

Scope and Sequence for Reading Partners Connects Curriculum

Advancing Readers 2 Roadmap

| | Comprehension skill or SEL skill | Word Analysis Skills | Read aloud |
|--------------|--|---|--|
| SEL 1 | Getting to know you | | Tutor reads: <i>The Talent Show</i> |
| 2.1 | Main idea & details | VCE (a, i) | Student reads: <i>Bald Eagles Aren't Bald</i> |
| 2.2 | Story structure | VCE (e,o,u and review) | Student reads: <i>A Morning with Grandpa</i> |
| 2.3 | Summarizing | Closed syllable | Student reads: <i>Butterflies for Kiri</i> |
| SEL 2 | Feelings & emotions | | Tutor reads: <i>The Upside Down Boy</i> / <i>El niño de cabeza</i> |
| 2.4 | Making predictions | Dividing two syllable words / Two syllable words with CVCCVCe | Student reads: <i>My Very Own Room</i> |
| 2.5 | Character's response to events | Blends & Digraphs | Student reads: <i>Elizabeth's Doll</i> |
| 2.6 | Making inferences | y as long e | Student reads: <i>Grandma's Purple Flowers</i> |
| SEL 3 | Mindfulness | | Tutor reads: <i>Bringing Asha Home</i> |
| 2.7 | Character's point of view | suffix -ed | Student reads: <i>Sparkle Boy</i> |
| 2.8 | Author's message | suffix -ing | Student reads: <i>Rainbow Joe</i> |
| 2.9 | Author's message | VCE exceptions | Student reads: <i>My Steps</i> |
| SEL 4 | Growth mindset | | Tutor reads: <i>The Electric Slide and Kai</i> |
| 2.10* | Connecting series of scientific events | closed syllables exceptions | Student reads: <i>Look Out for Tornadoes</i> |
| 2.11 | Main idea & details | long -igh | Student reads: <i>An Unbreakable Code</i> |

Key: **Entry point lesson** *Checkpoint follows lesson

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| 2.12 | Story structure | prefixes | Student reads: <i>Fresh Juice</i> |
| SEL 5 | Self-confidence | | Tutor reads: <i>Allie's Basketball Dream</i> |
| 2.13 | Summarizing | comparative suffixes | Student reads: <i>When This World Was New</i> |
| 2.14 | Making predictions | suffixes -s and -es | Student reads: <i>Estela's Swap</i> |
| 2.15 | Character's response to events | closed and open syllables | Student reads: <i>Drummer Boy of John John</i> |
| SEL 6 | Kindness & empathy | | Tutor reads: <i>A Space for Me</i> |
| 2.16 | Making inferences | two syllable words with open syllables | Student reads: <i>David's Drawings</i> |
| 2.17 | Character's point of view | r-controlled syllables | Student reads: <i>Ghosts for Breakfast</i> |
| 2.18 | Author's message | dividing two-syllable words with r-controlled syllables | Student reads: <i>Under My Hijab</i> |
| 2.19* | Connecting series of scientific events | dividing two-syllable words with r-controlled syllables | Student reads: <i>Life of a Seahorse</i> |
| Complete: Students may continue on to Advancing Readers 3.1 | | | |

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