

## ELSB Overall Scope and Sequence

	LEVEL						
	1	2	3	4	5	6	7
1. Read sight words using time-delay instruction  <b>Activity:</b> Flashcard Game	boy, girl, friend	me, is, friend	want, he, is, boy	my, are, is, me, want	like, give, are, friend, he	where, have, give, my, girl	was, does, have, where, like
	Formula for introducing frequently used vocabulary words in K–1 reading curricula: <ul style="list-style-type: none"> <li>• New words are introduced and maintained for a complete level.</li> <li>• Words are added back in for 1–2 successive lessons in subsequent levels.</li> <li>• Words are dropped again for 2–3 lessons.</li> </ul> Words are added back in for at least 1 additional lesson.						
2. Point to sight words to complete sentences  <b>Activity:</b> Flashcard Game	Correct answer/ 1 distractor	Correct answer/ 1 distractor	Correct answer/ 2 distractors	Correct answer/ 2 distractors	Correct answer/ 3 distractors	Correct answer/ 3 distractors	Correct answer/ 3 distractors
3. Point to text as it is read  <b>Activity:</b> Pointing to Words	1–2 lines of text using left-to-right and top-to-bottom movement	2–3 lines of text using left-to-right and top-to-bottom movement	3–4 lines of text using left-to-right and top-to-bottom movement	1 line of word-by-word pointing	2 lines of word-by-word pointing	2 lines of word-by-word pointing	2 lines of word-by-word pointing
4. Say and/or point to a word to complete a repeated story line  <b>Activity:</b> Hidden Words	Correct answer/ 1 distractor with picture cues	Correct answer/ 1 distractor with picture cues	Correct answer/ 2 distractors with picture cues	Intermittent (in 2 lessons for review). Correct answer/ 2 distractors with picture cues	Intermittent (in 1 lesson for review). Correct answer/ 3 distractors without picture cues	Intermittent (in 1 lesson for review). Correct answer/ 3 distractors without picture cues	Intermittent (in 1 lesson for review). Correct answer/ 3 distractors without picture cues

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## ELSB Overall Scope and Sequence *(continued)*

	LEVEL						
	1	2	3	4	5	6	7
<p>5. Respond to literal questions about a story</p> <p><b>Activity:</b> Answering Questions</p>	<p>What, who, and yes/no questions (answer on page). 1 distractor</p>	<p>What, where, yes/no, and who questions (answer on page). 1 distractor</p>	<p>What, who, whose, where, yes/no, prediction, and main idea questions. 2 distractors with picture cue</p>	<p>What, who, where, when, prediction, and main idea questions. 2 distractors without picture cue</p>	<p>What, who, whose, how many, where, prediction, main idea, and sequence questions. 3 distractors</p>	<p>What, who, prediction, main idea, and sequence questions. 3 distractors</p>	<p>Same types of questions. Add a why question at the end (not literal).</p>
<p>6. Demonstrate understanding of syllable segmentation by clapping out syllables in words</p> <p><b>Activity:</b> Chunking Words</p>		<p>2–3 syllable words (not 1 syllable)</p>	<p>1–4 syllable words</p>	<p>1–5 syllable words</p> <p>Intermittent (in 1 lesson for review)</p>	<p>2–5 syllable words</p> <p>Intermittent (in 1 lesson for review)</p>	<p>1–3 syllable words</p> <p>Intermittent (in 1 lesson for review)</p>	<p>1–5 syllable words</p> <p>Intermittent (in 1 lesson for review)</p>
<p>7. Demonstrate understanding of phoneme segmentation by tapping out sounds in CVC words</p> <p><b>Activity:</b> Tapping Out Sounds</p>				<p>4 CVC words</p>	<p>4 CVC words</p>	<p>4 CVC words</p>	<p>4 CVC words</p>
<p>8. Identify letter-sound correspondences</p> <p><b>Activity:</b> Letter Sounds Game</p>	<p>New sound: /m/, one object (nonletter)</p>	<p>New sounds: /a/, /s/</p>	<p>New sounds: /r/, /t/</p>	<p>New sounds: /f/, /o/</p>	<p>New sounds: /l/, /g/</p>	<p>New sounds: /d/, /u/</p>	<p>New sounds: /i/, /h/</p>

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## ELSB Overall Scope and Sequence *(continued)*

	LEVEL						
	1	2	3	4	5	6	7
9. Point to and/or say the first/last sounds in words  <b>Activity:</b> First/Last Sound Game		Point to/say the first sound in words beginning with continuous sounds (e.g., /a/, /m/)	Point to/say the first sound in words	Point to/say the first sound in words	Point to/say the first sound in words	Point to/say the first and last sounds in words	Point to/say the first and last sounds in words
10. Identify pictures that begin/end with given sounds  <b>Activity:</b> Finding Pictures with Special Sounds		Beginning sounds (no text)	Beginning sounds (no text)	Beginning sounds (no text)	Beginning sounds (no text)	Beginning and ending sounds (no text)	Beginning and ending sounds (no text)
11. Point to letter sounds in words  <b>Activity:</b> Stretching Words				4 CVC words	4 CVC words	4 CVC words	4 CVC words
12. Blend sounds to identify pictures  <b>Activity:</b> Finding Pictures				Pictures of 4 CVC words (no text)	Pictures of 4 CVC words (no text)	Pictures of 4 CVC words (no text)	Pictures of 4 CVC words (no text)

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## ELSB Overall Scope and Sequence *(continued)*

	LEVEL						
	1	2	3	4	5	6	7
<p>13. Point to pictures/words representing new vocabulary</p> <p><b>Activity:</b> The New Word Game</p>	<p><b>People:</b> boy, girl, friend</p>	<p><b>Feelings:</b> happy, sad, mad, excited, scared</p>	<p><b>Pets:</b> dog, cat, bird, rabbit, snake</p>	<p><b>Actions:</b> play, read, swim, shop</p>	<p><b>Places:</b> pool, zoo, park, bowling alley</p>	<p><b>Birthday party:</b> birthday, cake, sing, game (match word to picture)</p>	<p><b>Items to give to others:</b> presents, clothes, toy, book, song, game (match word to picture)</p>
<p>14. Use new vocabulary words and personal information to create a story</p> <p><b>Activity:</b> Fun with Writing</p>	<p><b>People:</b> boy, girl, friend</p>	<p><b>Feelings:</b> happy, sad, mad, excited, scared</p>	<p><b>Pets:</b> dog, cat, bird, rabbit, snake</p>	<p><b>Actions:</b> play, read, swim, shop</p>	<p><b>Places:</b> pool, zoo, park, bowling alley</p>	<p><b>Birthday party:</b> birthday, cake, sing, game</p>	<p><b>Items to give to others:</b> presents, clothes, toy, book, song, game</p>