

Scope and Sequence: Level Three

| Objective | Activity | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|--|-------------------|---|--|---|---|---|
| 1. Read sight words using time-delay instruction | Flashcard Game | want, he, is, boy | want, he, is, boy | want, he, is, boy | want, he, is, boy | want, he, is, boy |
| 2. Point to sight words to complete sentences | Flashcard Game | I really <u>want</u> a dog. <u>He</u> is <u>going</u> to the pet store. Moe <u>is</u> excited. The <u>boy</u> wants a snake. | I <u>want</u> a bird. Moe doesn't know which pet <u>he</u> wants. The rabbit <u>is</u> soft. The <u>boy</u> found a turtle. | How much do you <u>want</u> ? First <u>he</u> saw a dog. Moe <u>is</u> a frog. Jason is a <u>boy</u> . | I <u>want</u> a cat. <u>He</u> can swim. Where <u>is</u> my book? I like that <u>boy</u> . | I don't <u>want</u> to play. <u>He</u> is <u>going</u> to school. She <u>is</u> going to the park. That <u>boy</u> can <u>sing</u> . |
| 3. Point to text as it is read | Pointing to Words | Read "Moe Wants a Pet." Students point to text in lines 1–3. | Read "Moe Wants a Pet." Students point to text in lines 6–8. | Read "Moe Gets a Pet." Students point to text in lines 1–3. | Read "Moe Gets a Pet." Students point to text in lines 6–9. | Read "Moe Wants a Pet." Read "Moe Gets a Pet." Students point to text in lines 8–11 in "Moe Gets a Pet." |
| 4. Say and/or point to a word to complete a repeated story line (Note that Level Three phases out highlighting of words) | Hidden Words | Repeated word: pet | Repeated word: dog | Repeated word: dog | Repeated word: cat | Repeated word: one |

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| 5. Respond to literal questions about a story | Answering Questions | <p>“Moe Wants a Pet” After viewing the cover: What do you think this story is going to be about? Line 1: Who is excited? Line 2: What kind of store is Moe going to? Line 6: What pet could Moe get?</p> | <p>“Moe Wants a Pet” Line 1: How does Moe feel? Line 2: How many pets can Moe get? Line 9: Does Moe want a cat, a dog, or a goat? After reading the entire story: What was the story about?</p> | <p>“Moe Gets a Pet” After viewing the cover: What do you think this story is going to be about? Line 1: Where did Moe go? Line 3: What did Moe see first? Line 10: What pet did Moe get?</p> | <p>“Moe Gets a Pet” Line 3: What was the dog sitting on? Line 5: Who could only get one pet? Line 8: How many pets could Moe get? After reading the entire story: What was the story about?</p> | <p>“Moe Wants a Pet” Line 2: Who is going to the pet store? Line 7: What pet does Moe want?</p> <p>“Moe Gets a Pet” Line 9: How many pets can Moe get? Line 10: What kind of pet did Moe get?</p> |
| 6. Demonstrate understanding of syllable segmentation by clapping out syllables in words | Chunking Words | <p>2–3 syllables: hamburger (3) happy jumping student’s name</p> | <p>1–3 syllables: hamburger (3) excited (3) Moe student’s name</p> | <p>2–4 syllables: excited (3) jumping pizza television (4)</p> | <p>2–4 syllables: hamburger (3) incredible (4) Moe student’s name</p> | <p>2–4 syllables: happy excited television (4) teacher’s name</p> |
| 7. Demonstrate understanding of phoneme segmentation by tapping out sounds in CVC words | Tapping Out Sounds | | | | | |
| 8. Identify letter-sound correspondences | Letter Sounds Game | /r/, /s/, /a/, /m/ | /r/, /s/, /a/, /m/ | /t/, /r/, /s/, /a/, /m/ | /t/, /r/, /s/, /a/, /m/ | /t/, /r/, /s/, /a/, /m/ |

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| 9. Point to and/or say the first/last sounds in words | First/Last Sound Game | sam, sat, tam, mat, rat | am, ram, mat, sat, tat | sat, rat, am, at, tat | mat, ram, sat, tam, at | sat, ran, mat, am, tam |
| 10. Identify pictures that begin/end with given sounds | Finding Pictures with Special Sounds | sad, apple, milk, rose | rabbit, apple, man, soap | saw, tent, rake, mop | tooth, ring, man, ant | sun, rain, teeth, apple |
| 11. Point to sounds in words | Stretching Words | | | | | |
| 12. Blend sounds to identify pictures | Finding Pictures | | | | | |
| 13. Point to pictures/words representing new vocabulary | The New Word Game | dog, cat | snake , dog | rabbit , cat | bird , rabbit | dog, bird |
| 14. Use new vocabulary words and personal information to create a story | Fun with Writing | My pet is a _____. | My pet is not a snake. My pet is a _____. | My pet is not a rabbit. My pet is a _____. | My pet is not a bird. My pet is a _____. | My pet is a _____. |