

READING BY DESIGN

Scope and Sequence



READING BY DESIGN, Volume 1



| Lesson Components | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 | Lesson 11 |
|----------------------------|---|-----------------|----------|-----------------|----------------------------|---------------|---------------------|--------------------|------------|--------------|-----------|
| • Phonological Awareness | Rhyming | | | | | Review | Rhyming, Onset-Rime | | | | |
| • New Concept | ĩ | t | p | n | s | | ă | s = /z/ | l | d | f |
| • Handwriting (Manuscript) | i/l | t/T | p/P | n/N | s/S | | a/A | Review | l/L | d/D | f/F |
| • Spelling | ĩ | t | p | n | s, Floss rule | | ă | s | l | d | f |
| • High-Frequency Words | - | - | l | - | in | | sit | a, sat | is, an, as | last | did |
| • Other | Vowels, closed syllables, WOW, Initial, Medial, Final | Consonants, SOS | - | Twin consonants | Suffix Base word Suffix -s | | - | Unaccented a = /ũ/ | - | Apostrophe s | - |

| Lesson Components | Lesson 12 | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 | Lesson 21 | Lesson 22 | |
|----------------------------|----------------------|-----------------------------|---------------|-----------|------------------------------|----------------------|---------------|--------------------------|--------------------|-----------|-----------|--|
| • Phonological Awareness | Mastery Check | Counting Words in Sentences | | | | | Review | Compound Word Segmenting | Counting Syllables | | | |
| • New Concept | | h | g | ö | k | c = /k/ | | m | r | b | ě | |
| • Handwriting (Manuscript) | | h/H | g/G | o/O | k/K | c/C | | m/M | r/R | b/B | e/E | |
| • Spelling | | h | g | ö | k | c | | m | r | b | ě | |
| • High-Frequency Words | | if | has, his, had | - | on, hot, got, not, stop, off | ask | | - | am | ran | big | |
| • Other | | - | - | - | - | Spelling with k or c | | - | - | - | - | |

| Lesson Components | Lesson 23 | Lesson 24 | Lesson 25 | Lesson 26 | Lesson 27 | Lesson 28 | Lesson 29 | Lesson 30 | Lesson 31 | Lesson 32 | Lesson 33 |
|----------------------------|---------------------------------|----------------------|-------------------------------|-----------|--------------------|------------|-----------|---------------|-------------------|------------------------|----------------------|
| • Phonological Awareness | Counting Syllables | Mastery Check | Onset-Rime, Counting Phonemes | | | | | Review | Counting Phonemes | | Mastery Check |
| • New Concept | y | | j | ũ | w | v | x | | z | qu | |
| • Handwriting (Manuscript) | y/Y | | j/J | u/U | w/W | v/V | x/X | | z/Z | q/Q | |
| • Spelling | y | | j | ũ | w | v | x | | z | qu | |
| • High-Frequency Words | red, help, best, end, let, tell | | get, yes | - | but, just, us, run | went, will | - | | - | - | |
| • Other | - | | - | - | - | - | - | | - | Consonant Combinations | |

Components of Language Using nursery rhymes, lessons cycle through choral reading, repeated readings, focus on rhyming words and word families, vocabulary exploration, retelling and visualization, level 1 questions (i.e., who, what, where, when, why, how), and interactive writing.

READING BY DESIGN, Volume 2



| Lesson Components | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 |
|--------------------------|----------------------|----------------------|--------------------|-------------------|-----------------------|-------------|---------------|--------------------------|-------------------|-----------------|-------------------------|-----------|
| • Phonological Awareness | Bridge Lesson | Phoneme Segmentation | Counting Syllables | Syllable Deletion | | | Review | Initial Phoneme Deletion | | | Medial Phoneme Deletion | |
| • New Concept | | ck | VC'/CV | ng | th = /th/ and /th/ | ee | | n = /ng/ | a-e | i-e | o-e | u-e |
| • Spelling | | ck | Rabbit Rule VC'/CV | ng | th | ee | | nk | a-e | i-e | o-e | u-e |
| • High-Frequency Words | | - | - | so | he, do, the | you | | thing, with, green, keep | - | came, make, ate | white, five | - |
| • Other | | - | - | Suffix -ing | - | Vowel Pairs | | - | Vowel-Consonant-e | - | - | - |

| Lesson Components | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 | Lesson 21 | Lesson 22 | Lesson 23 | Lesson 24 |
|--------------------------|----------------------|-------------------------|-----------|------------------------|----------------------|----------------------|---------------|------------------------|--------------------|---------------|----------------------|----------------|
| • Phonological Awareness | Mastery Check | Medial Phoneme Deletion | | Final Phoneme Deletion | | | Review | Final Phoneme Deletion | | | Initial Substitution | |
| • New Concept | | VC'/CV' | e-e | y-e | c = /s/ | g = /j/ | | oo = /oo/ | sh | Open Syllable | a = /ā/, V'/CV | e = /ē/, V'/CV |
| • Spelling | | VC'/CV' | e-e | i-e, y-e | c = /s/ | g = /j/ | | oo = /oo/ | sh | Open Syllable | a = /ā/, V'/CV | e = /ē/, V'/CV |
| • High-Frequency Words | | are, give, have | - | come, from, of | - | by, one, put | | - | good, three, there | - | to | - |
| • Other | | - | - | - | Consonant soft sound | Spelling with k or c | | - | - | - | - | - |

| Lesson Components | Lesson 25 | Lesson 26 | Lesson 27 | Lesson 28 | Lesson 29 | Lesson 30 | Lesson 31 | Lesson 32 | Lesson 33 | Lesson 34 | Lesson 35 | Lesson 36 | |
|--------------------------|----------------------|----------------------|----------------------|---------------------|-----------|-----------|-----------------------------|---------------|--------------------|-----------|------------|-----------|----------------------|
| • Phonological Awareness | Initial Substitution | Mastery Check | Initial Substitution | Medial Substitution | | | | Review | Final Substitution | | | | Mastery Check |
| • New Concept | i = /i/, V'/CV | | o = /ō/, V'/CV | u = /ū/, V'/CV | y = /i/ | ch | Suffix -ed = /ĕd/, /d/, /t/ | | tch | oo = /oo/ | Suffix -es | | |
| • Spelling | i = /i/, V'/CV | | o = /ō/, V'/CV | u = /ū/, V'/CV | y = /i/ | ch | -ed | | tch | oo = /oo/ | Suffix -es | | |
| • High-Frequency Words | be, before | | here, take, that | going, them, then | - | this, two | - | | were, said | - | - | | |
| • Other | - | | - | - | - | - | - | | - | - | - | | |

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| Handwriting | Manuscript writing review and application. |
| Components of Language | This volume uses sequence for retelling and writing in narrative and expository texts. |

READING BY DESIGN, Volume 3



| Lesson Components | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 | Lesson 11 |
|-------------------------|----------------------|----------|-----------------------|----------------------|-----------------------------|---------------|--------------------------------|----------------------------|-------------|-----------|-------------------|
| • New Concept | Bridge Lesson | er | ir | ur | Suffixes -er, -est, -en | Review | igh = /i/ | ai = /ā/ | ay = /ā/ | ar | or |
| • Handwriting (Cursive) | | i | t | p | u | | n | m | l | h | e |
| • Spelling | | er | er | er, final /k/ = c | Suffixes -er, -est, -en | | /i/ = igh, y | /ā/ = ai, a-e, /v/ = ve | ay | ar | or |
| • High-Frequency Words | | - | better, bring, her | - | girl, never, these, very | | under, other, over, does | - | away, again | - | or, after, may |
| • Other | | Vowel-R | Dictionary skills | - | - | | Special Situations | - | - | - | - |

| Lesson Components | Lesson 12 | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 | Lesson 21 | Lesson 22 |
|-------------------------|----------------------|--|---------------------|-------------------------------|-------------------------------|---|---------------|-----------|-----------|-----------|-----------------------|
| • New Concept | Mastery Check | ar, or = /er/, or after w = /er/ | a after w = /ā/ | '[ble | '[dle, '[ple, '[gle, '[fle | '[tle, '[kle, '[sle, '[cle, '[zle, c'[kle | Review | s'[tle | oi | oy = /oi/ | Prefixes mis-, un- |
| • Handwriting (Cursive) | | a | d | g | s | r | | j | y | k | c |
| • Spelling | | or after w = /er/ | /ō/= a after /w/ | '[ble | '[dle, '[ple, '[gle, '[fle | '[tle, '[kle, '[sle, '[cle, '[zle | | s'[tle | oi | oy = /oi/ | Prefixes mis-, un- |
| • High-Frequency Words | | been, into, old | - | want, was, would, could | - | little, light, right | | - | day, some | - | they, your, their |
| • Other | | - | - | Final Stable Syllable | - | - | | - | Diphthong | - | - |

| Lesson Components | Lesson 23 | Lesson 24 | Lesson 25 | Lesson 26 | Lesson 27 | Lesson 28 | Lesson 29 | Lesson 30 | Lesson 31 | Lesson 32 | Lesson 33 |
|-------------------------|-----------|------------------------|----------------------|-------------------|-----------|----------------------|-----------|-----------------------|---------------|--------------------|---------------------|
| • New Concept | y = /ē/ | ea = /ē/ | Mastery Check | wh | ou = /ou/ | ow = /ou/ | VC'V | wr, kn, gn, mb, mn | Review | Doubling Rule | ow = /ō/ |
| • Handwriting (Cursive) | q | f | | b | x | z | w | v | | o | bridging letters |
| • Spelling | y = /ē/ | ea = /ē/ | | wh | ou = /ou/ | ow = /ou/ | VC'V | VC'V | | Doubling Rule | ow = /ō/ |
| • High-Frequency Words | - | funny, only, pretty | | eat, year, any | - | what, when, which | - | our, out, down | | how, now, house | where, work, too |
| • Other | - | - | | - | - | - | - | Silent Consonants | | - | - |

| Lesson Components | Lesson 34 | Lesson 35 | Lesson 36 | Lesson 37 |
|-------------------------|--------------------|------------------|---------------|----------------------|
| • New Concept | oa = /ō/ | oe = /ō/ | Dropping Rule | Mastery Check |
| • Handwriting (Cursive) | Review all letters | | | |
| • Spelling | /ō/ | /ō/ and review | Dropping Rule | |
| • High-Frequency Words | - | soon, think, why | - | |
| • Other | - | - | - | |

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| Components of Language | <p>This volume focuses on monitoring comprehension.</p> <p>Metacognitive strategies are introduced with different genres of text. These strategies include making connections, visualizing, predicting, questioning, determining important ideas, inferring, and synthesizing information.</p> <p>Fix-up strategies also are introduced as a coaching tool for interventionists. The strategies include rereading, reading aloud, stopping and thinking, adjusting reading rate, checking visuals, reading ahead, and finding out the meaning of unknown words.</p> |
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| Lesson Components | Lesson 34 | Lesson 35 | Lesson 36 | Lesson 37 | Lesson 38 | Lesson 39 | Lesson 40 | Lesson 41 | Lesson 42 | Lesson 43 | Lesson 44 | |
|-------------------------|--|----------------------------|---------------------------|----------------------|-----------------------------------|-----------------------------------|-----------|----------------------------|-----------|---------------|----------------------|--|
| • New Concept | eigh = /ā/ ou = /ōō/ ui = /ūū/ | | | Mastery Check | ph = /f/ ch = /k/ | y = /ī/ or /î/ | ch = /sh/ | ti, ci = /sh/ si = /zh/ | ough | V/V | Mastery Check | |
| • Handwriting (Cursive) | F and T | I and J | L | | Student Names | Review all cursive letters | | | | | | |
| • Spelling | eigh = /ā/ review spelling with [tion and [sion | Various spellings for /ōō/ | Various spellings for /s/ | | Various spellings for /f/ and /k/ | Various spellings for /ī/ and /î/ | ch = /sh/ | Words with [sion and [tion | ou | Using affixes | | |
| • High-Frequency Words | both, carry, cold | - | done, draw, far | | - | - | - | - | - | - | | |
| • Other | Quadrigraph | - | - | | - | - | - | - | - | - | | |

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| Components of Language | This volume focuses on foundational comprehension , which includes genre, story elements, character traits, text features, sequence of events, fact and opinion, main idea and details, drawing conclusions and text evidence, and determining word meaning from context. |
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READING BY DESIGN, Volume 5



| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 | Lesson 11 |
|---|------------------------------------|-------------------------------------|---------------------------------|---|---|------------------------------|--------------------------|--------------------|--|-------------------------------------|---|
| New Concepts | Bridge Lesson | un-, non-, mis- | in- (il-, ir-, im-) | port, struct (stru, stry) How Latin Is Constructed | ject, duct (duc, duce) | pon (pos, pound), plic (ply) | -ion | -able, -ible | Review | a-, ab-, ad- | dis- (dif-), de-, dys- |
| | Lesson 12 | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 | Lesson 21 | Lesson 22 |
| | cede (ceed, cess), script (scrib) | spect (spec, spic), sect (seg) | form, flect (flex) | -less | Review | Mastery Check | sub-, super- | fore-, pre-, post- | fer, fac (fact, fect, fic) | mit (miss), mob (mot, mov), mis- | tract, rupt, vers (vert) |
| | Lesson 23 | Lesson 24 | Lesson 25 | Lesson 26 | Lesson 27 | Lesson 28 | Lesson 29 | Lesson 30 | Lesson 31 | Lesson 32 | Lesson 33 |
| | -ive | -ic, -or | Review | em- (en-) | inter-, mid- | cept (cap, cip, ceit, ceive) | dict (dic), min | tend (tens, tent) | -ous (-ious, -cious, -tious) | Review | Mastery Check |
| | Lesson 34 | Lesson 35 | Lesson 36 | Lesson 37 | Lesson 38 | Lesson 39 | Lesson 40 | Lesson 41 | Lesson 42 | Lesson 43 | Lesson 44 |
| | trans-, re- | anti-, con- (co-, col-, com-, cor-) | pro-, ex- | aud, ped | ten (tain, tin, tinu), sist (sta, stat, stit) | -al, -ial | -ty (-ity), -ment, -ness | Review | tele, phon (phone, phono), photo How Greek Is Constructed | astro (ast), bio, geo, logy (ology) | cracy (crat), cycl (cyclo), hydra (hydr, hydro) |
| | Lesson 45 | Lesson 46 | Lesson 47 | Lesson 48 | Lesson 49 | Lesson 50 | | | | | |
| graph (gram), meter (metr), micro, macro, scope | lex, morph, phobia, therm (thermo) | auto, chron (chrono), biblio | poly, sphere, hemi (demi, semi) | Review | Mastery Check | | | | | | |

Components of Language

This volume focuses on **advanced comprehension**, which includes text structure, author's purpose, author's point of view, inference, summarizing, author's craft, text comparison, and character roles and functions.