

Scope and Sequence Overview

A detailed Scope and Sequence for the VersaTiles® Reading/Language Arts Program is provided on pages 33–53. It is intended to help you assign meaningful practice to your students and to help you integrate VersaTiles into your current curriculum.

The Scope and Sequence is divided into categories according to the four strands in the program.

Strand	Pages
Phonics, Word Attack, and Vocabulary	33–41
Spelling	42–45
Comprehension and Study Skills	45–50
Grammar, Usage, and Mechanics	50–53

Here's how to read the Scope and Sequence:

Grammar, Usage, and Mechanics Strand

	LEVELS			
	1♦	2	3	4
people, places, and animals	*	7:24	7:17, 21	7:15
days, months, and holidays	*	7:26, 27	7:17, 19	7:
book, poems, magazines, movies, TV shows, etc.		7:28; 8:30	*	
proofread	*		*	*
Prepositions				

This symbol shows that some skills are integrated into different strands at Level 1. (points to diamond in Level 1 header)

This column shows the Scope and Sequence for Level 2. (points to Level 2 header)

The asterisk indicates that the topic, “proofread,” is also covered in another strand in Level 1. (points to asterisk in proofread row)

The bold face number indicates the book number. (points to bold 7:28; 8:30)

This is the page within Book 7 on which the topic “book, poems, magazines, movies, TV shows, etc.” is addressed. (points to 7:28)

As you are perusing the Scope and Sequence, if it appears that a topic is missing within one strand at a specific grade level, check the other strands. You will find that skills (indicated by an asterisk) are integrated across strands when it is appropriate.

Phonics, Word Attack, and Vocabulary Strand

							LEVELS					
							1	2	3	4	5	6
The Alphabet												
line patterns	1:1											
lowercase letters	1:2, 3	*										
uppercase letters	1:4, 5	*										
lowercase letters versus uppercase letters	1:6, 7	*										
classifying letters	4:1–5	*										
Initial and Final Consonants, Blends, and Digraphs												
initial blends	3:21, 24; 4:20, 23, 24	*										
final blends	2:8	2:11										
initial consonants	1:11–14; 2:1, 5; 3:1, 8, 15, 21, 24, 26–28, 32; 4:6–11, 23, 24	*										
final consonants	1:15–18; 2:2, 8; 3:2, 15, 32	2:11, 12										
<u>l</u> blends	2:5	1:11; 2:8–10										
<u>s</u> blends	2:6	1:13; 2:8–10										
<u>r</u> blends	2:7	1:12; 2:8–10										
<u>l</u> , <u>r</u> , and <u>s</u> blends		1:14; 2:8–10										
initial and final consonants	2:9, 10; 3:3–5, 9, 22, 23, 25; 4:20–22	*										
initial digraphs	2:11; 3:22; 4:23, 24	*										
final digraphs	2:12; 4:20	1:26, 28; 2:12										
initial and final digraphs	2:13, 14	*										
initial blends and digraphs	4:23, 24	*										
initial consonants, blends, and digraphs	3:26, 27; 4:8	*										

* This skill is a subskill within this strand or it is addressed in another strand at this level

Phonics, Word Attack, and Vocabulary Strand

LEVELS						
	1	2	3	4	5	6
initial and final blends and digraphs	2:15; 3:23, 25; 4:21, 22, 32	*				
hard and soft sounds of <u>c</u>	2:3; 4:18	*				
hard and soft sounds of <u>g</u>	2:3; 4:19	*				
Vowels						
short <u>a</u> words	1:19, 20	2:2	*			
short <u>e</u> words	1:24, 25	1:25; 2:16	*			
short <u>i</u> words	1:21, 22	*	*			
short <u>o</u> words	1:27, 28	*	*			
short <u>u</u> words	1:30, 31	*	*			
long <u>a</u> words	2:16, 17	*	*			
long <u>e</u> words	2:28, 29	1:24; 2:16	*			
long <u>i</u> words	2:19, 20	*	*			
long <u>o</u> words	2:22, 23	*	*			
long <u>u</u> words	2:25, 26	1:20	*			
short vowel words	2:4; 3:6, 11, 13–16, 19, 20, 29; 4:11–17	1:25	1:1			
long vowel words	4:25–29	1:20, 24	1:7			
short versus long <u>a</u> words	2:18	1:1; 2:1	1:2			
short versus long <u>e</u> words	2:30	1:2; 2:2, 16	1:3			
short versus long <u>i</u> words	2:21	1:3; 2:3	1:4			
short versus long <u>o</u> words	2:24	1:4; 2:4	1:5			
short versus long <u>u</u> words	2:27	1:5; 2:5	1:6			
short versus long vowel words	2:31, 32; 4:30–32	1:6	*			
r-controlled vowel words		1:7–10, 16; 2:6–7	1:8–11			
sound /aw/ represented by the letter patterns <u>au</u> and <u>aw</u>		1:17; 2:15				

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Phonics, Word Attack, and Vocabulary Strand

	LEVELS					
	1	2	3	4	5	6
sounds /oo/ and /oo/ represented by the letter pattern <u>oo</u>		1:18; 2:14	1:17			
sound /oo/ represented by the letter patterns <u>oo</u> and <u>ould</u>		1:19				
sounds /ow/ and /aw/ represented by the letter pattern <u>ou</u>		1:21				
sounds /ow/ and /o/ represented by the letter pattern <u>ow</u>		1:22				
sound /ow/ represented by the letter patterns <u>ou</u> and <u>ow</u>		2:17				
sound /oi/ represented by the letter patterns <u>oi</u> and <u>oy</u>		1:23; 2:18				
Letter Patterns						
<u>kn</u> , <u>wr</u> , and <u>gh</u>		1:15; 2:13	*	*	*	*
<u>gh</u>		1:28				
<u>le</u>		1:32; 2:19	*	*	*	*
<u>i</u> , <u>ge</u> , and <u>dge</u>		1:29	*	*	*	*
<u>sh</u> , <u>ch</u> , <u>ti</u> , and <u>si</u>		1:27	*	*	*	*
<u>ch</u> , <u>tch</u> , and <u>t</u>		1:26; 2:12	*	*	*	*
Syllables						
one- and two-syllable words	3:10	2:29	*	*	*	*
two- and three-syllable words		2:30–32	*	*	*	*
letter pattern <u>le</u>		1:32; 2:19	1:13	*	*	*
two-syllable words versus compound words			2:7	1:29; 2:5	1:27	*
two-syllable words with long and short vowels and VCCV pattern			1:14, 15	1:21, 22	1:20, 21	*
rules for syllable division			1:16	1:23	1:22	*
division of multisyllabic words with prefixes and suffixes			1:18, 20	1:24–26	1:23	*
number of syllables in words		*	*	1:27	1:24	*

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Phonics, Word Attack, and Vocabulary Strand

LEVELS						
	1	2	3	4	5	6
Word Shapes/High-Frequency Sight Words						
similar letter forms and letter patterns	1:9; 3:17, 31	*	*	*	*	*
using shape clues	3:7, 12, 30; 5:1	*	*	*	*	*
visually similar words			1:31, 32	*	*	*
short <u>a</u> words	5:2, 6, 10	*	*	*	*	*
short <u>e</u> words	5:8, 10	*	*	*	*	*
short <u>i</u> words	5:4, 6, 10	*	*	*	*	*
short <u>o</u> words	5:12	*	*	*	*	*
short <u>u</u> words	5:12	*	*	*	*	*
short vowel words	1:32; 5:14	*	*	*	*	*
long <u>a</u> words	5:16, 20, 24, 28	*	*	*	*	*
long <u>e</u> words	5:26	*	*	*	*	*
long <u>i</u> words	5:18, 20, 24, 28	*	*	*	*	*
long <u>o</u> words	5:24, 28	*	*	*	*	*
long <u>u</u> words	5:30	*	*	*	*	*
Reading Comprehension/Stories						
high-frequency short vowel words in stories	1:32; 5:2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15	*	*	*	*	*
high-frequency long vowel words in stories	5:16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31	*	*	*	*	*
<u>who</u> , <u>what</u> , <u>when</u> , <u>where</u> , <u>how</u> , <u>how many</u> , and/or <u>what kind of</u>	5:2-32	*	*	*	*	*

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Phonics, Word Attack, and Vocabulary Strand

LEVELS						
	1	2	3	4	5	6
short <u>a</u> words	5:2-3, 6-7, 10-11	*				
short <u>e</u> words	5:8-9, 10-11	2:2, 16				
short <u>i</u> words	5:4-5, 6-7, 10-11	*				
short <u>o</u> words	5:12-13	2:4				
short <u>u</u> words	5:12-13	*				
short vowel words	5:14-15	*				
long <u>a</u> words	5:16-17, 20-21, 24-25, 28-29	*				
long <u>e</u> words	5:26-27	2:2, 16				
long <u>i</u> words	5:18-19, 20-21, 24-25, 28-29	*				
long <u>o</u> words	5:22-23, 24-25, 28-29	2:4				
long <u>u</u> words	5:30-31	*				
short versus long <u>a</u> words		2:1				
short versus long <u>i</u> words		2:3				
short versus long <u>u</u> words		2:5				
decoding words in a story	*	1:30-31	*	*	*	*
Prefixed and Beginnings						
<u>un-</u> and <u>re-</u>		2:23	*	*	*	*
<u>un-</u> , <u>re-</u> , and <u>dis-</u>			2:16	*	*	*
<u>in-</u> , <u>un-</u> , <u>dis-</u> , <u>im-</u> , <u>il-</u> , <u>re-</u> , and/or <u>ir-</u>		*	*	1:7, 8	1:3, 4	1:1, 6
<u>dis-</u> , <u>non-</u> , and anti-			*	1:6	1:1	*
<u>pre-</u> and <u>pro-</u>				*	1:5	*
<u>pre-</u> and <u>post-</u>				1:9		

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Phonics, Word Attack, and Vocabulary Strand

LEVELS						
	1	2	3	4	5	6
<u>uni-</u> , <u>bi-</u> , <u>tri-</u> , and/or <u>multi-</u>				1:10	1:6	1:6, 21–22
<u>anti-</u> and <u>ante-</u>					1:2	*
<u>bi-</u> and <u>semi-</u>					1:7	*
<u>com-</u> , <u>co-</u> , <u>col-</u> , and <u>con-</u>					*	1:2, 6
prefixes			*	1:11; 2:1	1:1, 8, 9; 2:1	1:5, 26; 2:1, 4
prefixes versus suffixes			2:18, 19	1:17, 20; 2:3	1:17–19; 2:3	*
prefixes versus letter patterns						2:2
Greek and/or Latin prefixes				*	*	1:1, 6, 8, 11, 12, 21–25
Suffixes and Endings						
<u>-ness</u> and <u>-ful</u>		2:24				
<u>-er</u> , <u>-or</u> , <u>-ful</u> , <u>-less</u> , and <u>-able</u>			2:17	*	*	*
<u>-ness</u> , <u>-less</u> , and <u>-ful</u>	*	*	*	1:12, 14	1:10	*
<u>-ed</u> , <u>-ing</u> , and <u>-y</u>			1:17, 18			
<u>-ed</u> and <u>-ing</u>			*	1:2, 5	*	*
<u>-s</u> , <u>-ies</u> , and <u>-es</u>			1:19, 20	*	*	*
<u>-s</u> , <u>-se</u> , and <u>-es</u>				1:3, 5		
<u>-ly</u> and <u>-y</u>			*	1:13	1:11	*
<u>-er</u> and <u>-est</u>			*	1:4, 5	*	*
<u>-tion</u> , <u>-ion</u> , <u>-sion</u> , and/or <u>-able</u>			*	1:15	1:13	1:14
<u>-ness</u> and/or <u>-ment</u>			*	*	1:12	1:14
<u>-ible</u> and <u>-able</u>			*	*	1:14	*
suffixes: mixed review			2:17	1:16; 2:2	1:15, 16; 2:2	1:5, 14–17, 19, 20, 26; 2:3, 4
suffixes versus prefixes			2:18, 19	1:17, 20; 2:3	1:17–19; 2:3	2:2
suffixes versus letter patterns				1:2, 5	*	*
Greek and Latin suffixes						1:8, 11, 12, 22, 23, 25

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Phonics, Word Attack, and Vocabulary Strand

LEVELS					
1	2	3	4	5	6
Root Words					
<u>er</u> and <u>ar</u>		1:12	*	*	*
<u>le</u> , <u>el</u> , and <u>al</u>		1:13	*	*	*
<u>sign</u> and <u>spec</u>			1:18	*	*
<u>tele</u> and <u>graph</u>			1:19	*	*
prefixes, suffixes, and roots			1:20	1:16, 19; 2:4	1:3-5, 12; 2:1, 4
Greek and Latin root words			*	*	1:3, 4, 6-12, 22-25; 2:5-8, 13, 15
Identifying Nouns, Verbs, Adjectives, and Adverbs					
verbs		2:22	1:2, 5	1:16	1:17-20; 2:31
nouns		2:23	*	*	1:14, 16, 19, 20
adjectives			*	*	1:15, 16, 19
adverbs			*	*	1:18-20
The Origin of Words					
Spanish or French roots and/or words		2:30	2:17	*	*
Native American roots and/or words		2:31	2:16	*	*
Greek or Latin roots and/or words		*	2:19	2:18	1:3-4, 7-13; 2:5, 7-8, 13-15
words from other languages		*	*	2:16, 17	2:22
definitions		*	*	*	1:3, 6; 2:22, 23

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Phonics, Word Attack, and Vocabulary Strand

LEVELS						
	1	2	3	4	5	6
Vocabulary Development						
people and animal vocabulary	4:6, 8			*	*	2:32
school, work, and real-life vocabulary	4:7			2:22	2:20–25	2:20, 24
art vocabulary			2:20, 21	2:23	*	*
science vocabulary			2:14–15	2:20–21	2:9–11, 14	1:23–24, 31; 2:14–17, 24–25
geography vocabulary			2:24–25	*	2:10	*
math vocabulary			2:11	2:18	2:7, 8	1:21, 22; 2:11–13
computer vocabulary				2:24–25	2:15	2:21
social studies vocabulary				2:14	2:12–13	1:25; 2:18–19
place names				*	2:24–25	2:24–25
language arts vocabulary				*	*	1:26
Word Skills						
antonyms	3:17	2:25	1:26, 27; 2:2–5	2:10, 11	2:6	2:10
synonyms		2:25	1:25, 27; 2:1, 3–5	2:9, 11	2:6	2:10
homophones		2:26–28	1:29, 30; 2:12	1:30	1:29	*
homographs			1:28, 30; 2:13	1:31	1:29	*
analogies			2:28–29	2:31, 32	2:28–29	1:29–31; 2:27–29
riddles and word play			2:32	*	2:30–31	1:32; 2:30
idioms				2:12, 13	2:26–27	*
Tom Swifities					2:32	*

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Phonics, Word Attack, and Vocabulary Strand

	LEVELS					
	1	2	3	4	5	6
Compound Words						
compound words		2:20, 21	1:21, 2:6	1:28	1:25	1:32; 2:9
compound words versus two-syllable words			2:7	1:29; 2:5	1:27	*
forming word chains				2:4	2:5	1:27
open versus closed compound words				*	1:26	1:28
Contractions						
contractions with <u>not</u>		2:22	1:22; 2:8	2:6, 7	*	*
pronoun and a verb			1:23; 2:9	2:7	*	*
contractions versus similar sounding words			1:24	2:8	*	*
meanings of contractions			2:10	*	*	*
Rhyming Words						
short vowel rhyming words	1:23, 26, 29	*	*	*	*	*
identifying rhyme words	1:10; 2:23, 31	*	*	1:1	*	*
spelling of rhyme words	3:8, 9, 26, 28	*	*	*	*	*
Classification of Words and Objects						
similarities and differences of objects	1:8	*	*	*	*	*
word categories	*	*	2:26, 27	*	*	*
Graphic Awareness						
reading diagrams			2:14–15	2:14–15, 20–21	2:10–11	2:24–25
real-life signs (e.g., safety signs, road signs)			2:28–29	1:32; 2:26–27, 29–31	2:22–25	
directions, precautions, and safety rules			*	2:27, 28	2:19	2:24
reading a time line				*	*	2:18–19
understanding a job application						2:26–27
reading a genealogy chart						2:27–28
Information Literacy						
dictionary/definitions			*	2:18	1:28, 32; 2:4, 18	1:3, 5, 8, 11; 2:1, 6–7, 23
thesaurus			*	*	1:30–31	*

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Spelling Strand

LEVELS						
	1 ■	2	3	4	5	6
Consonants, Blends, and Vowels						
words with initial consonants	3:1, 8	3:1				
words with final consonants	3:2	3:2				
words with initial or final consonants	3:3–5, 9	3:3	3:1			
words with initial or final consonant blends			3:2			
words with initial consonant blends	3:21	*	*			
words with initial digraphs or final double consonants	3:22	*	*			
words with initial blends or digraphs	3:24	*	*			
words with initial consonants or consonant blends	*	3:5	*			
words with final consonants or consonant blends	*	3:6	*			
words with initial or final consonants or blends	*	*	3:3			
words with initial or final blends or digraphs	3:23, 25, 28	*	*			
words with a vowel and final consonant	*	3:4	*			
words with consonants, blends, and short vowel sounds	3:15	*	3:6			
words with short vowels	3:14–16, 18–19, 29	*	*			
long <u>a</u> words	*	3:9	3:7			
long <u>e</u> words	*	3:10	3:8			
long <u>i</u> words	*	3:11	3:9			
long <u>o</u> words	*	3:12	3:10			
long <u>u</u> words	*	*	3:11			
words with the long /oo/ sound	*	3:13	3:12			
words with long vowel sounds	*	3:14	3:13, 15			
words ending in <u>ck</u>	3:27	*	*	*	*	*
Nouns						
plural nouns ending in <u>-e</u> or <u>-o</u>		3:19	3:26	3:9	3:9	*
plural nouns that add <u>-s</u> or <u>-es</u>				3:7	3:7	3:10

■ In Level 1, Spelling is integrated into the Phonics, Word Attack, and Vocabulary Strand.

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Spelling Strand

	LEVELS					
	1 ■	2	3	4	5	6
irregular plural nouns		3:21	3:28	3:11	3:11	*
regular and irregular plural nouns		3:22	3:29	*	*	*
plural nouns ending in <u>-o</u>				*	*	3:13
plural nouns ending in <u>-f</u> or <u>-fe</u>				3:10	3:10	3:12
plural nouns ending in <u>-y</u>		3:20		3:8	3:8	3:11
plural nouns ending in <u>-y</u> , <u>-f</u> , or <u>-fe</u>			3:27	*	*	*
singular and plural possessive nouns				*	3:28	*
Verbs						
verbs with inflected endings <u>-ed</u> and <u>-ing</u>		3:18	3:23	3:3	3:3	3:6, 9
past tense verbs ending in <u>-y</u>			3:24	3:4	3:4	3:7
past tense verbs			3:25	3:5	3:5	
verbs ending in <u>-e</u> , with inflected endings <u>-ed</u> and <u>-ing</u>			*	*	*	3:8
Abbreviations						
abbreviations				*	3:29, 30	*
Homophones						
homophones		3:26, 27, 31	3:31	3:26	3:25	3:28
Prefixes						
words with prefixes			*	*	*	3:15–16
words with the prefixes <u>dis-</u> , <u>un-</u> , and <u>non-</u>			*	3:14	3:13	*
words with the prefixes <u>anti-</u> and <u>ante-</u>				3:15	3:14	*
words with the prefixes <u>pre-</u> and <u>pro-</u>			*	3:16	3:15	*
words with the prefixes <u>il-</u> , <u>im-</u> , <u>in-</u> , and <u>ir-</u>				3:17	3:16	*
Suffixes and Endings						
words ending in <u>-er</u> or <u>-est</u>		3:24	*	*	*	*
words ending in <u>-ate</u> or <u>-eat</u>			*	*	*	3:17
words with the suffix <u>-ion</u>			*	*	3:21	*
words ending with <u>-ion</u> , <u>-sion</u> , or <u>-tion</u>			3:21	*	*	3:21

■ In Level 1, Spelling is integrated into the Phonics, Word Attack, and Vocabulary Strand.

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4 Spelling Strand

	LEVELS					
	1 ■	2	3	4	5	6
words ending in <u>-ion</u> , <u>-tion</u> , <u>-sion</u> , <u>-eous</u> , <u>-ous</u> , or <u>-ious</u>			*	3:21	*	*
words ending in <u>-le</u> or <u>-el</u>			3:18	*	*	*
words ending in <u>-le</u> , <u>-el</u> , or <u>-al</u>			*	3:20	*	*
words ending with <u>-al</u> , <u>-el</u> , <u>-il</u> , or <u>-le</u>			*	*	3:18	*
words ending with <u>-ar</u> , <u>-er</u> , or <u>-or</u>		3:16	3:17	3:19	3:17	*
words with <u>-ar</u> , <u>-er</u> , <u>-or</u> , <u>-le</u> , and <u>-el</u>			3:19	*	*	*
words with suffixes <u>-able</u> or <u>-ible</u>			*	3:22	3:22	*
words with the endings <u>-ant</u> , <u>-ent</u> , <u>-ance</u> , and <u>-ence</u>			*	*	3:23	*
words with the suffixes <u>-able</u> , <u>-ible</u> , <u>-ance</u> , and <u>-ence</u>			*	*	*	3:18
words ending in <u>-ous</u> , <u>-eous</u> , <u>-ius</u> , <u>-us</u> , <u>-uous</u> , or <u>-ious</u>				*	*	3:22
words ending in <u>e</u> with a suffix added		*	*	*	*	3:19
words ending in <u>y</u> with a suffix added		*	*	*	*	3:20
Spelling Patterns and Roots						
words with the roots <u>graph</u> , <u>grat</u> , and <u>spec</u>					3:24	*
words with the spelling patterns <u>ph</u> or <u>gh</u>					*	3:5
words with spelling patterns <u>ei</u> or <u>ie</u>			3:14	3:25	3:19	3:2-3
compound words		3:29, 30	*	3:29	*	*
contractions		3:28	3:30	3:27, 28	3:26, 27	*
rhyming words		*	*	*	*	*
rhyming words with variant spellings		3:8-9, 28	*	3:1-2	3:1-2	*
		*	*			*
Proofreading						
picture names	3:11, 19-20, 26	3:7				
words	3:6, 26, 29	3:15	3:5, 16, 22	3:18	*	3:14
words in sentences	3:32	3:23, 25, 32	3:32	3:6, 12, 13	3:6, 12, 20	3:4, 23
words in headlines			3:16			

■ In Level 1, Spelling is integrated into the Phonics, Word Attack, and Vocabulary Strand.

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Spelling Strand

LEVELS					
1	2	3	4	5	6
Skillbuilding					
commonly misspelled words	*	*	3:23, 30-32	3:31-32	3:29-32
words with missing letters	*	3:20	*	*	*
high frequency sight words	3:7, 12, 17, 30, 31; 5:1	3:8, 17			3:1
words containing silent letters		*	3:24	*	*
phonetic spellings		*		*	3:24-25
syllabication	*	*	*	*	3:26-27

■ In Level 1, Spelling is integrated into the Phonics, Word Attack, and Vocabulary Strand.

Comprehension and Study Skills Strand

LEVELS					
1	2	3	4	5	6
Concept Words With Picture Clues					
<u>up</u> , <u>down</u> , <u>left</u> , <u>right</u> , <u>top</u> , <u>middle</u> , and <u>bottom</u>	6:1-9				
<u>over</u> , <u>under</u> , and <u>through</u>	6:10, 11				
<u>in</u> , <u>into</u> , <u>on</u> , and <u>out of</u>	6:12-15, 18				
<u>top</u> , <u>middle</u> , <u>bottom</u> , <u>left</u> , <u>right</u> , <u>up</u> , <u>down</u> , <u>in</u> , <u>into</u> , <u>out of</u> , and <u>on</u>	6:21				
<u>above</u> , <u>below</u> , <u>beside</u> , <u>behind</u> , and <u>in front of</u>	6:22-27				
<u>in</u> , <u>on</u> , <u>top</u> , <u>bottom</u> , <u>middle</u> , <u>left</u> , <u>right</u> , <u>out of</u> , <u>into</u> , <u>in front of</u> , <u>beside</u> , and <u>behind</u>	6:28-29				
<u>here</u> , <u>there</u> , <u>near</u> , and <u>far</u>	6:30-32				
<u>in</u> , <u>on</u> , <u>in front of</u> , and <u>beside</u>	7:1				
Concept Words With Graphophonic Clues					
<u>in</u> , <u>on</u> , <u>in front of</u> , and <u>behind</u>	7:2-3				
<u>in</u> , <u>on</u> , <u>into</u> , <u>out of</u> , and <u>up on</u>	7:25-27				
<u>over</u> , <u>under</u> , and <u>through</u>	7:9-11				
<u>up</u> , <u>down</u> , <u>top</u> , <u>middle</u> , <u>above</u> , and <u>below</u>	7:17-19				

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Comprehension and Study Skills Strand

LEVELS						
	1	2	3	4	5	6
Concept Words With Context						
<u>in, out, into, out of</u>	6:16–19					
<u>over, under, and through</u>	7:12–13					
<u>up, down, top, middle, bottom, above, and below</u>	7:20–21					
<u>in, on, in front of, and behind</u>	7:4–5					
<u>in, on, up on, into, and out of</u>	7:28–29					
Figures of Speech						
simile			5:30	5:30	*	*
metaphor			5:31	5:31	*	*
simile and metaphor			5:32	5:32	5:28–29	5:28–29
hyperbole			5:28–29	5:28–29	5:32	5:32
personification					5:30–31	5:30–31
Characterization						
feelings and emotions		5:1	5:6–7	5:6–7	5:6–7	5:6–7
compare and contrast characters	8:32	5:21	5:22–23	5:23	5:22, 23	5:22, 23
flat characters		5:21	5:22–23	4:8	*	*
Setting						
setting of a paragraph	*	5:2, 22	5:8–9	5:8–9	5:8–9	5:8–9
compare and contrast settings		4:17; 5:23	4:19; 5:24–25	5:25		
Stated Fact, Implied Fact, Fantasy, Non-fact, and Opinion						
fact or opinion		5:11–12, 15	5:20–21	5:18–19	5:16–17	5:16–17
fact or fantasy	*	4:8–10; 5:10, 14	5:15	*	*	*
facts or nonfacts		5:13	5:14	5:20–21	5:20–21	5:20–21
implied or stated ideas			4:18; 5:16–17	5:10–11	5:10–11	5:10–11
Propaganda and Slanted Text						
fact or opinion			5:20–21	5:19	*	*
advertising with persuasive text or slanted writing			5:18	5:18	4:16–17; 5:18	4:18–19; 5:18
propaganda				5:18–19	5:19	5:19

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Comprehension and Study Skills Strand

LEVELS						
	1	2	3	4	5	6
Genres of Writing						
poems	8:1-3, 19	5:18-19				
stories	8:6-17	5:16-17	4:6-7; 5:22-23	4:6-7	4:10	4:12
informational texts	8:20-31	5:18-19	4:16-17; 6:8	4:16; 5:11, 22-27; 6:14	4:4, 14-15, 26, 28; 6:4, 6	4:14-18; 5:24
Functional Texts						
informal texts		6:32	6:19	4:14-15, 22	4:16; 5:18	4:18
road signs			6:32	6:32		
instructions				4:30-31	4:32	4:30-32
business letters						4:28-29
Main Ideas and Supporting Details						
answering literal questions	8:6-17, 20-31	5:26-31	5:22-23	5:22-23	4:11, 13, 15	*
main idea	8:16	5:26, 28, 30, 32	4:20-21, 28-29	4:18, 24-26, 28-29; 5:16	4:21, 22, 24, 25	4:21, 23-26
supporting details		5:32	4:22-24, 26	4:4-5, 19, 26-27	4:27	4:27
appropriate titles			4:25, 27	4:8	4:8, 23	4:10-11
relevant details	*	*	*	4:14-17, 19, 23; 5:22, 24, 26	4:10, 12, 14, 18, 20, 26; 6:4	4:10, 20, 22
relevant or irrelevant information			4:19; 5:18-19	5:16-17	4:19	*
Reading for Detail						
pictures	6:4, 8, 20, 26, 28, 30; 7:2, 4, 10, 12, 18, 20, 26, 28	*	*	*	*	*
descriptions and picture clues	7:14	6:24-25	4:12-15	4:12-13		
nonfiction texts	8:20-31	4:32	4:16-17; 6:8	4:16; 5:11, 22-27; 6:14	4:4, 14-15, 26, 28	4:12-17; 5:24
fiction texts	8:6-17	4:30-31	4:6-7; 5:22-23	4:6-7	4:10	4:12
relevant or irrelevant information			4:19; 5:18-19	5:16-17	4:19	*

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Comprehension and Study Skills Strand

LEVELS						
	1	2	3	4	5	6
Cause and Effect						
effects in cause-effect relationships		4:23; 5:6, 8	5:11–13	5:14–15	5:14–15	5:13–15
causes in cause-effect relationships		4:22; 5:7, 9	5:10	5:12, 14–15	5:12, 14–15	5:14–15
causes and effects in cause-effect relationships			5:10–13	5:14–15	5:14–15	5:12, 14–15
Inferences, Predictions, and Conclusions						
infer actions, using picture clues	*	4:14–15				
infer to classify information	*	4:16–17, 24–25	*	4:20–21; 5:1	*	4:11
predict outcomes using pictures		5:3	5:1			
predict outcomes using context		5:5–6	5:2–3	5:2–3, 13	5:1, 13	5:1
draw conclusions	*	*	5:4–5	4:20–21, 32; 5:1, 5	4:8–9; 5:4	5:4–5
Compare and Contrast						
details in a text	*	5:21–25	5:22–25	5:23–27	5:22–25	5:23, 25
similar pictures	7:32	4:26	4:12–13	4:12–13		
two characters	8:32	5:21	5:22–23	5:23	5:22, 23	5:22, 23
two events		5:24–25	5:26–27	5:27	5:24–25	
two places or settings		5:22–23	5:24–25	5:25		
two objects	*	5:20	4:12–15	4:12–13	*	5:25
analogies					5:26–27	5:26–27
Classification						
likenesses and differences of objects	7:8, 16, 24	4:26–29	4:12–13	5:4–5		
outline of informational text			6:8–9	6:14–15	4:28–29; 6:6–7	6:6–7
groups of logical categories	7:6, 8, 14, 22, 30	4:1–3	4:8–11	4:9–11	4:6–7	4:8–9
Sequence						
predict the next step	8:6, 8, 10, 12, 14	*				
pictures in a logical sequential order	*	4:11–12, 20–21; 6:1	4:1			
words in a logical sequential order, using picture clues	*	*	4:2–3			

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Comprehension and Study Skills Strand

LEVELS						
	1	2	3	4	5	6
events in chronological order	7:7, 15, 23, 31; 8:18	4:13, 18-21; 6:2-5	4:4-7, 30-31	4:1-7	4:1, 4-5	4:1-2, 4-5
events in chronological order, including a flashback						4:6, 7
prior events					5:2	5:2
outcomes of events					5:3	5:3
timelines					4:2, 3; 6:5	4:3
Alphabetizing						
individual letters	*	6:6-10				
words	*	6:11-13	6:1	6:1		
Patterns						
poetry frames	8:1-3, 19					
objects	*	4:5-7				
words	8:2-5	*	4:32	*	*	4:31
Graphs, Charts, and Diagrams						
chart		6:26-31	6:20-21	6:30-31	6:18-19	6:18-19
bar graph			6:26-27		6:25	
line graph				6:28-29	6:24	6:24-25
circle graph					6:32	6:32
schedule			6:22-23	6:24-25	6:20-21	6:20-21
diagram	*	6:22-25	6:24-25	6:23, 26-27	6:22-23	6:23
Maps						
map key and compass rose			6:28, 31	6:9, 11	4:31	6:27, 31
map			6:28-30	6:8-10	6:26-31	6:26-31
map key, compass rose, and mileage scale					4:30	6:29
map index						6:26
Parts of a Book						
title page, copyright page, and table of contents		6:16-21	6:12-13	6:16-17	6:10-13	6:10, 12-13
glossary, index, appendix, and bibliography		6:20-21	6:14-17	6:18-19	6:10-11, 14-15	6:11, 14-15
parts of a book	*	6:16-21	6:12-17	6:16-19, 22	6:10-15	6:10-15

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Comprehension and Study Skills Strand

LEVELS					
1	2	3	4	5	6
Specialized Books					
dictionary guide words		6:2-3	6:2-3	6:1	6:1
dictionary	6:13-15	6:4-5	6:4-5	6:2-3	6:2-3
thesaurus		6:18-19	6:20-21	6:16-17	6:16-17
encyclopedia		6:6-7	6:6-7	6:4	6:4-5
Library Tools					
Dewey Decimal System		6:10-11	*	*	*
card catalog/library database			6:12-13	6:8-9	6:8-9

Grammar, Usage, and Mechanics Strand

LEVELS					
1♦	2	3	4	5	6
Sentences					
sentences and sentence fragments	7:1-2	7:1	7:1		
sentence fragments, run-on sentences, and compound sentences				7:10	7:10
correct word order in sentences	7:3-4; 8:1	7:2	7:2; 8:19		
declarative (statements) versus interrogative (questions) sentences	7:5; 8:2	7:3	7:3	*	*
exclamations	7:6; 8:4	*	*	*	*
imperative (commands) versus exclamatory sentences		7:4	7:4	*	*
the four types of sentences		7:5	7:5; 8:1	7:1	7:1
<u>you</u> (understood) in imperative sentences				7:6	7:6
simple versus compound sentences				7:9; 8:19	7:9; 8:26
clauses and phrases			8:11		8:24, 25
Subjects and Predicates					
subjects that tell <u>who</u> or <u>what</u>	*	7:12, 13	*	*	*

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Grammar, Usage, and Mechanics Strand

LEVELS					
1♦	2	3	4	5	6
finding complete subjects and predicates	7:10; 8:8	7:7, 8	7:6	7:2	7:2
complete subjects versus complete predicates		7:6	7:9; 8:2		
simple subjects (main nouns)		7:10	7:8; 8:6	7:3	7:5
complete subjects and simple subjects			8:3	7:3	7:3
complete predicates and simple predicates			8:4	7:5	7:4
simple subjects versus simple predicates	7:11; 8:7	*	8:5		
compound subjects versus singular subjects			8:7		
compound subjects and compound predicates				7:7, 8	7:8
Nouns					
naming people, animals, places, things, and ideas	7:14–17, 19; 8:9, 10	7:9	7:7	7:11	7:11
nouns versus other words	7:18; 8:13	*	*	*	*
common nouns versus proper nouns	7:24–27; 8:29	7:16, 18, 20	7:14	7:14	7:12
singular nouns versus plural nouns	7:20–23; 8:11	7:11–13, 15	7:10–12	7:12	*
plural nouns with a change of spelling		7:14	7:13	7:13	*
singular possessive nouns and plural possessive nouns		7:22–24	7:18–20	7:17	7:14
predicate nominatives				8:21	7:27
Pronouns					
correct usage of pronouns	7:29–31	8:10	8:13, 15, 19	*	*
pronouns to replace nouns	7:32	8:8, 9, 11	8:18	7:29	*
subject and object pronouns		8:7	8:17	7:28	8:2
possessive pronouns		8:12	8:20, 22	7:30	8:3
possessive pronouns to replace phrases		8:13	8:20	7:30	*
singular and plural subject and object pronouns			8:14, 16	7:27	*
pronoun <u>you</u> (understood)				7:6	7:6
reflexive, intensive, and indefinite pronouns				7:31	8:4
antecedents of pronouns				7:32	8:1
object pronouns in prepositional phrases				8:16	8:20
pronouns <u>who</u> , <u>whom</u> , and <u>whose</u>					8:5

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Grammar, Usage, and Mechanics Strand

LEVELS					
1♦	2	3	4	5	6
Verbs					
nouns versus verbs	8:13	*	*	*	*
action verbs	8:12	7:25, 26	7:22	7:18	7:15, 16, 31
main verbs, linking verbs, and helping verbs	8:17–19	8:3	7:23, 29	7:19, 20	7:16, 17, 31
subject/verb agreement in sentences	8:15	7:32	7:28	7:7, 22	7:7, 21–23; 8:22
verb forms	8:14, 16, 21	7:27–32; 8:1, 2, 4, 5	7:24–28, 30, 32; 8:15	7:21, 23, 24	7:18–21, 24
compound verbs			8:8, 10	*	*
transitive and intransitive verbs					7:28
easily confused verbs					7:29
Adjectives					
identifying adjectives	8:22–26	8:15–17	8:23, 24	8:1, 4	*
positive, comparative, and superlative adjectives	8:27, 28	8:19–22	8:26–28	8:5–7	8:10, 11, 15
adjectives versus adverbs		8:25	8:31	8:10, 11, 15	8:18
singular and plural demonstrative adjectives				8:2	8:8
common adjectives, proper adjectives, and proper nouns				8:3	8:7
predicate adjectives				8:21	8:9
Adverbs					
identifying and discriminating adverbs		8:23, 24	8:29, 30	8:8	8:12, 13
adverbs versus adjectives		8:25	8:31	8:10, 11, 15	8:18
adverbs versus prepositional phrases					8:19
positive, comparative, and superlative adverbs				8:9	8:14, 15
Contractions					
contractions with <u>not</u>	8:20	8:6	7:31	*	*
pronouns and verbs		8:14	8:21, 22	7:26	7:30
Capitalization					
in sentences	*	7:9; 8:31, 32	*	*	*

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Grammar, Usage, and Mechanics Strand

LEVELS						
	1♦	2	3	4	5	6
people, places, and animals	*	7:24	7:17, 21	7:15	7:15	
days, months, and holidays	*	7:26, 27	7:17, 19	7:17	7:15	
book, poems, magazines, movies, TV shows, etc.	*	7:28; 8:30	*	*	8:22, 25, 26	8:27, 28
proofreading	*	*	*	*	*	8:30
Prepositions						
prepositions				8:32	8:13	8:21
prepositional phrases				8:32	8:14	8:17, 22
objects of prepositions					8:16	8:20
adjectives and adverbs					8:15	8:18
prepositional phrases versus adverbs						8:19
Punctuation						
end punctuation	*	7:7–9; 8:3, 5, 31, 32	7:4	*	*	*
quotation marks			8:26–28, 32	*	8:24, 25, 27	8:30, 32
commas			7:4, 5; 8:29–32	8:9, 11	8:23, 24	8:31
abbreviations			*	7:15–17	*	*
with strong interjections					8:28	*
with coordinate and correlative conjunctions					8:29	*
proofreading letters and envelopes					8:24, 30, 31	8:30
Parts of Speech						
articles			8:18, 22	8:25	8:2	*
conjunctions				8:11	8:18, 19, 29	8:23
appositive phrases and interjections					8:20, 23, 28	7:13
direct and indirect objects					7:25	7:25, 26; 8:9
double negatives					8:12	8:16
review of parts of speech					7:4; 8:17, 21, 32	7:32
Abbreviations						
people and places			7:18	7:15, 16, 21	7:16	*
days, months, and holidays	*		7:19, 21	7:17	7:16	8:29

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