Devices—Rhythm; Cause and Effect; Facts and Details</li><li>• After Reading: Language—Words That Suggest Feelings; Main Idea; Identify Story Elements</li></ul>	Story Words; Categorize; Rhyming Words; Familiar and Challenging Text	Rhyming Words		Phrasing; 3 Read; Timed Reading; Read with Expression	Word Practice: Segmenting and Blending; Sight Words: Sight Word Recognition	Compare and Contrast Character Experiences	Writing Project
Adv. 10: Tell Me a Story Lessons 6–10	<i>or</i> ; Review	Rhyme Production	Middle Vowel Substitution	Words with <i>or</i> ; Review; Word Families: <i>-ide, -ight</i> ; Word Building: Possessives; Contractions; Sight Words; Sentence Reading	<i>or, ai, tr</i> ; Multisyllabic Words with <i>er</i>	<ul style="list-style-type: none"><li>• Before Reading: Literary Forms—Myths, Fairy Tales; Literary Devices—Poems Without Rhyme; Predict Outcomes</li><li>• During Reading: Literary Devices—Onomatopoeia; Context Clues; Story Details; Verify Outcomes</li><li>• After Reading: Draw Conclusions; Make Inferences; Dictionary Skills; Main Idea</li></ul>	Sequence Words; Story Words; Categorize; Multiple Meaning Words			3 Read; Timed Reading; Read with Expression	Letter and Sound Identification: Letter Combinations; Spelling: Make Words; Word Reading: Multisyllabic Words	Response to Reading	Writing Project

# LEVEL B SCOPE AND SEQUENCE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 11: Looking Up Lessons 1–5	<i>ir</i> ; Review	Onset-Rime Manipulation	Middle Vowel Substitution	Words with <i>ir</i> ; Review; Word Families: <i>-eam, -eat</i> ; Word Building: Multisyllabic Words with Inflectional Endings; Words with <i>-es, -er, -est</i> ; Sight Words: <i>away, air, pair, change, kind</i> ; Sentence Reading	<i>ir, tch, ch, -er, -est</i>	<ul style="list-style-type: none"><li>• Before Reading: Compare Fiction and Nonfiction; Different Text Types; Different Forms of Communication</li><li>• During Reading: Text Features—Subheadings; Draw Conclusions; Facts and Details; Compare Fiction and Nonfiction</li><li>• After Reading: Facts and Details; Main Idea; Check for Understanding</li></ul>	Science Words; Antonyms			3 Read; Timed Reading; Read with Expression	Reference Materials: Alphabetize; Word Reading: Sight Words	Reading: Differences Between Literature and Informational Text; Reading Response: Different Text Types; Literary Devices: Visual Imagery	Writing Project
Adv. 11: Looking Up Lessons 6–10	<i>aw, au</i>	Rhyme Production	Extract and Produce Sounds	Words with <i>aw, au</i> ; Word Families: <i>-ore, -awn</i> ; Word Building: Words with <i>-ly</i> ; Sight Words: <i>answer, animal, mother, house</i> ; Sentence Reading	<i>aw, oo, au, -ly</i>	<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Predict Outcomes; Preview(s) Image and Text</li><li>• During Reading: Compare and Contrast; Verify Outcomes; Facts and Details</li><li>• After Reading: Explicit and Implicit Questions; Summarize; Check for Understanding</li></ul>	Multiple Meaning Words; Antonyms; Story Words; Categorize Words	Multiple Meaning Words; Context Clues; Reference Materials	Asking Questions	3 Read; Timed Reading; Read with Expression			Reading Response: Write to Inform; Writing Project

LEVEL B SCOPE AND SEQUENCE

Lesson	WORD WORKS					READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Phonological Awareness	Phonemic Awareness	Word Reading	Spelling	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 12: Did You Know? Lessons 1–5	kn, wr, ow, ar, ur	Onset-Rime Manipulation	Extract and Produce Sounds	Words with kn, wr, ow, ar; Word Building: Words with -ful; Compound Words; Irregular Plurals; Sight Words: learn, below, thought, together; Sentence Reading	kn, wr, ow, er	<ul style="list-style-type: none"><li>Before Reading: Connect Text to Text; Preview Image(s) and Text; Build Background Knowledge</li><li>During Reading: Facts and Details; Follow Step-by-Step Instructions</li><li>After Reading: Step-by-Step Instructions; Draw Conclusions; Retell; Summarize</li></ul>	Compound Words; Words with -ful; Abbreviations; Story Words; Categorize	Inflectional Ending -ed		3 Read; Timed Reading; Read with Expression	Word Practice: Initial and Final Blends; Sight Words: Sight Word Fluency		Writing Project
Adv. 12: Did You Know? Lessons 6–10	ow /ō/; Review	Rhyme Production	Track Sound Changes	Words with ow /ō/; Review; Word Building: Irregular Plurals; Prefixes re-, un-; Sight Words: world, school, watch, country, money, father; Sentence Reading	ow /ō/, ck, re-, un-	<ul style="list-style-type: none"><li>Before Reading: Literary Forms; Connect Text to Text</li><li>During Reading: Draw Conclusions; Context Clues; Facts and Details</li><li>After Reading: Make Inferences; Check for Understanding; Draw Conclusions</li></ul>	Synonyms; Multiple Meaning Words; Similes; Abbreviations	Describing Words		Sight Words; 3 Read; Timed Reading; Read with Expression		Reading Response: Communicating Ideas	Writing Project



LEVEL C SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 1: A Friendship Tour Lessons 1–5	a, A, i, I, e, E, o, O, u, U	Words with a, i, e, o, u; Initial Blends; Word Families: -at, -an, -op, -ip, -ap; Sight Words: to, the, on, you, it, for, they, are, said, his, was, as, he, that, with; Sentence Reading	a, i, e, o, u		Segment and Blend		<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Build Background Knowledge</li><li>• During Reading: Explicit and Implicit Questions; Sequence Events; Context Clues; Facts and Details</li><li>• After Reading: Explicit and Implicit Questions; Character and Setting; Sequence Events; Make Inferences</li></ul>	Action Words; Story Words; Concept Development			3 Read; Timed Reading; Read with Expression	Phonemic Awareness: Initial Sound Identification	Character Point of View; Analyze Characters	Write in Response to Reading: Descriptive Writing
Adv. 1: A Friendship Tour Lessons 6–10	Initial and Final Blends; ck	Words with Initial and Final Blends; ck; Word Families: -ug, -ill, -ell, -ick, -ack, -ock; Sight Words: we, be, put, do, have, your, from, or, one, this, of, what were; Sentence Reading	e, u, a, o, ck; Initial, Final, and Consonant Blends		Medial Sound Identification; Segment and Blend; Phoneme Blending		<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Concept Development</li><li>• During Reading: Facts and Details; Make Inferences</li><li>• After Reading: Sequence Events; Problem and Solution; Retell; Make Inferences; Draw Conclusions</li></ul>	Classify; Story Words; Concept Development	Vocabulary Logs; Words in Context; Concept Development		3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Story Elements

# LEVEL C SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 2: Change for the Future Lessons 1–5	<i>a, e, i, o, u, sh, th</i>	Words with <i>sh, st, sl, th</i> ; Word Building: <i>-s, -es, -ed, -ing</i> ; Word Families: <i>-ing, -ash, -est</i> ; Sight Words: <i>make, use, out, she, her, their, some, into, there, each, many, like</i> ; Sentence Reading	Ending <i>-s, -es, sh, -ed, th</i>		Initial and Final Sound Identification; Medial Sound Identification		<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Text Connections; Preview Image(s) and Text</li><li>• During Reading: Facts and Details; Explicit and Implicit Questions; Generate Questions</li><li>• After Reading: Descriptive Language; Sequence Events; Retell; Facts and Details; Draw Conclusions</li></ul>	Story Words; Sounds; Senses	Antonyms		3 Read; Timed Reading; Read with Expression	Word Building: <i>-s</i> and <i>-es</i> ; <i>-ed</i> and <i>-ing</i> ; Word Reading: Sight Words		

# LEVEL C SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 2: Change for the Future Lessons 6–10	<i>ch, tch, wh, q(u), wr, kn, oo, ee</i>	Words with <i>ch, tch, wh, wr, qu, kn, oo, ee</i> ; Word Families: <i>-in, -ink, -unk</i> ; Sight Words: <i>how, so, would, way, people, water, first, now, may, call, about, part</i> ; Sentence Reading	<i>ch, tch, wh, wr, q(u), oo, ee</i>		Initial, Medial, and Final Sound Identification; Segment and Blend		<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Predict Outcomes; Activate Prior Knowledge; Text Connections</li><li>• During Reading: Cause and Effect; Facts and Details; Draw Conclusions</li><li>• After Reading: Facts and Details; Author's Purpose; Concept Development; Make Inferences; Verify Outcomes; Draw Conclusions</li></ul>	Story Words; Concept Development			3 Read; Timed Reading	Word Building: Letter Combinations; Words with <i>ee</i> and <i>oo</i>		Write in Response to Reading; Draw and Describe; Retell



# LEVEL C SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 3: Historical Ride Lessons 1–5	ay, ea, oo	Words with ay, ea, oo; Vowel Combinations; Rule-Based Words: VCe Words; Word Building: Add -ed, -ing to VCe Words; Sight Words: who, could, by, than, come, words, want, little, know, all, only, children; Sentence Reading	ay, ee, ea, oo; VCe Words		Initial and Final Sound Substitution		<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Proper Nouns; Build Background Knowledge</li><li>• During Reading: Compare Fiction and Nonfiction; Summarize; Facts and Details; Author's Purpose</li><li>• After Reading: Explicit and Implicit Questions; Author's Purpose; Facts and Details; Sequence Events</li></ul>	Antonyms; Story Words; Compound Words	Classify		3 Read; Timed Reading; Read with Expression	Word Building: Final Blends	Compare and Contrast Two Texts	Write in Response to Reading: Concept Development; Write Synonyms

LEVEL C SCOPE AND SEQUENCE

WORD WORKS							READ TO UNDERSTAND		PRACTICE					
Lesson	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 3: Historical Ride Lessons 6–10	c as /s/, g as /j/, er, ir, ur	Words with c as /s/, g as /j/, er, ir, ur; Word Building: Compound Words; Consonant Doubling; Word Families: Words with -ake, -ate, -ide, -ine; Sight Words: other, number, write, more, these, years, great, does, also, very, sentence, large; Sentence Reading	Soft c, soft g, er, ur; Consonant Doubling; Compound Words		Initial, Medial, and Final Sound Substitution		<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Build Background Knowledge; Predict Outcomes</li><li>• During Reading: Facts and Details; Verify Outcomes</li><li>• After Reading: Retell; Facts and Details; Author's Purpose; Compare and Contrast; Make Inferences; Explicit and Implicit Questions; Main Idea and Details</li></ul>	Classify; Concept Development	Vocabulary Logs; Antonyms		3 Read; Timed Reading; Read with Expression		Retell	Write in Response to Reading: Analyze Character
Adv. 4: In the Wild Lessons 1–5	ll, oa, ss	Words with ll, oa, ss; Word Families: -ice, -eat; Rule-Based Words: Two-to-Three-Letter Words Ending in a Vowel; Sight Words: give, sound, work, our, where, even, new, any, right, follow, form, around; Sentence Reading	ll, oa, ss; Two-to-Three-Letter Words Ending in a Vowel		Track Sound Changes		<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Compare Fiction and Nonfiction; Preview Image(s) and Text</li><li>• During Reading: Different Forms of Communication; Descriptive Language</li><li>• After Reading: Facts and Details; Sequence Events; Analyze Character; Compare Fiction and Nonfiction; Main Idea and Details</li></ul>	Categorize; Story Words	Homophones	Reflexive Pronouns; Collective Nouns	3 Read; Timed Reading; Read with Expression		Determine Lesson in Diverse Stories	Write in Response to Reading: Journal Entry; Write a Postcard

LEVEL C SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 4: In the Wild Lessons 6–10	oy, ar, ai, or	Words with oy, ar, ai, or; Word Families: -ir, -ail, -ain; Sight Words: move, through, another, before, here, again, change, away, house, because, mother, air; Sentence Reading	ar, ai, or		Track Sound Changes		<ul style="list-style-type: none"><li>Before Reading: Preview Image(s) and Text; Activate Prior Knowledge; Compare Fiction and Nonfiction; Build Background Knowledge</li><li>During Reading: Explicit and Implicit Questions; Facts and Details; Adjust Reading Rate; Main Idea and Details</li><li>After Reading: Sequence Events; Retell; Compare Fiction and Nonfiction</li></ul>	Categorize; Action Words; Homophones; Story Words	Seasonal Words; Sight Words; Homophones		3 Read; Timed Reading; Read with Expression	Phonics: Word Families		
Adv. 5: Cultural Connections Lessons 1–5	ou, aw	Words with Letter Combinations; ou, aw; Word Building: Contractions; Multisyllabic Words: Closed, R-Controlled, and Open Syllables; Sight Words: picture, different, animal, laugh, learn, study, watch, between, school, country, answer, father, don't; Sentence Reading	Multisyllabic Words; Contractions; ou, aw		Phoneme Blending; Track Longer Sound Changes		<ul style="list-style-type: none"><li>Before Reading: Text Connections; Predict Outcomes; Preview Image(s) and Text</li><li>During Reading: Adjust Reading Rate; Facts and Details; Analyze Characters</li><li>After Reading: Main Idea and Details; Make Inferences</li></ul>	Classify; Synonyms; Proper Nouns; Antonyms	Synonyms; Word Building	Inconsistent Common Spelling-Sound Correspondences	3 Read; Timed Reading; Read with Expression	Phonics: Word Families		Write in Response to Reading: Descriptive Writing

LEVEL C SCOPE AND SEQUENCE

WORD WORKS							READ TO UNDERSTAND		PRACTICE					
Lesson	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 5: Cultural Connections Lessons 6–10	ff, zz, igh, ow	Words with ol, igh, ow; Multisyllabic Words: Open, Closed, and VCe Syllables; Sight Words: eye, world, together, every, friends, story, always, thought, both, group, example, something, live; Sentence Reading	Multisyllabic Words; Words with igh, ow		Minimal Pairs		<ul style="list-style-type: none"><li>• Before Reading: Text Connections; Predict Outcomes; Build Background Knowledge</li><li>• During Reading: Facts and Details; Verify Outcomes; Visual Imagery</li><li>• After Reading: Compare and Contrast; Text Connections; Analyze Characters; Explicit and Implicit Questions</li></ul>	Pronouns; Categorize; Story Words	Pronouns; Dictionary Skills; Sight Words		3 Read; Timed Reading; Read with Expression	Phonics: ou, aw, ol, oi		
Adv. 6: The Big Outdoors Lessons 1–5	ie, ph, au	Words with ie, ph, au; Word Families: -ink, -ank, -unk; Multisyllabic Words: Vowel Combinations; Consonant -le Syllable; Sight Words: color, important, enough, surface, heard, listen, special, question, notice, ocean, early, island, minute; Sentence Reading	Multisyllabic Words; ph; Consonant -le Syllable		Sound Deletion		<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Preview Image(s) and Text; Predict Outcomes; Analyze Setting</li><li>• During Reading: Adjust Reading Rate; Main Idea and Details; Verify Outcomes; Descriptive Words</li><li>• After Reading: Main Idea and Details; Explicit and Implicit Questions</li></ul>	Concept Development; Categorize; Content Words; Descriptive Words	Antonyms; Descriptive Words		3 Read; Timed Reading; Read with Expression	Word Reading: Challenging Words	Compare and Contrast Two Texts	Write: Emotions



LEVEL C SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 6: The Big Outdoors Lessons 6–10	<i>oi, ie, ea</i> as in <i>head</i>	Words with <i>oi, ie, ea</i> ; Word Families: <i>-ing, -ang, -ong, -ung</i> ; Word Building: <i>y-</i> derivatives; Sight Words: <i>travel, hours, toward, desert, once, area, usually, walk, above, several, though, suddenly, guide</i> ; Sentence Reading	<i>y-</i> derivatives; <i>-ing, -ang, -ong, -ung; ea</i>		Sound Reversal		<ul style="list-style-type: none"><li>Before Reading: Preview Image(s) and Text; Build Background Knowledge; Predict Outcomes</li><li>During Reading: Main Idea and Details; Visual Imagery; Descriptive Words; Author's Purpose; Facts and Details</li><li>After Reading: Descriptive Words; Main Idea and Details; Generate Questions; Compare and Contrast</li></ul>	Classify; Irregular Plurals; Content Words	Sight Words	Irregular Plural Nouns	3 Read; Timed Reading; Read with Expression			Write: Descriptive Words; Descriptive Sentences; Facts and Details
Adv. 7: Meeting Goals Lessons 1–5				Multisyllabic Words with <i>-ed, -ing, -s</i> ; Multiple Meaning Words	Medial Sound Substitution	Phonics: Initial and Final Blends; Sight Words: <i>school, around, again, busy, watch</i> ; Spelling: Final Blends	<ul style="list-style-type: none"><li>Before Reading: Build Background Knowledge; Predict Outcomes; Text Connections; Problem and Solution; Prior Knowledge</li><li>During Reading: Sequence Events; Verify Outcomes; Generate Questions; Problem and Solution</li><li>After Reading: Explicit and Implicit Questions; Sequence Events; Character Point of View; Story Elements</li></ul>	<i>remind, fact, pretended, twirled, decided, play, order, vital, tough, neat</i>	Alphabetize; Sight Words	Visual Imagery	Be the Teacher; 3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Morning Planner

LEVEL C SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 7: Meeting Goals Lessons 6–10				Multisyllabic Words with -le; Synonyms	Sound Isolation	Phonics: Digraphs <i>sh, th, ch, wh, ck</i> ; Sight Words: <i>bicycle, wasted, showers, minutes, there, water</i> ; Spelling: Initial and Final Blends	<ul style="list-style-type: none"><li>Before Reading: Build Background Knowledge; Text Connections; Preview Image(s) and Text; Predict Outcomes</li><li>During Reading: Main Idea; Verify Outcomes</li><li>After Reading: Explicit and Implicit Questions; Graphic Organizer; Main Idea</li></ul>	<i>pollution, reuse, struggling, recycling, message, inspired, motto, environment, awards, proves</i>		Listen and Draw	Be the Teacher; 3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Draw Conclusions; Write: Sight Words
Adv. 8: In a Flash Lessons 1–5				Suffixes -er, -est, -y, -ly	Sound Deletion; Sound Isolation	Phonics: Words with /i/; VCe Words; Sight Words: <i>heard, people, don't, nearby, coming, again</i> ; Spelling: <i>igh, or</i>	<ul style="list-style-type: none"><li>Before Reading: Preview Image(s) and Text; Build Background Knowledge; Predict Outcomes; Text Connections</li><li>During Reading: Main Idea; Generate Questions</li><li>After Reading: Explicit and Implicit Questions; Identify Details; Check for Understanding; Main Idea</li></ul>	<i>thrilled, planet, bolts, tends, roars, usually, funnel, warn, wonder</i>	Categorize; Word Webs; Alphabetize		Sight Words; 3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Dictation; Descriptive Writing

LEVEL C SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 8: In a Flash Lessons 6–10				Suffixes <i>-less, -ness, -ful</i>	Sound Isolation; Initial Sound Substitution	Phonics: Words with <i>ea, ee, oo</i> ; Sight Words: <i>wildly, heavily, through, blew, others, together</i> ; Spelling: <i>oo, ee</i>	<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Analyze Setting; Preview Text and Image(s); Predict Outcomes; Facts and Details</li><li>• During Reading: Make Inferences; Generate Questions</li><li>• After Reading: Connections in Informational Text; Make Inferences; Identify Story Elements; Problem and Solution</li></ul>	<i>swayed, blasted, destroying, tireless, stock, suddenly, downpour, rushed, useful</i>	Categorize	Weather Reporter	3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Descriptive Writing; Safety Poster; Weather Illustrations
Adv. 9: From Start to Finish Lessons 1–5				Prefixes <i>un-, in-</i>	Sound Reversal; Syllable Isolation	Phonics: <i>R</i> -Controlled Vowels; <i>c (/s/)</i> and <i>g (/j/)</i> ; Sight Words: <i>sure, could, story, something, important, around, together, world, different</i> ; Spelling: <i>c (/s/)</i> and <i>g (/j/)</i>	<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Predict Outcomes; Text Connections; Compare and Contrast</li><li>• During Reading: Self-Monitor; Check for Understanding; Generate Questions</li><li>• After Reading: Explicit and Implicit Questions; Main Idea and Details; Analyze Character; Summarize</li></ul>	<i>noticed, popular, modern, unsure, laboratory, vast, crowd, incredible, grand, view</i>	Alphabetize; Prefixes	Formal vs. Informal Language	Sight Words; 3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Cause and Effect

LEVEL C SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 9: From Start to Finish Lessons 6–10				Prefixes <i>mis-</i> , <i>dis-</i>	Syllable Isolation; Rhyming	Phonics: <i>oa</i> ; Sight Words: <i>people, through, could, answer, Builds, change, together, something, important</i> ; Spelling: <i>oa</i>	<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Text Features; Build Background Knowledge; Predict Outcomes; Text Connections</li><li>• During Reading: Compare Text Features; Generate Questions; Analyze Characters; Verify Outcomes</li><li>• After Reading: Compare Text Features; Sequence Events; Analyze Characters</li></ul>	<i>gazed, cramped, misjudge, crumble, flocked, product, soaked, moaned, disbelief, recall, disconnected</i>	Categorize; Dictionary Skills	Nuances in Word Meaning; Using Prefix <i>dis-</i>	Sight Words; 3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Compare and Contrast
Adv. 10: Sharing Stories Lessons 1–5				Prefix <i>re-</i> ; Suffixes <i>-tion</i> , <i>-sion</i> , <i>-ion</i>	Syllable Deletion; Initial Syllable Substitution	Phonics: <i>ph, kn, wr, -ing, -ed</i> ; Sight Words: <i>reminded, able, usually, tired, useful, return, really</i> ; Spelling: <i>ph, kn, wr</i>	<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Predict Outcomes; Build Background Knowledge</li><li>• During Reading: Literary Devices; Generate Questions; Language Choices</li><li>• After Reading: Language Choices; Explicit and Implicit Questions; Story Elements</li></ul>	<i>arriving, blast, piñata, bright, return, ruled, blurred, decision, breeze, withered, harsh</i>	Sight Words; Descriptive Words		Suffixes; 3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Descriptive Writing; Letter Writing; Writing Project



LEVEL C SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 10: Sharing Stories Lessons 6–10				Suffix <i>-ive</i> ; Homophones	Final Syllable Substitution; Consonant Cluster Isolation	Phonics: <i>ou, ai</i> ; Consonant Doubling; Sight Words: <i>hours, talk, enough, hear, shoe, walk, hard</i> ; Spelling: Consonant Doubling	<ul style="list-style-type: none"><li>• Before Reading: Preview Image(s) and Text; Facts and Details; Build Background Knowledge; Text Connections</li><li>• During Reading: Identify Language Choices; Generate Questions; Explicit and Implicit Questions</li><li>• After Reading: Sequence Events; Identify Story Elements; Explicit and Implicit Questions; Compare and Contrast</li></ul>	<i>palace, active, upset, iron, festive, secretly, weaving, cranes, peeked, plucked</i>			Homophones; 3 Read; Timed Reading; Read with Expression		Response to Reading: Compare and Contrast; Versions of Stories; Determine Lesson in Diverse Stories	Write in Response to Reading: Character Analysis; Extend the Story; Animal Cards; Writing Project
Adv. 11: Up, Up, and Away Lessons 1–5				Suffixes <i>-er, -or, -ish</i>	Blend Deletion; Substitution	Phonics: <i>aw</i> ; Compound Words; Sight Words: <i>world, every, near, between, below, country, school, father, start, earth</i>	<ul style="list-style-type: none"><li>• Before Reading: Build Background Knowledge; Text Connections; Preview Image(s) and Text; Explicit and Implicit Questions</li><li>• During Reading: Self-Monitor; Identify Author's Theme; Record Information</li><li>• After Reading: Use a Glossary; Identify Author's Theme</li></ul>	<i>grips, nervous, force, loyal, tumbles, train, machines, gravity, weightless</i>	Alphabetize; Use Reference Materials		3 Read; Timed Reading; Read with Expression		Sequence of Events	Write in Response to Reading: Author's Theme; Record Information; Writing Project

LEVEL C SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 11: Up, Up, and Away Lessons 6–10				Multiple Meaning Words; Suffix -ment	Sound Substitution; Sound Reversal; Sound Isolation	Phonics: <i>ai, ar</i> ; Sight Words: <i>travel, measure, toward, example, always, those, paper, together, group, between</i> ; Spelling: <i>ar</i>	<ul style="list-style-type: none"><li>Before Reading: Build Background Knowledge; Preview Image(s) and Text; Text Connections; Facts and Details</li><li>During Reading: Self-Monitor—Context Clues; Use Charts and Graphs; Generate Questions; Main Idea</li><li>After Reading: Identify Text Features; Use Charts and Graphs; Story Elements; Check for Understanding</li></ul>	<i>settled, landforms, rotate, unique, giggled, slumped, apartment, excitement</i>	Multiple Meaning Words		3 Read; Timed Reading; Read with Expression		Check for Understanding: Sequence Events	Write in Response to Reading: Descriptive Writing; Compose Simple Stories; Writing Project
Adv. 12: Did You Know? Lessons 1–5				Synonyms and Antonyms; Abbreviations	Sound Isolation; Rhyming; Blend Deletion	Phonics: Letter Combinations; Contractions; Sight Words: <i>since, didn't, friends, easy, sure, early, listen, several, against</i> ; Spelling: Letter Combinations	<ul style="list-style-type: none"><li>Before Reading: Preview Image(s) and Text; Predict Outcomes; Text Connections</li><li>During Reading: Self-Monitor; Verify Outcomes; Main Idea; Generate Questions; Summarize</li><li>After Reading: Retell; Summarize; Sequence Events</li></ul>	<i>doubted, amazed, strolled, grumbled, honest, regret, direction, figure</i>	Synonyms and Antonyms	Text Connections	Sight Words; 3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Generate a List; Writing Project

# LEVEL C SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Advanced Word Study	Phonemic and Phonological Awareness	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Fluency	Letters, Sounds, and Words	Comprehension	Writing
Adv. 12: Did You Know? Lessons 6–10				Prefixes, Suffixes	Final Sound Substitution; Sound Isolation; Medial Sound Substitution	Phonics: Inflectional Endings; Sight Words: <i>because, here, why, different, move, picture, again, change, away, animal</i> ; Spelling: <i>ar</i>	<ul style="list-style-type: none"><li>• Before Reading: Author's Purpose; Build Background Knowledge</li><li>• During Reading: Explicit and Implicit Main Idea; Identify Figurative Language; Generate Questions; Cause and Effect</li><li>• After Reading: Author's Purpose; Main Idea and Supporting Details; Check for Understanding; Cause and Effect</li></ul>	<i>centuries, attention, print, three-dimensional, peered, surge, reviewed, fascinated</i>		Text Connections	Sight Words; 3 Read; Timed Reading; Read with Expression			Write in Response to Reading: Use Resources to Gather Information; Concept Map; Book Report; Writing Project

LEVEL D SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 1: Ticket to Citizenship Lessons 1–5	<i>a, e, i, o, u, sh, th</i> (voiced and unvoiced), <i>ch, wh, kn, wr</i> ; Consonants and Consonant Blends	Words with <i>a, e, i, o, u, sh, th, ch, wh, kn, wr</i> ; Consonant Blends; Sight Words: <i>there, do, other, about, many, some, would, into, each, their, these, people, could, was, first, water, been, who, oil, now, look, write, number, than</i> ; Sentence Reading; Word Families: Words with <i>-ack, -ick, -ock, -eck, -ish, -ash, -ush</i>	<i>a, e, i, o, u, sh, th, ch, wh, kn, wr</i>				<ul style="list-style-type: none"><li>Before Reading: Preview Text</li><li>During Reading: Verify Predictions; Check for Understanding; Text Connections</li><li>After Reading: Identify Facts and Details</li></ul>	<i>able, become, laws, help, share, Earth, rule, choose, matter, vote, leader, plan</i>			Spelling: Words with <i>a, i</i>	3 Read; Timed Reading; Read with Expression	Response to Reading: Dictionary Skills	Write in Response to Reading: Informative Writing; Creative Writing
Adv. 1: Ticket to Citizenship Lessons 6–10	<i>oo, ee, ay, oa, ea, y</i> as /ī/	Words with <i>oo, ee, ay, oa, ea, y</i> as /ī/; VCe Words; Word Building: Inflectional Endings <i>-s, -ed, -ing</i> ; VCe Words with Inflectional Endings; Sight Words: <i>come, only, work, years, live, give, our, sentence, over, little, very, after, great, where, through, any, around, does, another, even, before, right, follow, also</i> ; Sentence Reading; Word Families: <i>-ay, -ap, -ake, -oke</i>	<i>oo, ee, ay, oa, y</i> as /ī/, <i>ea, -s, -ed, -ing</i> ; VCe Words with Inflectional Endings				<ul style="list-style-type: none"><li>Before Reading: Preview Text</li><li>During Reading: Text Connections; Narrative and Expository Text</li><li>After Reading: Retell; Check for Understanding; Identify Facts and Details</li></ul>	<i>color, idea, sign, goal, respect, serves, proud, globe, money, proud, pile, understand, decided</i>	Word Associations			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing



# LEVEL D SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 2: Keep It Healthy Lessons 1–5	<i>au, er, ur, ir, ar, or, ea, oo, oa</i> ; Soft <i>c</i> and Soft <i>g</i> ; Short Vowels; Digraphs; Blends	Words with <i>au, ar, or</i> ; Soft <i>c</i> and Soft <i>g</i> ; Consonant Doubling; Open Syllables; Word Building: VCe Words with Inflectional Endings; Consonant Doubling; Sight Words: <i>because, again, animal, move, different, air, mother, away, here, try, picture, letter, answer, should, world, near, country, father, Earth, eye, learn, every, between, below</i> ; Sentence Reading; Word Families: Words with <i>-ell, -ill</i>	<i>au, ar, or</i> ; Soft <i>c</i> and Soft <i>g</i> ; Consonant Doubling				<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Activate Prior Knowledge</li><li>• During Reading: Check for Understanding; Expository Text Features; Identify Facts and Details</li><li>• After Reading: Retell; Identify Facts and Details; Context Clues</li></ul>	<i>ill, lodge, healthy, weight, range, fancy, exercise, sports, might, safety, block, harm</i>	Word Associations; Illustrations			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative and Creative Writing

LEVEL D SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 2: Keep It Healthy Lessons 6–10	oy, ai, ou, aw, ar, or, er, ir, ur, y as /ē/	Words with oy, ai, ou, aw; Open and Closed Syllables; y as /ē/; Word Building: Contractions; Sight Words: <i>thought, don't, along, something, example, paper, together, group, under, story, begin, both, always, carry, once, hear, idea, enough, really, above, mountain, important, children, almost, young</i> ; Sentence Reading; Word Families: Words with <i>-ank, -unk, -out, -in</i>	oy, ai, ou, aw, er, ir, ur, ar, or; Closed Syllables; Open Syllables				<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Expository Text Features</li><li>• During Reading: Verify Predictions; Expository Text Features; Check for Understanding</li><li>• After Reading: Identify Facts and Details; Text Connections; Check for Understanding</li></ul>	<i>curl, strain, pain, prepare, encourage, practice, permanent, necessary, strengthens, reacts, avoid, labels</i>	Word Associations		Advanced Word Study: Letter Combinations; Word Sort	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing
Adv. 3: From City to City Lessons 1–5	igh, ll, ss, zz, ff, oo, oa, ee, ay, ai	Words with ll, ss, zz, ff, igh, ow, ie; Open Syllables; Closed Syllables; Word Building: Contractions; Compound Words; Sight Words: <i>family, color, piece, friends, heard, become, sure, door, horse, today, hours, measure, listen, toward, vowel, notice, figure, certain</i> ; Sentence Reading; Word Families: Words with <i>-ight</i>	Words with ll, ss, zz, ff, igh, ow; Open Syllables; Closed Syllables				<ul style="list-style-type: none"><li>• Before Reading: Activate Prior Knowledge; Preview Text; Narrative Text Structure</li><li>• During Reading: Reading for a Purpose; Generate Questions; Narrative Text Structure; Verify Predictions</li><li>• After Reading: Check for Understanding; Narrative Text Structure; Text Connections</li></ul>	<i>area, wander, travel, overhead, busy, adventure, quiet, noise, early, vacation, pretty, weather</i>				3 Read; Timed Reading; Read with Expression	Story Elements and Theme	Write in Response to Reading: Creative Writing and Informative Writing

# LEVEL D SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 3: From City to City Lessons 6–10	ou, aw, ie, ar, or, ur, ir, er, ea, ow	Words with ou, aw, ar, or, ie, ur, ir, er, ea, ow; Words with Open Syllables; Word Building: Words with -s, -ed, ing; Sight Words: done, English, known, minutes, front, correct, fact, surface, building, nothing, government, course, ocean, scientists; Sentence Reading	Words with ar, or, er, ea, ow; Open Syllables				<ul style="list-style-type: none"><li>• Before Reading: Activate Prior Knowledge; Preview Text; Text Connections</li><li>• During Reading: Reading for a Purpose; Reading for Prosody</li><li>• After Reading: Identify Facts and Details; Organizing Information; Check for Understanding; Self-Monitor; Generate Questions; Text Features</li></ul>	movies, famous, actors, created, artist, statues, visit, groups, music, south, coast, space	Word Associations			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing
Adv. 4: Reptile Retreats Lessons 1–5	oy, ai, ea, ay, oa, oo, ee	Words with oy, ai, ea, ay, oa, oo, ee; Open and Closed Syllables; Sight Words: usually, door, machine, complete, didn't, heard, island, though, shown, several, shoe, through, against, field, travel; Sentence Reading; Word Families: -ean and -eel	Words with oy, ai, ea, ay, oa; Open and Closed Syllables				<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Set a Purpose for Reading</li><li>• During Reading: Author's Purpose; Text Connections; Activate Prior Knowledge; Read for Prosody</li><li>• After Reading: Identify Facts and Details; Check for Understanding; Organize Information; Compare and Contrast</li></ul>	desert, forest, nature, warm, blood, reptiles, lazy, underwater, minutes, liar, ears, special				3 Read; Timed Reading; Read with Expression	Facts and Details	Write in Response to Reading: Creative Writing and Informative Writing

LEVEL D SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 4: Reptile Retreats Lessons 6–10	<i>oi, ew, ph, ar, or, er, ir, ur, le</i>	Words with <i>oi, ew, ph, -le</i> ; Open and Closed Syllables; Word Building: Words with <i>-s, -ed, -ing</i> ; VCe Words with Inflectional Endings; Sight Words: <i>quickly, stars, pretty, halt, feel, note, carefully, contain, course, language, bring, class, stay, strong</i> ; Sentence Reading; Word Families: <i>-ean, -eel</i>	Words with <i>oi, ar, or, er, ir, ur, le, -s, -ed, -ing</i>				<ul style="list-style-type: none"><li>Before Reading: Preview Text; Activate Prior Knowledge; Set a Purpose for Reading</li><li>During Reading: Read for a Purpose; Text Connections; Read for Prosody; Vocabulary Support; Check for Understanding</li><li>After Reading: Check for Understanding; Organize Information; Text Connections; Retell</li></ul>	<i>type, shiny, darkness, protect, poison, hidden, season, crawls, rattle, mistaken, dangerous, responsible</i>			Advanced Word Study: Word Families; Word Sort	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing
Adv. 5: Windows Into Cultures Lessons 1–5				Capitalize Titles	Suffixes <i>-y, -ly</i>	Words with <i>ea, ar, or, ir</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Activate Prior Knowledge; Narrative and Expository Texts</li><li>During Reading: Read for Fluency; Self-Monitor—Generate Questions</li><li>After Reading: Retell; Check for Understanding; Organize Information; Sequence; More Art</li></ul>	<i>holidays, common, feast, celebrate, route, tricky, history, tools</i>	Story Writing			3 Read; Timed Reading; Read with Expression	Dictation; Express Feelings	Write in Response to Reading: Creative Writing



# LEVEL D SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 5: Windows Into Cultures Lessons 6–10				Regular Plural Nouns	-Y Derivatives; Suffixes <i>-less, -ful</i>	Words with <i>ow, ou</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Build Background Knowledge; Text Connections</li><li>During Reading: Sequence; Narrative and Expository Text; Retell</li><li>After Reading: Sequence; Retell; Check for Understanding</li></ul>	<i>countries, cost, increases, introduced, cheerful, symbols, record, express</i>	Sentence Writing		Advanced Word Study: Word Sort; Suffixes	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing
Adv. 6: Up Close With Nature Lessons 1–5				Regular Plural Nouns; Irregular Plural Nouns	Prefixes <i>in-</i>	Words with Closed Syllables; <i>-le</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Activate Prior Knowledge; Text Connections</li><li>During Reading: Compare and Contrast; Main Idea</li><li>After Reading: Compare and Contrast; Check for Understanding</li></ul>	<i>unknown, communicate, message, contact, search, understood, incomplete, direction</i>	Word Parts			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Sentence Writing; Creative Writing
Adv. 6: Up Close With Nature Lessons 6–10				Form Possessive Nouns	Prefixes <i>mis-, dis-</i> ; Synonyms	Words with Consonant Blends; <i>oo</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Activate Prior Knowledge; Build Background Knowledge</li><li>During Reading: Main Idea; Narrative Text Features; Retell</li><li>After Reading: Main Idea; Narrative Text Features; Check for Understanding</li></ul>	<i>surprise, mistreat, sparkle, fascinating, disbelief, delicious, edible, chemicals</i>	Word Associations			3 Read; Timed Reading; Read with Expression	Story Elements and Theme	Write in Response to Reading: Creative Writing

# LEVEL D SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 7: It's a Choice Lessons 1–5					Syllable Division	Words with <i>ay, oi, oy</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Activate Prior Knowledge; Build Background Knowledge; Text Connections</li><li>• During Reading: Main Idea; Generate Questions</li><li>• After Reading: Main Idea; Check for Understanding; Main Idea; Sequence</li></ul>	<i>awesome, medals, teamwork, captured, challenges, choices, rough, tools, style, difference</i>		How-To Presentation		3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing; Creative Writing
Adv. 7: It's a Choice Lessons 6–10				Regular Verb Tenses	Synonyms	<i>Y</i> as <i>/ē/</i> and <i>/ī/</i> ; Words with <i>igh, ur, ol</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Activate Prior Knowledge; Preview Text; Set a Purpose for Reading; Text Connections</li><li>• During Reading: Main Idea; Preview Text; Narrative Text Features</li><li>• After Reading: Check for Understanding; Text Connections; Generate Questions</li></ul>	<i>successful, departed, college, goods, employs, awful, thankful, musicians, audience, fortune</i>	Sentence Writing		Advanced Word Study: Synonyms	3 Read; Timed Reading; Read with Expression	Elements of a Drama	Write in Response to Reading: Creative Writing; Letter Writing; Journal Entry

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Adv. 8: Flying South Lessons 1–5				Irregular Verbs	Antonyms	Words with <i>er, ir, ur</i> ; Compound Words; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Activate Prior Knowledge; Text Connections</li><li>• During Reading: Vocabulary—Context Clues; Narrative Text Features; Vocabulary Support</li><li>• After Reading: Check for Understanding; Identify Facts and Details; Narrative Text Features; Retell</li></ul>	<i>survive, urge, guide, soar, ahead, wonderful, climate, usually, awkward</i>		Paragraph Writing	Advanced Word Study: Word Sort	3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Informative Writing
Adv. 8: Flying South Lessons 6–10					Prefixes <i>non-, un-, in-</i> ; Homophones	Words with <i>ch, ow</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Text Connections</li><li>• During Reading: Vocabulary—Parts of Words; Cause and Effect; Self-Monitor—Generate Questions</li><li>• After Reading: Check for Understanding; Cause and Effect; Retell; Generate Questions</li></ul>	<i>canyon, formed, dunes, mineral, nonsense, arrive, peak, experience, outdoors, somewhere</i>		Summarize		3 Read; Timed Reading; Read with Expression	Persuasive Text: Point of View	Write in Response to Reading: Informative Writing; Creative Writing

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	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 9: That Makes Cents! (Sense) Lessons 1–5					Suffixes <i>-ion, -sion</i> ; Multisyllabic Words	Review <i>sh, th</i> ; Compound Words; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Text Connections; Set a Purpose for Reading; Activate Prior Knowledge; Shades of Meaning</li><li>• During Reading: Expository Text Features; Vocabulary: Resources; Main Idea; Self-Monitor—Reread and Clarify</li><li>• After Reading: Expository Text Features; Vocabulary: Resources; Main Idea</li></ul>	<i>charge, extra, chart, temperature, easy, convince, during, prove, trust, goal</i>				3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Informative Writing; Journal Entry
Adv. 9: That Makes Cents! (Sense) Lessons 6–10					Suffix <i>-ish</i> ; Contractions	Words with <i>ea, ph</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Make Inferences; Text Connections</li><li>• During Reading: Make Inferences; Summarize; Self-Monitor—Generate Questions; Compare and Contrast Multiple Texts</li><li>• After Reading: Generate Questions; Check for Understanding; Text Connections</li></ul>	<i>explained, appetite, foolish, mistake, require, several, important, perhaps, company</i>	Suffix <i>-ish</i> ; Dictionary Skills			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing



LEVEL D SCOPE AND SEQUENCE

Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 10: Folklore and Fairy Tales Lessons 1–5					Suffixes <i>-able, -ible</i> ; Prefix <i>mid-</i>	Y-Derivatives; Consonant Blends; Sight Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Preview Text; Text Connections</li><li>During Reading: Draw Conclusions; Generate Questions; Make Inferences</li><li>After Reading: Text Connections; Draw Conclusions; Make Inferences; Compare and Contrast</li></ul>	<i>glanced, enjoyable, terrible, talkative, exactly, outsmarted, midway, journey, edge, shallow, brag, compare</i>				3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Journal Entry; Writing Project
Adv. 10: Folklore and Fairy Tales Lessons 6–10					Suffix <i>-ment</i> ; Abbreviations	Words with <i>ow</i> ; Inflectional Ending <i>-ed</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>Before Reading: Set a Purpose for Reading; Text Connections; Preview Text; Activate Prior Knowledge</li><li>During Reading: Draw Conclusions; Summarize; Generate Questions; Sequence</li><li>After Reading: Narrative Text Features; Make Inferences; Self-Monitor—Generate and Answer Questions; Retell</li></ul>	<i>rich, legends, remain, store, enjoyment, chipped, power, fields, aimed, demanded</i>	Dictionary Skills			3 Read; Timed Reading; Read with Expression	Theme	Write in Response to Reading: Creative Writing; Write a Play; Writing Project

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Lesson	WORD WORKS						READ TO UNDERSTAND		PRACTICE					
	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 11: A Look Beyond Lessons 1–5					Suffixes <i>-er, -ar, -or</i> ; Homographs	Y as /ē/; Words with <i>kn, wr</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Expository Text Features; Text Connections</li><li>• During Reading: Expository Text Features; Draw Conclusions; Identify Facts and Details; Generate Questions; Make Inferences; Retell</li><li>• After Reading: Read for Prosody; Summarize; Make Inferences; Retell</li></ul>	<i>beyond, silent, empty, bits, explore, telescopes, amazed, study, giant</i>		Retell		3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Informative Writing; Inference; Writing Project
Adv. 11: A Look Beyond Lessons 6–10					Greek Roots <i>phon, meter</i>	Letter Combination <i>ow</i> ; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Text Connections; Make Inferences</li><li>• During Reading: Read for Prosody; Retell; Draw Conclusions; Make Inferences</li><li>• After Reading: Check for Understanding; Summarize; Draw Conclusions; Make Inferences; Figurative Language</li></ul>	<i>experiments, aboard, shower, float, favorite, small, hardly, joined, glow, grinned</i>	Word Associations; Parts of Words			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Writing Project

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	Letter and Sound Identification	Word Reading	Spelling	Language	Advanced Word Study	2-Minute Warm-Up	Comprehension	Vocabulary	Vocabulary	Listening and Speaking/ Language	Letters, Sounds, and Words	Fluency	Comprehension	Writing
Adv. 12: Did You Know? Lessons 1–5					Latin Roots <i>form, port</i> ; Multisyllabic Words	Initial Blends; Compound Words; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Activate Prior Knowledge; Build Background Knowledge</li><li>• During Reading: Make Inferences; Fix-Up Strategies; Generate Questions; Author’s Purpose:</li><li>• After Reading: Author’s Purpose; Summarize; Make Inferences; Point of View</li></ul>	<i>scientists, fascinating, meaning, reports, force, vegetables, gather, soaking, insects, probably</i>	Resources		Advanced Word Study: Roots	3 Read; Timed Reading		Write in Response to Reading: Creative Writing; Write a Recipe; Writing Project
Adv. 12: Did You Know? Lessons 6–10					Latin Roots <i>tract, rupt</i>	Consonant Digraphs; VCe Words; Sight Words; Spelling	<ul style="list-style-type: none"><li>• Before Reading: Preview Text; Text Connections; Build Background Knowledge</li><li>• During Reading: Fix-Up Strategies; Main Idea; Generate Questions; Self-Monitor—Reread and Clarify Ideas</li><li>• After Reading: Draw Conclusions; Summarize; Retell; Author’s Purpose</li></ul>	<i>lift, thin, reach, equals, swims, stone, solve, poles, island, face</i>	Synonyms			3 Read; Timed Reading; Read with Expression		Write in Response to Reading: Creative Writing; Informative Writing; Writing Project



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