| Fast ForWord K-12 Scope & Sequence | Foundations I | Foundations II | Elements I | Elements II | Reading Readiness | Reading Level 1 | Reading Level 2 | Reading Level 3 | Reading Comprehension | Reading Assistant Plus | FAST FORWORD [®] BY CARNEGIE LEARNING Skills Definitions |
|---------------------------------------|---------------|----------------|------------|-------------|-------------------|-----------------|-----------------|-----------------|-----------------------|------------------------|--|
| Language & Pre-Read | ding | g Sk | ills | | | | | | | | |
| Listening Accuracy | | | | | | | | | | | The ability to discriminate between sounds and to correctly identify sounds and sound sequences. |
| Auditory Sequencing | | | | | | | | | | | The ability to understand and recall the order of sounds and words. |
| Auditory Word Recognition | | | | | | | | | | | The ability to identify spoken words and distinguish between similar-sounding words. |
| English Grammar | | | | | | | | | | | The ability to understand the structural features of the English language, including syntactic features like word order and parts of speech, and morphological features like prefixes, suffixes, plurals, and subject-verb agreement. |
| Following Directions | | | | | | | | | | | The ability to attend to details, and plan an appropriate sequence of steps in order to carry out verbal instructions. |
| Foundational Reading | g S | kills | ; | | | | <u> </u> | <u> </u> | | | |
| Print Concepts | | | | | | | | | | | The ability to approach print with a basic understanding of how it works, including the concept that text conveys a message, knowledge of how books work, which direction to read in, and how to interpret punctuation. |
| Phonological/Phonemic Awareness | | | | | | | | | | | The ability to recognize and manipulate units of sound in spoken language such as words, syllables, onset and rime, and phonemes. |
| Phonics/Decoding | | | | | | | | | | | The ability to relate speech sounds to specific letters (phonics), along with the ability to apply knowledge of letter-sound relationships to the process of sounding out and reading words (decoding). |
| Word Structure & Knowledge | | | | | | | | | | | The ability to recognize and apply knowledge of words and word parts such as morphemes and phonemes. |
| High-Frequency Words | | | | | | | | | | | The ability to quickly and automatically read common high-frequency words by sight. |
| Fluency | | 1 | | | | | | | | | The ability to read texts with accuracy, appropriate rate, and expression to support comprehension. |
| Capitalization & Punctuation | | | | | | | | | | | The ability to use knowledge of conventions when reading. |
| Vocabulary Acquisitio | on | Skill | s | | 1 | | | | | | |
| High-Frequency Words | | | | | | | | | | | The ability to quickly and automatically read and understand common high-frequency words by sight. |
| Word Learning Strategies | | | | | | | | | | | The ability to clarify the meaning of unknown words using strategies such as morphemic and contextual analysis. |
| Academic Language | | | | | | | | | | | The ability to use the language needed for success in school, including general academic words (which appear frequently in print, but rarely in social conventions), discipline-specific terms, and multiple meaning words. |
| Comprehension Skills | s | <u>.</u> | | | | | | | | | |
| Listening Comprehension | | | | | | | | | | | The ability to listen to and comprehend spoken language and derive meaning from oral texts. |
| Key Ideas & Details | | | | | | | | | | | The ability to distinguish key ideas from supporting details. |
| Independent Reading | | | | | | | | | | | The ability to read texts independently, with minimal to no assistance. |
| Monitoring Comprehension | | | | | | | | | | | The ability of learners to recognize whether they understand what they are reading, and if necessary, to take steps to repair their comprehension before continuing to read. |
| Craft & Structure | | | | | | | | | | | The ability to describe the overall structure (e.g., cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| Drawing Inferences | | | | | | | | | | | The ability to refer to details and examples in a text when drawing inferences from it. |
| Interpreting Visual Information | | | | | | | | | | | The ability to use information gained from illustrations and the words in a text to demonstrate understanding of the text. |
| Cognitive Learning S | kill | s | | | | | | | | , | |
| Memory | | | | | | | | | | | The ability to use both working memory and long-term memory to understand and retain information. Working memory is the capacity to keep information in mind over the short term, while integrating or manipulating it. Long-term memory is the capacity to store and retrieve information over hours, days, or years. |
| Attention | | | | | | | | | | | The ability to focus on specific information, to sustain that focus, and to ignore distractions, while carrying out a task. |
| Processing | | | | | | | | | | | The ability to rapidly interpret and integrate auditory and/or visual information. For example, interpreting a complex burst of acoustic information to identify a phoneme, or integrating a set of lines and curves to recognize a letter. |
| Sequencing | | | | | | | | | | | The ability to track the order of things like the sounds in a word, the words in a sentence, the sentences in a paragraph, or the events in a timeline. |

| Fast ForWord Reading (Grades K-5) Scope & Sequence | Foundations I | Foundations II | Reading Readiness | Reading Level 1 | Reading Level 2 | Reading Level 3 | Reading Comprehension | Reading Assistant Plus | Skills Definitions |
|---|---------------|----------------|-------------------|-----------------|-----------------|-----------------|-----------------------|------------------------|--|
| Language & Pre-Read | lin | g Sk | ills | | | | | | |
| Listening Accuracy | | | | | | | | | The ability to discriminate between sounds and to correctly identify sounds and sound sequences. |
| Auditory Sequencing | | | | | | | | | The ability to understand and recall the order of sounds and words. |
| Auditory Word Recognition | | | | | | | | | The ability to identify spoken words and distinguish between similar-sounding words. |
| English Grammar | | | | | | | | | The ability to understand the structural features of the English language, including syntactic features like word order and parts of speech, and morphological features like prefixes, suffixes, plurals, and subject-verb agreement. |
| Following Directions | | | | | | | | | The ability to attend to details, and plan an appropriate sequence of steps in order to carry out verbal instructions. |
| Foundational Reading | g S | kills | ; | | <u> </u> | | <u> </u> | <u> </u> | |
| Print Concepts | | | | | | | | • | The ability to approach print with a basic understanding of how it works, including the concept that text conveys a message, knowledge of how books work, which direction to read in, and how to interpret punctuation. |
| Phonological/Phonemic Awareness | | | | | | | | | The ability to recognize and manipulate units of sound in spoken language such as words, syllables, onset and rime, and phonemes. |
| Phonics/Decoding | | | | | | | | | The ability to relate speech sounds to specific letters (phonics), along with the ability to apply knowledge of letter- sound relationships to the process of sounding out and reading words (decoding). |
| Word Structure & Knowledge | | | | | | | | | The ability to recognize and apply knowledge of words and word parts such as morphemes and phonemes. |
| High-Frequency Words | | | | | | | | | The ability to quickly and automatically read common high-frequency words by sight. |
| Fluency | | | | | | | | | The ability to read texts with accuracy, appropriate rate, and expression to support comprehension. |
| Capitalization & Punctuation | | | | | | | | | The ability to use knowledge of conventions when reading. |
| Vocabulary Acquisitio | on | Skil | ls | | <u> </u> | <u> </u> | <u> </u> | <u> </u> | |
| High-Frequency Words | | | | | | | | | The ability to quickly and automatically read and understand common high-frequency words by sight. |
| Word Learning Strategies | | | | | | | | | The ability to clarify the meaning of unknown words using strategies such as morphemic and contextual analysis. |
| Academic Language | | | | | | | | | The ability to use the language needed for success in school, including general academic words (which appear frequently in print, but rarely in social conventions), discipline-specific terms, and multiple meaning words. |
| Comprehension Skills | s | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Listening Comprehension | | | | | | | | | The ability to listen to and comprehend spoken language and derive meaning from oral texts. |
| Key Ideas & Details | | | | | | | | | The ability to distinguish key ideas from supporting details. |
| Independent Reading | | | | | | | | | The ability to read texts independently, with minimal to no assistance. |
| Monitoring Comprehension | | | | | | | | | The ability of learners to recognize whether they understand what they are reading, and if necessary, to take steps to repair their comprehension before continuing to read. |
| Craft & Structure | | | | | | | | | The ability to describe the overall structure (e.g., cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| Drawing Inferences | | | | | | | | | The ability to refer to details and examples in a text when drawing inferences from it. |
| Interpreting Visual Information | | | | | | | | | The ability to use information gained from illustrations and the words in a text to demonstrate understanding of the text. |
| Cognitive Learning S | kill | s | | | | | | | |
| Memory | | | | | | | | • | The ability to use both working memory and long-term memory to understand and retain information. Working memory is the capacity to keep information in mind over the short term, while integrating or manipulating it. Long-term memory is the capacity to store and retrieve information over hours, days, or years. |
| Attention | | | | | | | | | The ability to focus on specific information, to sustain that focus, and to ignore distractions, while carrying out a task. |
| Processing | | | | | | | • | | The ability to rapidly interpret and integrate auditory and/or visual information. For example, interpreting a complex burst of acoustic information to identify a phoneme, or integrating a set of lines and curves to recognize a letter. |
| Sequencing | | | | | | | | | The ability to track the order of things like the sounds in a word, the words in a sentence, the sentences in a paragraph, or the events in a timeline. |

| Fast ForWord Literacy (Grades 6-12) Scope & Sequence | Flements I | Elements II | Reading Readiness | Reading Level 1 | Reading Level 2 | Reading Level 3 | Reading Comprehension | Reading Assistant Plus | Skills Definitions |
|---|------------|-------------|-------------------|-----------------|-----------------|-----------------|-----------------------|------------------------|--|
| Language & Pre-Read | lin | g Sl | cills | ; | | | | | |
| Listening Accuracy | | | | | | | | | The ability to discriminate between sounds and to correctly identify sounds and sound sequences. |
| Auditory Sequencing | | | | | | | | | The ability to understand and recall the order of sounds and words. |
| Auditory Word Recognition | | | | | | | | | The ability to identify spoken words and distinguish between similar-sounding words. |
| English Grammar | | | | | | | | | The ability to understand the structural features of the English language, including syntactic features like word order and parts of speech, and morphological features like prefixes, suffixes, plurals, and subject-verb agreement. |
| Following Directions | | | | | | | | | The ability to attend to details, and plan an appropriate sequence of steps in order to carry out verbal instructions. |
| Foundational Reading | g S | ikill | s | | | <u> </u> | - | | |
| Print Concepts | | | | | | | | | The ability to approach print with a basic understanding of how it works, including the concept that text conveys a message, knowledge of how books work, which direction to read in, and how to interpret punctuation. |
| Phonological/Phonemic Awareness | | | | | | | | | The ability to recognize and manipulate units of sound in spoken language such as words, syllables, onset and rime, and phonemes. |
| Phonics/Decoding | | | | | | | | | The ability to relate speech sounds to specific letters (phonics), along with the ability to apply knowledge of letter- sound relationships to the process of sounding out and reading words (decoding). |
| Word Structure & Knowledge | | | | | | | | | The ability to recognize and apply knowledge of words and word parts such as morphemes and phonemes. |
| High-Frequency Words | | | | | | | | | The ability to quickly and automatically read common high-frequency words by sight. |
| Fluency | | | | | | | | | The ability to read texts with accuracy, appropriate rate, and expression to support comprehension. |
| Capitalization & Punctuation | | | | | | | | | The ability to use knowledge of conventions when reading. |
| Vocabulary Acquisition | on | Skil | ls | | | | | | |
| High-Frequency Words | | | | | | | | | The ability to quickly and automatically read and understand common high-frequency words by sight. |
| Word Learning Strategies | | | | | | | | | The ability to clarify the meaning of unknown words using strategies such as morphemic and contextual analysis. |
| Academic Language | | | | | | | | | The ability to use the language needed for success in school, including general academic words (which appear frequently in print, but rarely in social conventions), discipline-specific terms, and multiple meaning words. |
| Comprehension Skill | s | _ | | | | | | | |
| Listening Comprehension | | | | | | | | | The ability to listen to and comprehend spoken language and derive meaning from oral texts. |
| Key Ideas & Details | | | | | | | | | The ability to distinguish key ideas from supporting details. |
| Independent Reading | | | | | | | | | The ability to read texts independently, with minimal to no assistance. |
| Monitoring Comprehension | | | | | | | | | The ability of learners to recognize whether they understand what they are reading, and if necessary, to take steps to repair their comprehension before continuing to read. |
| Craft & Structure | | | | | | | | | The ability to describe the overall structure (e.g., cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| Drawing Inferences | | | | | | | | | The ability to refer to details and examples in a text when drawing inferences from it. |
| Interpreting Visual Information | | | | | | | | | The ability to use information gained from illustrations and the words in a text to demonstrate understanding of the text. |
| Cognitive Learning S | kil | ls | | | | | | | |
| Memory | | | | | | | | | The ability to use both working memory and long-term memory to understand and retain information. Working memory is the capacity to keep information in mind over the short term, while integrating or manipulating it. Long-term memory is the capacity to store and retrieve information over hours, days, or years. |
| Attention | | | | | | | | | The ability to focus on specific information, to sustain that focus, and to ignore distractions, while carrying out a task. |
| Processing | | | | | | | | | The ability to rapidly interpret and integrate auditory and/or visual information. For example, interpreting a complex burst of acoustic information to identify a phoneme, or integrating a set of lines and curves to recognize a letter. |
| Sequencing | | | | | | | | | The ability to track the order of things like the sounds in a word, the words in a sentence, the sentences in a paragraph, or the events in a timeline. |

FOUNDATIONS I

| Exercise | Goal/Task | Language/Reading Skills | Cognitive Skills |
|--------------------|--|--|---|
| Ele-Bot | Develop English grammar and vocabulary skills by identifying the picture that best represents a sentence or answers a question. | English Grammar Word Structure & Knowledge Listening Comprehension | Memory Attention Processing Sequencing |
| Hoop Nut | Develop listening accuracy and phonological awareness skills by selecting a target syllable from a sequence of two syllables. | Listening Accuracy Phonological/Phonemic Awareness | MemoryAttentionProcessing |
| Moon Ranch | Develop listening accuracy skills by detecting when a new syllable interrupts a repeated syllable. | Listening Accuracy Phonological/Phonemic Awareness | MemoryAttentionProcessing |
| Robo-Dog | Develop auditory word recognition, phonological awareness, and vocabulary skills by identifying the picture that represents a spoken word. | Auditory Word Recognition Phonological/Phonemic Awareness Word Structure & Knowledge | MemoryAttentionProcessing |
| Sky Gym | Develop listening accuracy and auditory sequencing skills by reproducing a sequence of two sound sweeps. | Listening Accuracy Auditory Sequencing | Memory Attention Processing Sequencing |
| Space Commander | Develop the skill of following directions by identifying or manipulating shapes according to spoken instructions. | Following Directions Word Structure & Knowledge Listening Comprehension | Memory Attention Processing Sequencing |
| Whalien Match | Develop auditory word recognition and phonological awareness skills by matching pairs of syllables and words. | Listening Accuracy Auditory Word Recognition Phonological/Phonemic Awareness | MemoryAttentionProcessing |

FOUNDATIONS II

| Exercise | Goal/Task | Language/Reading Skills | Cognitive Skills |
|---------------|--|--|---|
| Cosmic Reader | Develop English grammar, following directions, vocabulary, and listening comprehension skills by listening to a story, answering questions, and following instructions related to the story. | English Grammar Following Directions Word Structure & Knowledge Listening Comprehension | Memory Attention Processing Sequencing |
| Jumper Gym | Develop advanced listening accuracy and auditory sequencing skills by identifying a sequence of sound sweeps. | Listening Accuracy Auditory Sequencing | Memory Attention Processing Sequencing |
| Paint Match | Develop phonological awareness and sound-letter correspondence skills by matching words into pairs using the fewest attempts. | Listening Accuracy Auditory Word Recognition Phonological/Phonemic Awareness Phonics/Decoding | MemoryAttentionProcessing |
| Polar Planet | Develop phonological awareness, word analysis, and sound-letter correspondence skills by identifying a target word when presented within a series of words. | Listening Accuracy Auditory Word Recognition Phonological/Phonemic Awareness Phonics/Decoding | MemoryAttentionProcessing |
| Tomb Trek | Develop phonological awareness and sound-letter correspondence skills by identifying a target word when presented within a sequence of two words. | Listening Accuracy Auditory Word Recognition Phonological/Phonemic Awareness Phonics/Decoding | MemoryAttentionProcessing |

ELEMENTS I

| Exercise | Goal/Task | Language/Reading Skills | Cognitive Skills |
|----------------|--|--|---|
| Al Assistant | Develop English grammar and vocabulary skills by identifying the picture that best represents a sentence or answers a question. | English Grammar Word Structure & Knowledge Listening Comprehension | Memory Attention Processing Sequencing |
| Ocean Explorer | Develop listening accuracy and auditory sequencing skills by reproducing a sequence of two sound sweeps. | Listening Accuracy Auditory Sequencing | Memory Attention Processing Sequencing |
| SonoLab | Develop listening accuracy skills by detecting when a new syllable interrupts a repeated syllable. | Listening Accuracy Phonological/Phonemic Awareness | MemoryAttentionProcessing |
| Space Salvage | Develop auditory word recognition and phonological awareness skills by matching pairs of syllables and words. | Listening Accuracy Auditory Word Recognition Phonological/Phonemic Awareness | Memory Attention Processing |

ELEMENTS II

| Exercise | Goal/Task | Language/Reading Skills | Cognitive Skills |
|------------------|--|--|---|
| Bioacoustics Lab | Develop listening accuracy and phonological awareness skills by selecting a target syllable from a sequence of two syllables. | Listening Accuracy Phonological/Phonemic Awareness | Memory Attention Processing |
| Cinematch | Develop listening comprehension skills by listening to stories and answering questions. | • Listening Comprehension | Memory Attention Processing Sequencing |
| Illuminator | Develop auditory word recognition and academic vocabulary skills by discriminating among related math and science terms. | Word Structure & Knowledge Academic Language | Memory Attention Processing |
| Mission Control | Develop the skill of following directions by identifying or manipulating shapes according to spoken instructions. | Following Directions Word Structure & Knowledge Listening Comprehension | Memory Attention Processing Sequencing |
| PicFlip | Develop auditory word recognition, phonological awareness, and vocabulary skills by distinguishing between similar-sounding words. | Auditory Word Recognition Phonological/Phonemic Awareness Word Structure & Knowledge | Memory Attention Processing |

READING READINESS

| Exercise | Goal/Task | Language/Reading Skills | Cognitive Skills |
|-----------------------------|---|---|---|
| Coaster | Build phonemic awareness and letter-sound association skills by selecting the letter that matches the initial sound of a spoken CV syllable. | Listening Accuracy Phonological/Phonemic Awareness Phonics/Decoding | Memory Attention Processing |
| Houndini | Build phonemic awareness and decoding skills by identifying words with a different initial, medial, or final sound than other words. | Listening Accuracy Phonological/Phonemic Awareness Phonics/Decoding Word Structure & Knowledge | Memory Attention Processing Sequencing |
| Hungry Tummy | Build skills in following directions and basic vocabulary by identifying objects of various colors, shapes, and sizes, in response to verbal instructions. | Auditory Word Recognition Following Directions Word Structure & Knowledge High-Frequency Words | MemoryAttentionProcessing |
| Inside the Tummy | Build fine motor skills and hand-eye coordination by matching objects by shape and/or color. | Word Structure & Knowledge High-Frequency Words | AttentionProcessing |
| Packing Pig Goes to Work | Build letter recognition and naming skills for uppercase and lowercase letters by identifying uppercase and lowercase letters. | Auditory Word Recognition Print Concepts | Memory Attention Processing |
| Packing Pig Has Lunch | Build letter recognition and naming skills for uppercase and lowercase letters by identifying and selecting matching pairs of uppercase and lowercase letters in a grid. | Auditory Word Recognition Print Concepts | MemoryAttentionProcessing |

READING LEVEL 1

| Exercise | Goal/Task | Language/Reading Skills | Cognitive Skills |
|------------------|---|--|---|
| Bear Bags | Build phonological awareness and phonics/decoding skills by sorting words based on initial, medial, and final sounds. | Listening Accuracy Phonological/Phonemic Awareness Phonics/Decoding Word Structure & Knowledge | Memory Attention Processing |
| Bedtime Beasties | Build listening and reading comprehension skills by selecting the correct picture, word, letter, or punctuation mark to complete a sentence. | Word Structure & Knowledge Fluency Capitalization & Punctuation Word Learning Strategies Listening Comprehension Key Ideas & Details Monitoring Comprehension | Memory Attention Processing Sequencing |
| Buzz Fly | Build listening comprehension skills by answering multiple- choice questions about fiction and nonfiction passages that have been read aloud. | Print Concepts Word Structure & Knowledge Fluency Word Learning Strategies Academic Language Listening Comprehension Key Ideas & Details Monitoring Comprehension | Memory Attention Processing Sequencing |
| Flying Fish | Build high-frequency word recognition and phonics/ decoding skills by rapidly matching spoken words to written words. | Auditory Word Recognition Phonics/Decoding High-Frequency Words | MemoryAttentionProcessing |
| Quail Mail | Build vocabulary skills by sorting words into different categories, such as conceptual, semantic, and grammatical. | English Grammar Phonics/Decoding Word Structure & Knowledge Word Learning Strategies Academic Language | Memory Attention Processing |

READING LEVEL 2

| Exercise | Goal/Task | Language/Reading Skills | Cognitive Skills |
|--------------------------|--|--|---|
| Ant Antics | Build reading comprehension skills by selecting the sentence that best describes a given picture. | English Grammar Word Structure & Knowledge High-Frequency Words Word Learning Strategies Monitoring Comprehension | Memory Attention Processing Sequencing |
| Bear Bags: More Lunch | Build phonemic awareness and decoding skills by identifying and matching initial, medial, and final sounds in words, including consonant blends. | Listening Accuracy Phonological/Phonemic Awareness Phonics/Decoding | MemoryAttentionProcessing |
| Dog Bone | Build passage comprehension skills by reading and/or listening to both fiction and nonfiction passages and answering comprehension questions. | Print Concepts Word Structure & Knowledge Fluency Word Learning Strategies Academic Language Listening Comprehension Key Ideas & Details Independent Reading Monitoring Comprehension | Memory Attention Processing Sequencing |
| Fish Frenzy | Build high-frequency word recognition and decoding skills by rapidly matching spoken words to written words. | Auditory Word Recognition Phonics/Decoding High-Frequency Words | MemoryAttentionProcessing |
| Leaping Lizards | Build reading comprehension and vocabulary skills by selecting the correct word, letter, or punctuation mark to complete a sentence. | English Grammar Word Structure & Knowledge High-Frequency Words Fluency Capitalization & Punctuation Word Learning Strategies Listening Comprehension Independent Reading Monitoring Comprehension | Memory Attention Processing Sequencing |

READING LEVEL 3

| Exercise | Goal/Task | Language/Reading Skills | Cognitive Skills |
|------------------|--|--|---|
| Book Monkeys | Build reading comprehension skills by answering questions that address literal meaning, cause and effect relationships, and in- ferential comprehension in fiction and nonfiction passages. | Fluency Word Learning Strategies Academic Language Key Ideas & Details Independent Reading Monitoring Comprehension | Memory Attention Processing Sequencing |
| Scrap Cat | Build vocabulary, grammar, and decoding skills by sorting words into appropriate categories. | English Grammar Phonological/Phonemic Awareness Phonics/Decoding Word Structure and Knowledge | Memory Attention Processing |
| Twisted Pictures | Build reading comprehension skills by selecting the sentence that best describes a given picture. | English Grammar Fluency Word Learning Strategies Independent Reading Monitoring Comprehension | Memory Attention Processing Sequencing |

READING COMPREHENSION

| Exercise | Goal/Task | Language/Reading Skills | Cognitive Skills |
|-------------|---|--|---|
| Art Walk | Develop reading comprehension skills by manipulating grammatical forms and structures to construct sentences about visual information. | English Grammar Word Structure & Knowledge Fluency Word Learning Strategies Academic Language Independent Reading Monitoring Comprehension Interpreting Visual Information | Memory Attention Processing Sequencing |
| Cognobot | Develop reading comprehension skills by answering literal, cause- and-effect, relationship, and inferential questions about fiction and nonfiction texts, schedules, instructions, and tables. | Following Directions Fluency Word Learning Strategies Academic Language Key Ideas & Details Independent Reading Monitoring Comprehension Craft & Structure Drawing Inferences Interpreting Visual Information | Memory Attention Processing Sequencing |
| Data Stream | Develop reading comprehension strategies by answering questions about fiction and nonfiction texts, and working with graphic organizers and summaries. | Fluency Word Learning Strategies Academic Language Key Ideas & Details Independent Reading Monitoring Comprehension Craft & Structure Drawing Inferences Interpreting Visual Information | Memory Attention Processing Sequencing |
| Print Shop | Develop reading comprehension skills by selecting the correct paraphrase of a narrative text. | English Grammar Word Structure & Knowledge Fluency Key Ideas & Details Independent Reading Monitoring Comprehension | Memory Attention Processing Sequencing |
| Road Trip | Develop reading comprehension skills by selecting the right word to complete a sentence. | Phonics/Decoding Word Structure & Knowledge Fluency Word Learning Strategies Academic Language Independent Reading Monitoring Comprehension | Memory Attention Processing Sequencing |