

# Intervention Scope and Sequence

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	Strand	Skill	Routine	Objective	1	2	3	4	5	6	7	8	9	10	11	12
1	Phonemic Awareness	Blending Phonemes	WHAT WORD?	orally blend 2-5 phonemes into a word (teacher: /sss/aaa/t/; student: <i>sat</i> )												
2	Phonemic Awareness	Segmenting Words into Phonemes	SAY IT SLOWLY	orally segment words with 2-5 phonemes into individual phonemes (teacher: <i>fast</i> ; student: /fff/aaa/sss/t/)												
3	Phonics	Introducing New Sound	NEW SOUND	say the most common sound for featured letters or letter patterns	a		i			o		sh			e	
4	Phonics	Invented Spelling	THINK, TALK, & WRITE	write sentences or phrases that relate to a story and include words where each phoneme is spelled with a grapheme that makes that sound, applying all taught graphemes												
5a	Phonics	Word Analysis	WRITE, SOUND, & SAY	pronounce short vowel words in which each letter represents its most common sound, including VC/CVC/CVCC patterns (ex: <i>sat, sand</i> )												
5b	Phonics	Word Analysis	WRITE, SOUND, & SAY	pronounce short vowel words in which each letter represents its most common sound, including CCVC pattern beginning with continuous initial sounds (ex: <i>stop</i> ) and single-syllable open-syllable type words (ex: <i>no, we</i> )												
6a	Phonics	Word Analysis	SOUND & SAY WORDS	pronounce words made up of letter patterns taught in NEW SOUND and short vowel words in which each letter represents its most common sound, including CCVC pattern (ex: <i>grin</i> )												
6b	Phonics	Word Analysis	SOUND & SAY WORDS	pronounce words made up of letter patterns taught in NEW SOUND and short vowel words in which each letter represents its most common sound, including CCVCC pattern (ex: <i>stamp</i> )												
7	Phonics	Word Analysis	SOUND AND SPELL SORT	demonstrate understanding of letter-sound correspondences by writing words that are made up of taught letter sounds and patterns												
8	Word Recognition	High Frequency Words	NEW LOOK AND SAY WORDS	pronounce featured and review sight words												
9	Word Recognition	High Frequency Words	LOOK AND SAY WORDS	fluently pronounce taught sight words												
10a	Word Recognition	Structural Analysis	READ THE GROUPS/ WORDS	pronounce words formed by combining words made up of taught patterns with -s, -ed, and/or -ing (excluding CVCe words)												
10b	Word Recognition	Structural Analysis	READ THE GROUPS/ WORDS	pronounce words formed by combining CVCe words with -s, -ed, and -ing												
10c	Word Recognition	Structural Analysis	READ THE GROUPS/ WORDS	pronounce words formed by combining words made up of taught patterns, including CVCe words, with -s, -es, -ed, and -ing												
10d	Word Recognition	Structural Analysis	READ THE GROUPS/ WORDS	pronounce common contractions												
10e	Word Recognition	Structural Analysis	READ THE GROUPS/ WORDS	pronounce words formed by combining words made up of taught patterns with -er and -est												
10f	Word Recognition	Structural Analysis	READ THE GROUPS/ WORDS	pronounce y-derivative words formed by changing the y to i and adding -es and -ed												
10g	Word Recognition	Structural Analysis	READ THE GROUPS/ WORDS	pronounce y-derivative words formed by changing the y to i and adding -er and -est												
11a	Word Recognition	Syllable Types	READ THE PARTS	pronounce multisyllabic words made up of the following patterns and syllable types: CVC-CVC ( <i>rabbit</i> )												
11b	Word Recognition	Syllable Types	READ THE PARTS	pronounce multisyllabic words made up of the following patterns and syllable types: CVC-Cle ( <i>candle</i> )												
11c	Word Recognition	Syllable Types	READ THE PARTS	Pronounce multisyllabic words made up of the following patterns and syllable types: CV-CVC (ex: <i>begin</i> )												
11d	Word Recognition	Syllable Types	READ THE PARTS	pronounce multisyllabic words made up of the following patterns and syllable types: CVC-VC ( <i>cabin</i> ) and CVC-CVC												
11e	Word Recognition	Syllable Types	READ THE PARTS	pronounce multisyllabic words made up of the following patterns and syllable types: ending in consonant Y (as in <i>baby, candy</i> )												
11f	Word Recognition	Syllable Types	READ THE PARTS	pronounce multisyllabic words made up of the following patterns and syllable types: ending in consonant Y (as in <i>baby, candy</i> )												
11g	Word Recognition	Syllable Types	READ THE PARTS	pronounce multisyllabic words made up of taught spelling patterns and any of the taught syllable types												
12	Word Recognition	Cumulative Review	READ CAREFULLY	pronounce words made up of taught spelling patterns and syllable types												
13	Word Recognition	Cumulative Review	BUILD SENTENCES	read sentences made up of taught sight words and word patterns												
14	Word Recognition	Strategic & Fluent Reading	READ THE STORY	Read a story, applying a flexible strategy to determine the pronunciation of unknown words;orally read an ending second-grade level passage with appropriate prosody at a rate of at least 90 words per minute on Level M text												
15	Word Recognition	Strategic Reading	SOUND, READ, AND CHECK	apply a flexible strategy for determining the pronunciation of unknown multisyllabic words												

### KEY

Introduce	
Practice	
Mastery Check, but will be reviewed as routine continues (at various points for this routine)	
Mastery Check; will be reviewed in other routines (such as Routine 13, 15, 16) Cumulative Review Routines (in various routines)	
Entry Point (see placement test)	✕



13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
th			u		ch			a-e		ai, ay			i-e	ie, _y, igh	wr			o-e	oa, ol, ow	kn, gn				e-e, ea, ee	ce, ci	ar		

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53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
			ou ow; cow		_tch			oo/ book		ge gi _dge			au aw		wor												